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TEACHER-STUDENT RELATIONSHIPS:
TEACHER DOGMATISM, STUDENT SELF-IMAGE AND
STUDENT PERCEPTION OF TEACHER ATTITUDE

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Thesis submitted to the School of Graduate Studies
as partial fulfillment of the requirements for the
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ABSTRACT

This study examined the relationship between teacher dogmatism, student self-esteem and the variance of scores measuring student perception of acceptance by the teacher.

Rokeach's Dogmatism Scale (Form E) was administered to 23 teachers of grade eight. Seven were determined to be highly dogmatic (HD) while five were found to be low in dogmatism (LD). The Piers-Harris Children's Self Concept Scale was administered to the 379 grade eight students of the HD-LD teachers. Sixty-nine students were shown to be high self-esteem (HSE) and sixty-one were low self-esteem (LSE).

On the basis of Rosenberg's findings, it was hypothesized that the variance of student perception of acceptance by the teacher--as measured by the Davidson and Lang Adjective Checklist--would be related to the degree of teacher dogmatism and student self-esteem. The Scheffé Test for Homogeneity of Variance with unequal sample sizes was employed. In addition the Scheffé procedure for determining differences in means was utilized for post hoc procedures.

A significant difference in variance was predicted in the following three hypotheses:

- 1) HD-LSE > LD-LSE;
- 2) LD-LSE > HD-HSE;
- 3) HD-LSE > HD-HSE.

Analysis of the data supported a significant difference of variance in the third relationship. Post hoc analysis showed mean perception of acceptance in the following order of relationships: HD-LSE < LD-LSE < HD-HSE.

Based on the findings, the need for further examination and clarification of Rosenberg's characteristics of the LSE adolescent is suggested. In addition, the possibility that perceived security may result in a lessening of HD tendencies, as theorized by Rokeach, merits further investigation. It is suggested that consideration of the effect of HD teachers on LSE students be considered prior to placing LSE students with HD teachers.

CHAPTER I

ELEMENTS OF TEACHER-PUPIL RELATIONSHIPS

Educators have long sought to identify and explore teacher and student personality characteristics which interact to produce a significant effect on the teaching learning process. Teacher authoritarianism, for example, has been frequently cited as a cause of student frustration and a contributor to a negative attitude toward school on the part of the student. Since the concept of authoritarianism is subsumed by Rokeach's notion of dogmatism, it seems likely that the teachers who are classified as highly dogmatic would be inclined to create a classroom atmosphere which may be non-beneficial to certain types of students. It seems evident that the converse might also be true.

It has been shown that students who perceive themselves to be inadequate, but who are of average academic ability, may achieve lower grades than their counterparts who view themselves with high regard. Under these circumstances a grade eight student when required to select secondary school subjects, may consider choosing those subjects which are understood by the student to require less than average academic ability. On the basis of the courses selected, the student's ultimate educational and vocational potential may be restricted. It would appear worthwhile to investigate the

possibility that teacher dogmatism may influence the student to further question his adequacy. If this is so, the student may confirm his self-doubts by choosing those subjects which will disadvantage him in later years. Realizing the consequences of the decisions to be made, this research is concerned with the grade eight student.

Just what types of students would be more affected by certain characteristics of personality? The literature (James, 1890; Mead, 1934; Lewin, 1936; Allport, 1937; Maslow, 1943; Sherif and Cantril, 1947; Snygg and Combs, 1949; Horney, 1950; Freud, 1953; Kelley, 1962; Rogers, 1969) supports the contention that an individual's level of self-esteem exercises a significant influence over his ability to cope with his environment. That this is also true of the classroom environment has been shown by the writings of Lecky (1945), Jersild (1962), Coopersmith (1967), Labenne and Greene (1969), Purkey (1970), Hamachek (1971), Schmuck and Schmuck (1971), and Brophy and Good (1974).

Davidson and Lang (1960) demonstrated the validity of this position when they showed the relationship between a student's academic achievement, classroom behaviour, self-esteem and perception of acceptance by the teacher. In failing to assess the impact of the teacher's personality characteristics on the aforementioned relationship, the authors seem to have ignored a crucial element in that relationship.

In the present study, a teacher's standing on the dimension of dogmatism will be considered as a factor which might effect differential reactions in grade eight students of various levels of self-esteem. That is, it is expected that a student with a particular level of self-esteem will be either advantaged or disadvantaged in his interaction with a teacher who demonstrates characteristics associated with his standing on the Dogmatism Scale.

The sections which follow describe the salient theoretical elements of dogmatism as defined and measured by Rokeach (1960), and self-esteem among adolescents as defined by Rosenberg (1965), and measured by Piers-Harris (1969). Subsequently, theoretical links between these variables are established. On the basis of those links, hypotheses will be formulated and presented as a conclusion to the chapter.

Rokeach's Notion of Dogmatism

The origins of Rokeach's notion of dogmatism are seen in the work of Fromm (1941) who investigated intolerance in anti-Semitism. Maslow (1943) continued Fromm's study by determining that prejudice stems from a world view in which an individual has a personal need for status, power and prestige and ranks people as generally superior or inferior. Such an individual requires a group of people which he can hate and towards which he may display hostility. In addition,

subjects evidencing such attitudes identify kindness with weakness but respect those whom they judge to be strong or of dominant status. Maslow identified people who have such a world view as being authoritarian. Adorno, Frenkel-Brunswik, Levinson and Sanford (1950) extended Maslow's work and applied their findings to the study and identification of Fascists and right-wing political groups.

Rokeach's (1960) contribution is based on findings of Fromm and Adorno, Frenkel-Brunswik, Levinson and Sanford (1950), and offers an extension to their work. Rokeach proposes that authoritarian personality characteristics are not confined to individuals of a specific ideology or racial origin. Rather, these personality characteristics may be present regardless of an individual's political, philosophical, or religious convictions or his racial origin. Rokeach (1960) includes authoritarianism within a broader personality characteristic which he labelled dogmatism. Highly dogmatic (HD) individuals are termed closed-minded by Rokeach. Conversely, individuals low in dogmatism (LD) are seen to be open-minded. Rokeach also considers closed-minded individuals to be intolerant while open-minded individuals are tolerant.

According to Rokeach, open-minded individuals have a facility for considering information which is presented to them independently of the source of that information. That is, they evaluate the information on its own merits. On the

other hand, a closed-minded person requires his environment to coincide with his expectations and beliefs about that environment. In so doing, the closed-minded person displays a great intolerance for information which contradicts his expectations and beliefs. He is notably lacking in a capacity to disassociate information from its source.

Rokeach contends that a closed-minded person views the world as unfriendly and threatening. As Rokeach states:

In the extreme, the closed-minded system is nothing more than the total network of psychoanalytical defense mechanism organized together to form a cognitive system and designed to shield a vulnerable mind (p. 70).

In attempting to overcome such threats to the vulnerable mind, the individual seeks to obtain a place for himself within a structure which clearly defines his role and the role of others. The structure then provides the individual with a referent authority.

According to Rokeach, because no individual possesses within himself all knowledge, external sources must be sought for further information or to confirm information. Rokeach considers such sources to be external referents or authorities. These sources may be a person in a position to know, a group, an institution, a document or a belief.

Rokeach maintains that the referent authorities of the closed-minded individual are considered, by that individual, to be absolute. With few exceptions, absolute authorities

are not to be questioned. Information and people are accepted, rejected or interpreted on the basis of whether or not they are acceptable to the subject's referent authorities. Thus, new or changed information must substantiate the closed-minded individual's previously established interpretations or expectancies related to that information.

A closed-minded subject, as seen by Rokeach, would place his confidence in absolute referent authorities, and so demonstrate a lack of confidence in his own judgement. Security is sought by rejecting information and people which are not acceptable to his referent authorities.

In contrast, open-minded subjects regard referent authorities as fallible. Alternate ideas are considered by the individual, even though they may initially appear inconsistent with currently held interpretations and expectancies of the environment. Security, in this case, comes from the subject's belief that he will be able to resolve the observed inconsistencies and derive a personally satisfying response to the situation. For the closed-minded individual, belief structures impede effective contact with the environment.

The open-minded individual suffers no such impediment, in fact, his belief structures facilitate his contact with his environment. This contact with the environment is seen by Rokeach as the product of the individual's affective and cognitive functioning. In both cases, beliefs determine

behavior.

Rokeach theorized that cognitive functioning or thinking, remembering and perceiving is not separate from the affective functioning of the individual. Rokeach considers that emotions are expressed and represented in thinking, remembering and perceiving which are cognitive activities arising from a system of beliefs. From this, Rokeach concludes that beliefs affect emotional behavior as well as cognitive behaviors such as thinking, remembering and perceiving.

This is important because Rokeach intends to measure the totality of a person's organization of beliefs and expectancies which for Rokeach, have definable and measurable structure. The Dogmatism Scale, which appears in Appendix 2, and which is discussed at greater length in Chapter II, was developed by Rokeach in an attempt to measure that structure. It reports an individual's standing on the dimension of open-mindedness, closed-mindedness.

Given that Rokeach's instrument permits a discrimination to be made between individuals along a dimension of closed-mindedness, open-mindedness, several studies have purported to show that the behavior of subjects evidencing LD characteristics, differs from the behavior of those evidencing HD characteristics. For example, Secord and Bachman (1964) found that an HD individual desires a safe, dependable environment, while Crockett and Meidinger (1956) determined that

the subject displaying HD characteristics was most secure when interacting with those who share the subject's views. It seems that Rokeach's (1960) postulates concerning the HD individual's need for security and his hostility to those who do not share his beliefs are supported in the literature.

Further support for Rokeach's position is offered by Plant, Telford and Thomas (1965) who showed that LD college students were calm, mature, forceful, efficient and clear thinking. Their HD counterparts were found to be impulsive, stereotyped in their thinking, and defensive. Korn and Giddan (1964) demonstrated that among 195 males, HD freshmen were less tolerant, less flexible and less secure than LD freshmen.

Personality correlates of dogmatism were also investigated by Vacchiano, Strauss and Schiffman (1968) by testing 53 male and 29 female college students. They found those students exhibiting high levels of dogmatism to have an intolerance for understanding the feelings and motives of others. Moreover, these students wished to avoid changes in environment or daily routine. In addition, personality maladjustment and instability were evidenced in the HD subjects through a lack of self-confidence, defensiveness, a non-committal attitude and dissatisfaction with their behavior, physical state, personal worth and adequacy. These subjects demonstrated confidence in what they had been taught to

believe despite inconsistencies in those beliefs.

It would appear that HD individuals are cautious in accepting new ideas, preferring traditional beliefs. On the basis of their findings, Vacchiano, Strauss and Schiffman (1968) state that:

Taken together they [personality factors] form a logical personality profile which substantiates Rokeach's formation of internal-belief structures, that is, attitudes characterized as dogmatic or nondogmatic, and extends the concept of dogmatism from an attitude system to a personality pattern (p. 84).

That such a personality pattern exists and that it comes to play a role in the classroom functioning of teachers may be inferred from research findings such as those of Lewin, Lippitt and White (1939) and Schmuck and Schmuck (1971). Lewin, Lippitt and White (1939) studied the effects when adult leaders demonstrating characteristics of closed-mindedness interacted with teams of boys. It appeared that these leaders produced anxious, frustrated, quarrelsome adolescents. Schmuck and Schmuck (1971) found that such teachers demonstrating HD characteristics created a sense of powerlessness, particularly when they interacted with students who possess low self-esteem.

Zagona and Zurcher (1964) compared 30 LD and 30 HD undergraduate students and found that with a HD leader, some undergraduate students were unwilling to relate to, or think about the subject matter, but quietly acquiesced to other

students or to the instructor.

These studies indicate that the relationship between teacher personality and student behavior are influenced by teacher dogmatism as it is reflected by the teacher standing on the dimension of open-closed mindedness.

Why should this be so? This question will be considered when the interaction between student self-esteem level and teacher dogmatism is investigated. Prior to this, the theoretical background of the concept of self-esteem will be discussed.

Student Self-Esteem

A characteristic of students which is frequently reported to be affected by teacher characteristics is the student's level of self-esteem. The findings of Rosenberg (1965) offered herein are those which have considerable promise for helping teachers to understand that critical aspect of the adolescent functioning.

Rosenberg contends that the self and others may be regarded as objects which may be observed. Thus, an individual is able to make a comparison between self and others.

Rosenberg maintains that the answers to such questions as: "Does the individual have a favorable or unfavorable opinion of himself?", "Does he consider himself worthy or unworthy?" will indicate the degree of self-worth or self-esteem an

adolescent possesses. An adolescent who, in comparing himself with others, views himself as worthy is said to have high self-esteem (HSE). Conversely, a low self-esteem adolescent (LSE) when comparing himself with others would consider himself as unworthy.

Rosenberg defines HSE as an attitude reflecting that:

The individual respects himself, considers himself worthy; he does not necessarily consider himself better than others, but he definitely does not consider himself worse; he does not feel that he is the ultimate in perfection but, on the contrary, recognizes his limitations and expects to grow and improve (p. 31).

Conversely, Rosenberg states that attitudes of LSE students are markedly different, implying

self-rejection, self-dissatisfaction, self-contempt. The individual lacks respect for the self he observes. The self-picture is disagreeable, and he wishes it were otherwise (p. 31).

It seems evident that LSE adolescents will have greater adjustment problems than HSE adolescents. This view is consistent with Rosenberg's claim that the following are characteristics of LSE adolescents: lack of confidence; easily influenced; desire and allow others to make decisions for them; prefer to be alone; skeptical, contempt for others, eager to be accepted, may be hostile; dreamy, emotional, temperamental; do not say what they mean, words do not "come out right"; easily embarrassed, socially awkward, "squabbly", shy.

Rosenberg is principally concerned with the adjustment problems of LSE adolescents. In elaborating upon that

subject, he envisages the possibility that adolescents experience fluctuation in their level of self-esteem. While this is a normal developmental phase of adolescence, the problem is particularly acute in LSE adolescents. This is revealed by the LSE adolescent's attempt to hide his feelings behind a facade and to act differently than he feels. Rosenberg demonstrated that a LSE adolescent is very sensitive to critical comments or attitudes concerning himself, particularly those attitudes which convey that he is not accepted by others. Such an adolescent perceives himself to be isolated from his peers and lacking their acceptance. Rosenberg is elaborating upon concepts initiated by other researchers.

James (1890) and Cooley (1902) determined that an individual's self-appraisal is derived from his interpretation of others' reactions to him. Mead (1934) postulates that the attitudes of others toward an individual are an important influence in that individual's formation of self-attitudes. Rogers (1969), for his part, maintains that as an individual perceives others to reject or judge him harshly, feelings of self-inadequacy will result. The degree to which the subject is influenced by others' evaluations of him is related to the degree that he desires those individuals' approval. Snygg and Combs (1949) conclude that all behavior depends upon the individual's perception of

himself and his surroundings at a given point in time.

Rosenberg (1965) is clearly in accord with the aforementioned theorists as to the importance of the interaction between the subject and significant others in the individual's self-esteem development. In light of the foregoing, it would not appear inappropriate to suggest that a beneficial classroom climate is one in which the student, in particular the LSE student, perceives both the teacher and his fellow students to accept and value him as a person.

Conversely, it seems reasonable to suggest that a non-beneficial classroom climate is one in which the student, particularly the LSE student, perceives that both the teacher and his fellow students do not accept him but depreciate him as a person. Rosenberg maintains that the latter situation is an anxiety provoking one. He identified four major anxiety producing factors related to self-esteem in general and LSE in particular.

"Instability of Self-Image". Rosenberg contends that anxiety results from fluctuating concepts of self not having a stable framework into which they can fit. The image the student has of himself is derived from his perception of the degree to which others accept him. If his perception fluctuates, it follows that his self image would be unstable. The HSE student consistently viewing himself positively, within a framework of success, is able to accept failure or success without

undue alteration to his self-image. On the other hand, the LSE student responds to his success or failure by perceiving himself to be judged by others as being of greater or lesser worth. This is followed by adjustments of his self image. Rosenberg maintains that such adjustments contribute to increasing the student's anxiety which causes further downgrading of the self-image, which in turn increases the anxiety and so on. A possible escape from this situation is presented to the LSE student through the construction of facades.

"Facade". The LSE subject wishes to hide his true feeling of worthlessness and lack of acceptance by others. To do this, he develops an attitude which he believes will give the appearance of HSE. However, he is never sure that this tactic is successful. Sometimes he knows it is not. Rosenberg suggests that the maintenance of a facade, and the energy required to re-establish it when it fails, produces further anxiety. The results are predictable: the LSE adolescent student is once more trapped in the anxiety-producing self-image spiral and his vulnerability to depreciating experiences is increased.

"Vulnerability". The LSE student is shown by Rosenberg to be "inordinately sensitive to any evidence in the experience of his daily life which testifies to his inadequacy, incompetence or worthlessness". Being subjected to laughter, scorn,

criticism, scolding, blame or indications of self-inadequacy, all of which indicate non-acceptance by others, invariably results in further self doubts and instability of the LSE student's self-image. Not infrequently, a reaction of psychic isolation also ensues.

"Psychic Isolation." The LSE student feels that he is rejected by his peers or adults and he lacks faith in others. Accordingly, he does not seek assistance or assurance from peers or adults since he expects to be rejected. Threats and problems are perceived to be "inordinately dangerous and anxiety provoking" and are to be avoided by whatever means possible. They represent the possibility of failure and the confirmation of inadequacy.

Rosenberg maintains that an important characteristic of the LSE adolescent is fluctuating self-image which may result from the effects of any combination of the foregoing four factors. On the basis of Rosenberg's findings, it would appear reasonable to consider factors of teacher-pupil interaction which may relate to the perception which the student has of himself. Some of these factors have been studied by Glasser (1969) within the elementary school classroom.

Glasser (1969) contends that regardless of the student's age, all students require, as a prerequisite to success, the need to feel worthwhile. Teachers who have established their own worth and who have a success identity can fulfill their

own needs and are better able to provide this student need. Such teachers will, according to Glasser, focus on the pupil's present achievement, and encourage co-operative analysis of past failures in order to develop ongoing pupil success. To overcome loneliness, which Glasser sees as a detriment to student success, students need to be involved with teachers who are accepting of students and willing to interact with them. Rosenberg identifies this need of perceiving acceptance by others as being particularly acute in LSE students who view themselves as being rejected by others.

It follows then that a teacher who is an accepting person, should be able to make decisions resulting in the greatest benefit for the student, rather than the teacher. The HD teacher has been described as seeking protection from a world which is perceived as being unfriendly. The LSE student desires to be accepted. It is possible that the HD teacher, in seeking to fulfill his need, will be less able to consistently meet the need of the LSE student. Glasser further believes that knowledge and thinking are necessary ingredients to achieve worthiness. He maintains that a teacher striving to assist a student will de-emphasize student assessment which results in marks which reflect success or failure. Glasser identifies the ability of the teacher to accept the student and cause him to feel worthwhile as being of importance to the student. This classroom environment, when consistently

maintained, would surely assist the LSE student who has a need to perceive acceptance in order to formulate a stable perception of the teacher's acceptance of him.

Since the HD teacher is bound by his interpretation of his referent authorities' expectations, it is doubtful that his personality dynamics would allow him to operate in a manner that would encourage a Glasserian type of teacher-student contact, rather he would be concerned with the expectations of his referent authority. It seems essential, particularly in the case of LSE students, that they be provided with a classroom climate which allows them to consistently feel more self-worth and perceive others to be accepting of them. The stability of an HSE student's self-image allows him to cope with success or failure by situating it within a stable framework reflecting the totality of past, present and anticipated experiences of success. That is, present failure or success is seen as but a single element of a whole. As the HSE student consistently perceives himself to be accepted by others, isolated incidents of failure or success should not alter his overall perception of acceptance. For the LSE adolescent who is striving to gain acceptance and whose self-image is unstable, present failure or success is seen as the sum total of his experiences. As a result, present failure or success is focused upon, thereby effectively ignoring future hopes and bringing into question his perception of acceptance by

others. Continuing fluctuation of perception of acceptance by others should result.

As early as 1890, James laid the foundation which led to the notion that the totality of life's experiences contribute to the individual's level of self-esteem. He suggests that success in one facet of endeavour may increase the individual's perception of his worth in that endeavour if that success is valued by persons whose approval the individual desires. Similarly, lack of success in one facet of endeavour may lower the individual's perception of his ability in that facet. Ordinarily these discrete variations in self-image would not significantly affect the generally held level of self-image. However, Gibby and Gibby (1967) found that among 60 grade seven students of superior academic ability, perception of self was altered when one central, dominant aspect was revalued, or, when a sufficient number of aspects were revalued.

It may be suggested that a teacher, by providing an atmosphere which is consistently helpful to the LSE student, may assist that student to consistently view the teacher as accepting him. Conversely, a teacher who is unable to provide this consistent atmosphere may re-enforce the LSE student's fluctuation of perception of acceptance by the teacher. It would appear reasonable to conclude that LSE students, singly or as a group, will experience fluctuation of perception

of acceptance in response to the degree that they perceive that their needs for acceptance are being consistently met.

The possibility that an HD teacher would be able to provide an atmosphere conducive to these needs has yet to be determined. It would appear theoretically consistent that the LSE student, characterized by an inordinate sensitivity to his perceived inadequacies and perceiving non-acceptance by others, would be exceedingly vulnerable to any real or imagined attacks on his self-image. It seems reasonable to suggest that if a LSE student is to do well, he requires a classroom environment of consistent acceptance, self-security and encouragement. The characteristics of the HD teacher as compared to the LD teacher, show the former to be less tolerant, less flexible, less secure and more likely to foster student apathy, in particular a sense of student powerlessness. If a LSE student, who displays the characteristics previously described, finds himself in the classroom environment which is created by a teacher demonstrating HD characteristics, then it is likely that the classroom experience will operate to the student's disadvantage. That is, rather than the LSE student's acceptance needs being consistently met and reducing perception of acceptance fluctuation, he will doubt the degree to which he is accepted and evidence an even greater degree of perception of acceptance fluctuation.

It would seem then, that a classroom situation which requires a LSE student to interact with a HD teacher holds little promise for the LSE student. This, however, should not be the experience of the LSE student when interacting with a LD teacher. It will be recalled that Rokeach (1960) attributes certain characteristics to the LD person. Those characteristics include a willingness to accept others, coupled with a capacity to interpret current situations without recourse to dogma. These characteristics, when demonstrated by a teacher, should facilitate the LSE student's attempts to gain the LD teacher's acceptance. Since that acceptance is more likely to be forthcoming from the LD teacher, the LSE student's opportunity to assess himself as being worthwhile is also likely to increase. However, there is a danger here in that the LSE student's perception of teacher acceptance is just as likely to fluctuate markedly as a result of positive experience as it is in response to negative experiences. That is, the LSE student will focus on an immediate situation which is positive to the exclusion of other situations which may not be so. The classroom climate provided by the LD teacher might just be building up the LSE student for a fall. Nonetheless, it is held that the classroom climate fostered by the LD teacher, by consistently providing for the acceptance needs of the LSE student should be more beneficial to the LSE student than the classroom climate

fostered by the HD teacher. Furthermore, it is postulated that this will be reflected in a measure of the LSE student's perception of being accepted by the teacher. That is, the LSE student should perceive himself to be more consistently accepted by the LD teacher than he is by the HD teacher.

Clearly, there is a need to consider at greater length the means by which teachers and students demonstrate teacher-student attitudes toward each other. The section which follows is intended to provide just such a critical elaboration.

Teacher-Student Relationships

It is established in educational literature that teachers' and pupils' personality characteristics affect teacher-pupil classroom interaction. This section will deal with the function of perception as a variable in the interaction process.

Rosenthal and Jacobson (1968) demonstrated, in their controversial study, that the pupil may ultimately be assessed by the teacher on the basis of the expectations the teacher holds for that student rather than on the ability the student possesses. Brophy and Good (1974) state, perhaps in too broad a context, that:

Such expectations cause a teacher to perceive mostly those student characteristics that confirm expectations and fail to perceive student characteristics that do not confirm expectations. Also they cause the teacher to persistently treat the student in inappropriate ways (treating him as if he were someone else, as it were) (p. 41).

They further maintain that if such inappropriate treatment continues, the student will begin to conform to the teacher's expectations. Ultimately, the student's achievement, enjoyment of school, and self-esteem as a learner will be affected.

These authors recommend that teacher expectations of students be reviewed constantly and be ~~open to change~~. If adjustment is necessary, the teacher will need to acknowledge that the current evaluation of the pupil is wrong. For some teachers this may result in anxiety and depression. To avoid this, teachers may make responses consistent with the behaviors described by Rokeach (1960) as characteristic of close-minded (HD) individuals.

Johnson, Feigenbaum and Weiby (1964) lend support to Brophy and Good. They found that student teachers seek to avoid personal responsibility for pupil failure and thereby avoid having to acknowledge teacher defeat. On the other hand, student teachers interpret student success as the result of teacher effectiveness. Consequently, the teacher's perception and expectations remain unaltered. Brophy and Good (1974) comment that "To the extent that a student perceives his teacher's expectations for him, his own expectations are going to be affected". Since the LSE student has been shown to be inordinately sensitive to the reactions of others, he is more likely to have his perception of self affected by his perception of acceptance by others.

The foregoing studies would lead us to expect that the LSE student who demonstrates behaviors which contradict the expectations of the HD teacher's referent authorities will be categorized by that teacher as unacceptable and will behave accordingly. The HD individual as compared with his LD counterpart, has been shown by Rokeach to be highly resistant to attitude change. Accordingly, the LSE student's attempts at complying with the HD teacher's expectations are unlikely to change the HD teacher's perception of him. In such a case the unacceptable student behavior is consistent with the HD teacher's perception of the student and will be taken as support for the HD teacher's view of the student. It is likely that unacceptable behavior will provoke the HD teacher to clearly show his non-acceptance of the student, in which case the student will be exposed to inconsistent signals of acceptance and non-acceptance by the teacher. As a result, there is little likelihood that the LSE student's perception of acceptance by the teacher would be stabilized.

Teacher actions, both direct and indirect, are essential elements in the forming of the student's self-perception. As Brophy and Good (1974) illustrate, a teacher may directly tell a student or group of students that a task is too difficult for them. More frequently the expectation of the teacher is conveyed indirectly. Examples cited by the aforementioned authors are the length of time a teacher will wait

for an answer from one child as compared with another child; the difficulty of the questions directed to various students; the comment of the teacher to the student or class following a successful or unsuccessful attempt to solve a problem; or the frequency with which a teacher directs questions to each member of the class. It should be noted that LSE students not wishing to risk failure, criticism and rejection would likely be reluctant to freely participate in class activities. His inordinate vulnerability to attacks on his self-image may cause him to feel greater uncertainty of acceptance and further isolation.

Teachers can contribute to the well-being of an LSE student by evidencing behaviors interpreted by the LSE student as being accepting of the student. For example, Amidon and Flanders (1961) showed that grade eight students, lacking in self-confidence, a characteristic of LSE students, mastered geometry concepts more efficiently when teachers praised and encouraged the student, were in close physical proximity to him and clarified and used his ideas. These teachers are said by the authors to evidence "teacher warmth".

Della, Pina and Gage (1955) determined that students concerned about personal relationships, related to teachers exhibiting warmth, to a greater degree than to those teachers who did not demonstrate this characteristic.

Kleinfeld's study (1972) determined the teacher warmth

characteristic to be an essential ingredient of teacher-student relationships in which students felt they were in a minority or unwanted. Since LSE students have been shown to possess such feelings, it seems that a teacher who demonstrates warmth could enhance the school experience of an LSE student. While the studies investigating "teacher warmth" do explore an important characteristic of the teacher-student relationship, they do not consider the degree to which this factor is exhibited consistently. It is the consistency of the teacher-student relationship which is perceived to be beneficial to the LSE student.

It would seem reasonable to suggest that teacher warmth, which appears to be beneficial to LSE students, would more likely be consistently associated with the open-minded, accepting LD teacher than with his closed-minded (HD) counterpart. Rokeach's (1960) description of the HD person points inexorably to this assertion. Burke (1966) determined that the HD person is perceived as being less sensitive to people than is the LD person. Saltzman (1967) extended Burke's findings by showing that observers rated HD subjects as less sensitive and less positive in regard to others than LD subjects. Sensitivity to the needs of others was shown to be a function of an individual's dogmatism level.

It is held that HD teachers are less sensitive to the affective needs of students than LD teachers, the result

being that LSE students are obliged, as a function of their particular dynamics, to periodically increase their attempts to gain the acceptance of the HD teacher. This increased activity will almost invariably involve the type of activity which is inconsistent with the expectation of the HD teacher's referent authorities. The results for the LSE student are predictable.

The literature (Della, Pina and Gage, 1955; Amidon and Flanders, 1961; Johnson, Feigenbaum and Weiby, 1964; Burke, 1966; Rosenthal and Jacobson, 1968; Kleinfeld, 1972; Brophy and Good, 1974) offers insights into the teacher-pupil classroom interaction. It appears reasonable to suggest that some teachers assess students on the basis of teacher expectations which persist and which are, for some teachers, very difficult to alter. The association of such teacher expectations with characteristics of HD teachers was previously alluded to. The detrimental effect of these characteristics as they relate to the consistency of self-perceptions of the LSE student was also noted.

Students' self-perceptions were seen to be transmitted from the teacher to the student by the manner in which questions were directed to the student and student responses elicited. The degree of teacher warmth displayed in teacher-pupil relationships was shown to be related to the student's self-confidence, his learning and to concerns as to his

acceptance by others. It has been suggested that a consistent display of teacher warmth is more likely a characteristic of the LD than the HD teacher and that teacher warmth as consistently perceived by the low self-esteem student would benefit that student.

Therefore, it appears reasonable to suggest that students who exhibit the characteristics of LSE students, as compared with HSE students benefit from interacting with a teacher who is consistently perceived by the student to exhibit teacher warmth and student acceptance. It would be expected that perception of teacher acceptance would stabilize.

Having related the student's self-concept to the student's perception of the teacher, and having considered the student's standing on self-esteem and the effects of the teacher's standing or dogmatism, the elements necessary to the realization of the current research are present. Summary statements of those who have studied elements of this problem are reported on in the following section. This is to be followed by a description of those aspects of the present study which make it unique.

Review of Central Elements

Teacher personality, associated teacher expectations and attitudes, student self-esteem, and student perception of acceptance by the teacher have previously been referred to as

elements in the teacher-student interaction process. A brief recapitulation of the central elements underlying the theoretical rationale of the current study follow.

Brophy and Good (1974), through an extensive review of the literature, observed that teachers' attitudes affect student-teacher interaction in observable ways that will tend to complement and reinforce the teacher's attitude. From this grows the idea that a specific dimension of student personality may be of significance to his potential acceptance or rejection by the teacher.

Purkey (1970) summarized several studies in support of his contention that the attitude shown by the teacher has an effect on the student's perception of self. He suggests that respect and acceptance of the student, firmness which reflects that the teacher cares for the student, and opportunities for student success all develop positive self-perception in students. Rosenberg (1965) for his part, emphasizes four characteristics of the LSE student. These are: fluctuation of self-image; erection and maintenance of a facade; vulnerability to that which might be construed as criticism; and psychic isolation. The last three allude to the need for the LSE student to perceive himself as being accepted. Whether the LSE student is tolerated and/or accepted is seen to be influenced by the degree of teacher dogmatism. The HD teacher is seen as being less likely to consistently promote

conditions of acceptance.

The theme of acceptance was explored by Davidson and Lang (1960) who established the relationship between student self-esteem, student classroom behavior and academic performance and student perception of acceptance by the teacher. The study was deficient in that it did not consider the teacher's personality characteristics which may have acted upon the stability of the student's perception of acceptance. A crucial linkage between student self-esteem and fluctuation of student perception of the teacher's feelings toward the student has not been established. In an attempt to compensate for that deficiency, the present study extends Davidson and Lang in that a link between a specific personality characteristic, teacher dogmatism; student self-esteem, and fluctuation of student perception of the teacher will be examined.

In consideration of the foregoing, it would appear that a LSE student, interacting with a teacher evidencing HD characteristics, would experience a considerable degree of fluctuation of perception of acceptance by the teacher. Conversely, it would appear likely that a HSE student, interacting with a teacher demonstrating LD characteristics would evidence less fluctuation of perception of teacher acceptance.

Based on the preceding observations, the present study will consider the following question: Is the degree of variance in student perception of teacher acceptance related

to student self-esteem and teacher dogmatism?

Rationale of the Present Study

The characteristics of dogmatism and student self-esteem have been previously discussed. The characteristics and personality dynamics of LSE-HSE students and HD-LD teachers will now be discussed with a view to specifying the conditions conducive to stabilizing the student's perception of teacher acceptance. When the elements of student-teacher interaction are specified, it is suggested that the hypotheses to be tested will be evident.

The LSE student has been shown by Rosenberg (1965) to have a) a dominant need for acceptance, b) inordinate sensitivity to real or perceived threats to self-esteem, c) hostility, d) a need for opportunities to try his ideas and receive recognition for them, e) contempt for others and inability to accurately express himself orally, f) an expectation of failure and a response of misbehaving, g) fluctuating self-image, h) a protecting facade, i) a lack of confidence, j) skepticism, k) emotional and temperamental outbursts and l) socially awkward relationships.

As may be expected, the LSE student has a history of rejection and failure and contemplates that this condition will not change. He may give up trying to improve his situation and be reluctant to involve himself in any activity which may

confirm his plight. His feelings of self-defeat and vulnerability may be evidenced actively or passively. It would appear that the LSE student does not possess the characteristics which are valued by most educators, including local school administrators.

Following a period of passive behavior, a small success may cause the LSE student to assume a facade of success. Lacking a repertoire to express success in an acceptable manner, he may behave in an active, self-defeating manner which will bring censure from the teacher. Being inordinately sensitive and vulnerable to criticism, the LSE student will again perceive loss of acceptance by the teacher. This pattern may be frequently repeated, always accompanied by fluctuations of perception of teacher acceptance.

Those LSE students who have almost given up hope of improving their self picture may develop a submissive compliance to the teacher thereby hoping for teacher acceptance. However, the student's need for acceptance will soon cause him to evidence this need. If he demonstrates the need in unacceptable ways he will once again experience teacher censure and fluctuation in perceived acceptance. This cyclical pattern tends to be repeated. This is consistent with Davidson and Lang's demonstration that LSE students do evidence a significantly greater frequency of disruptive behavior than HSE students.

While seeking to gain teacher acceptance, the LSE student may behave passively for an unpredictable period of time. The duration of time during which active behavior is on the rise and the frequency of the rise in active behavior will vary from student to student.

Upon each occasion of perceived teacher non-acceptance, the LSE student will experience loss and fluctuation of perception of acceptance. In addition to increased frequency of fluctuation, there will be occasions when the teacher, feeling particularly threatened by the LSE student's behavior, may respond to him in an unusually harsh manner. It is reasonable to consider that upon such occasions the loss and fluctuation of perception of acceptance will be even greater than usual. The inordinate need for acceptance will result in the LSE student reacting to success in a fashion resulting in an exaggerated gain in perception of acceptance. The foregoing would suggest that the LSE student experiences fluctuation in perception of acceptance by the teacher frequently and in extreme degrees.

If the LSE student is to consistently perceive acceptance despite his inappropriate expressions of success and his experiences of failure, it is possible that perception of teacher acceptance would become more stable. Such a situation would most likely occur when the LSE student has a LD teacher.

High self-esteem students, having experienced more success than failure, perceive themselves as adequate, worthwhile, and accepted by others. On the basis of past experience, they have developed acceptable active or passive modes of response to success. Their energies are directed toward self-improvement, an activity generally conceded to be beneficial to the student. The foregoing factors may be seen as contributing to stability of perception of teacher acceptance. Being secure in their perception of acceptance, isolated incidents of perceived non-acceptance should not result in overall fluctuation in perception of their acceptance.

The HSE student, as compared with his LSE counterpart, is more likely to be perceived as possessing characteristics prized by most educators, including local school administrators.

Upon occasion, the HSE student may evidence active, self-enhancing behavior in a manner which is too forceful. This may be interpreted by some teachers as a personal challenge and will possibly result in censure by the teacher. The HSE student, who is not inordinately sensitive to criticism, may perceive teacher non-acceptance, however, his general sense of adequacy and stable self-image should prevent major fluctuations of perception of teacher acceptance.

Passive HSE students, having a repertoire of success behaviors, will evoke in the teacher an attitude of

acceptance. When appropriate, these students are able to disagree with the teacher in an acceptable manner. The HSE student's fund of past successes will prevent major fluctuations of perception of teacher acceptance.

Having reviewed the characteristics of LSE and HSE students, attention will now be focussed upon the HD and LD teacher.

In studies previously quoted, the HD individual has been shown to evidence a) need for a safe, dependable environment (Secord and Bachman, 1964), b) security, primarily when with others who share his views (Crockett and Meidinger, 1956), c) defensiveness, stereotyped thinking, impulsiveness (Plant, Telford and Thomas, 1965), d) less tolerance, less flexibility, and less security than his LD counterpart. (Korn and Giddan, 1964), e) intolerance for understanding feelings and motives of others, resistance to change in environment or daily routine, (Vacchiano, Strauss and Schiffman, 1968), f) need for status, power and prestige (Maslow, 1943), g) need for security (Rokeach, 1960). The HD teacher, who perceives the world to be unfriendly, would find difficulty in accepting the behavior, ideas or attitudes of a student whom he has already classified as being unacceptable to him.

Since the HD teacher bases his actions on his perceived expectations of his absolute referent authorities who reward and punish, he is not able to function freely to meet student

needs. His actions will be directed primarily toward being rewarded and protected by his referent authorities. As a result, he may reject or even seek to crush the student whose behavior or ideas are perceived to be threatening. The manner in which referent authorities affect the LD teacher will now be considered.

The LD teacher believes he is adequate and accepted in a world he perceives as being basically friendly. Because referent authorities are not regarded as absolute, the LD teacher is free to select, retain or discard them based upon his perception of their competency. He does not necessarily regard students who exhibit other than expected behaviors or ideas as personal threats to his status as a teacher or person. It would be expected that the LD teacher would be able to accept, and not crush, the student whose behavior and ideas are not those to which he, as the teacher, subscribes.

Having examined the extremities of both the student and teacher personality variables, attention will now be paid to the specific effects which may be evidenced when the opportunity for these characteristics to interact is presented in the classroom.

The HD teacher's characteristics, which impede his meeting the needs of LSE students, have been previously described. By contrast, the LD teacher is characterized as not experiencing such impediments. In essence, he views the

world as friendly and does not seek protection, power or status in an absolute referent authority. Not being threatened, the LD teacher has no need to reject a student and is able to accept the student even though he may not agree with his behavior. This being so, the LD teacher is free to assess each student more objectively than his HD counterpart. He is able to establish bounds of acceptable behavior which may be different for each student. The LD teacher is not insensitive to the needs of others nor is he preoccupied with his own needs. Because of this he may be able to identify the LSE student's need for acceptance and seek to meet that need.

As previously discussed, the LSE student's need for acceptance will frequently result in his responding to small successes in inappropriate ways. However, the LD teacher who is able to separate the student's inappropriate behavior from the student as a person, does not perceive such student action to be threatening. Instead of demonstrating hostility and rejection of the student, the LD teacher is able to work with the LSE student to assist him in modifying his behavior. The resulting teacher-student interaction will, in all probability, allow the student to perceive that the teacher does accept him. It may also result in the student attaching less significance between success and perception of teacher acceptance. That is he will perceive that the LD teacher does not base his acceptance of the student on the student's

success. The exaggerated increase of student perception of acceptance due to success should be lessened. The result should be a stabilizing of perceived teacher acceptance.

In addition, the LSE student will not experience the loss of perception of acceptance which accompanies the HD teacher's occasional hostile rejection following the student's inappropriate behavior. This should result in a lessening of the exaggerated decreases in perception of acceptance by the teacher and therefore more stable perception of acceptance.

In summary, by demonstrating acceptance of the LSE student, the LD teacher's relationship should result in the LSE student experiencing less frequent gains and losses of perception of teacher acceptance. In addition, the absence of the HD teacher's hostility should reduce the degree of fluctuation.

While there are characteristics common to all LSE students, it is suggested that the uniqueness of each LSE student will result in a unique pattern of fluctuation for each student. It is expected that perception of teacher acceptance scores for LSE students interacting with accepting LD teachers will evidence significantly less variance than scores of LSE students interacting with HD teachers who are less able to accept LSE students.

The HSE student, as previously described, has met with

academic success and responds to classroom events in an appropriate manner. It has been suggested that academic success and satisfactory behavior are attributes which are valued by school principals. The HD teacher will, in all probability, perceive that these attributes meet with the approval of the school principal whose support the teacher wishes to maintain. The HD teacher will evidence the characteristics previously attributed to him.

The HSE student's confidence and history of success may prompt him to occasionally challenge those values or ideas of the HD teacher in a forceful, confident manner. In order to retain power and status, the HD teacher must either crush the HSE student or comply with the student's ideas in such a manner as to retain status. The HD teacher may seek to crush the student. However, the HSE student, when compared with his LSE counterpart, is not inordinately sensitive to threats on his self-image, nor is he as vulnerable to criticism. It would seem probable that the HSE student would consider that the HD teacher is criticizing his ideas rather than himself as a person. It follows that perception of teacher acceptance would remain stable. In the event that the student does perceive a lack of teacher acceptance, he will probably view his failure as but a single element of a whole which is composed primarily of success experiences. If the HSE student is subject to HD teacher hostility he may experience slight temporary

fluctuation in perception of acceptance.

The HD teacher may perceive that it would be wise to agree with the HSE student's ideas. In response, the student will perceive this action as further confirmation of his acceptance by the teacher. Unlike the LSE student, the HSE student is accustomed to success and acceptance by the teacher. It is suggested that his reaction to further success will be acceptable to the HD teacher and thus avoid teacher censure. Stability of perception of acceptance by the teacher will ensue.

It is expected that whether the HD teacher seeks to crush the HSE student or accept his ideas, the personality characteristics of the student will lend stability to his perception of acceptance by the teacher. In consideration of the HD teacher's characteristics previously set forth, it would appear reasonable that the teacher would consider the HSE student as enhancing the teacher's own status and security relative to the perceived expectations of his absolute referent authorities. In turn, HSE students, as a group, should demonstrate stability of perception of teacher acceptance when interacting with HD teachers.

Fluctuation of self-image has been identified with the LSE student. It has been suggested that this student would experience a considerable gain in perception of acceptance when achieving a degree of success but experience considerable

loss when confronted with failure. It has also been suggested that the LD teacher may function to limit the degree of fluctuation experienced by the LSE student in perception of acceptance.

It is expected that perception of teacher acceptance for HSE students interacting with HD teachers will evidence less variance than when LSE students and LD students interact.

The LSE student has been previously depicted as experiencing fluctuation of perception of acceptance. When interacting with an HD teacher it is suggested that this student will experience exaggerated fluctuation in perception of acceptance by the teacher. In contrast, it is expected that the HSE student will experience only slight fluctuation of perception of teacher acceptance when interacting with a HD teacher.

It is anticipated that perception of teacher acceptance scores for HSE students interacting with HD teachers will evidence significantly less variance than the scores of LSE students interacting with HD teachers.

Based upon the preceding observations, the present study will consider the following question: Is the interaction of student self-esteem characteristics with teacher dogmatism characteristics related to the variance present in the scores of the student's perception of acceptance by the teacher?

In order to examine that question, it was postulated

that the score variance on the Davidson and Lang Adjective Checklist (1960) is related to differences in subjects with respect to the level of student self-esteem and teacher dogmatism. Specific approaches to testing that postulate are found in the following hypotheses:

- H1 Scores for measuring student perception of pupil-acceptance by the teacher, will show greater variance in the HD teacher-LSE student relationship than in the LD teacher-LSE student relationship.
- H2 Scores for measuring student perception of pupil-acceptance by the teacher, will show greater variance in the LD teacher-LSE student relationship than in the HD teacher-HSE student relationship.
- H3 Scores for measuring student perception of pupil-acceptance by the teacher, will show greater variance in the HD teacher-LSE student relationship than in the HD teacher-HSE student relationship.

CHAPTER II

EXPERIMENTAL DESIGN

In Chapter I, the independent variables, teacher dogmatism and student self-esteem, and the dependent variable, score variance of pupil perception of teacher acceptance were identified and described. Further, a theoretical rationale to predict the outcome resulting from the interaction of these variables was presented.

The present chapter will therefore examine the measuring instruments, the methodology employed to collect the data, and the selection of the subjects. The plan of statistical analysis is also outlined.

Instruments

This section is concerned with the description and evaluation of the instruments used to collect the data.

The Measurement of Teacher Dogmatism

The instrument developed by Rokeach to define this variable is the Dogmatism Scale, a sample of which is found in Appendix 2. As it was felt that the appearance of the term "dogmatism" may affect the subjects' responses, it was therefore considered prudent to employ the title "Opinion Survey" (OS). Nonetheless, the conceptual elements of the test

remain as conceived by Rokeach. This was confirmed through personal correspondence with Rokeach (Appendix 14). Subjects are not restricted as to the amount of time for completion of the OS. As a result of five revisions by Rokeach, the original 89 items contained in Form A were reduced to the 40 items contained in Form E, the version used in this study. While scales of fewer items have been devised by Schulze (1962) and Troidahl and Powell (1965), Form E, designed by Rokeach for group administration, has received the most validation and was employed in this research.

In order to establish its value as a research tool, the following results as obtained by other researchers are reported. Roberts (1962) reports a split half reliability coefficient, corrected by the Spearman-Brown formula, of 0.88 with 40 student teachers and their supervising teachers. Test-retest coefficients of 0.70 over a 15 week interval were established by Zagona and Zurcher (1965) (N=157) among university freshmen and sophomores. A twenty-eight day retest interval yielded a reliability coefficient of 0.74 and 0.86 in a study by Shupe and Wolfer (1966).

Using Rokeach's (1960) scoring method, each item can be assigned a score from +3 to -3. A zero score is not allowed. Using this procedure a constant of 4 is added to each score. This creates a range of from 1 to 7 but excludes final scores of 4 for each item. Thus, a subject can obtain a total score

range of from 40 to 280.

The Measurement of Self-Esteem

The Piers-Harris Children's Self-Concept Scale (1969) (PH), also titled "The Way I Feel About Myself", is found in Appendix 4. It is a group administered, 80 item test designed to measure the self-esteem of students in grades 3 to 10. There is no time limit given for the completion of the PH. Bentler (1972) reports that coefficients of internal consistency range from 0.78 to 0.93. Retest reliability coefficients of 0.71 to 0.77 are reported by Piers and Harris (1969) but Bentler (1972) suggests that these coefficients may be higher for an interval of 2 to 4 months. He further states that "correlates with similar instruments are in the mid-sixties, and the scale possesses teacher and peer validity coefficients on the order of 0.40". Bentler concluded that the scale "possesses sufficient reliability and validity to be used in research, as recommended by the authors" (p. 124).

The Measurement of Student Perception of Acceptance by the Teacher

In order to measure the dependent variable in the present study, the Adjective Checklist (AC) (1961) developed by Davidson and Lang will be employed (Appendix 5).

This instrument measures 35 behavioral traits held to be implicit in measuring the student's perception of the teacher's attitude toward the student. The authors maintain that the test is appropriate for use from grade 4 to junior high school inclusively. Subjects are not limited in the amount of time required to complete the AC.

Three criteria were used for the selection of the adjectives. They include: 1) selection from established trait lists, 2) appropriate difficulty level, and 3) an equal distribution of negative and positive connotations.

In administering the checklist, students are instructed to rate each trait name on a three-point scale in terms of how the teacher feels towards them. In addition, the assumed frequency of the teacher's evaluation is recorded. Total test scores range from 1.00 to 3.00. They are obtained by adding the scores of all the words and dividing by the number of words checked. Scores near the upper limit indicate that the student perceives that the teacher is feeling positively toward him--that is, accepting him.

Utilizing the three criteria stated previously, 135 trait names were established by 35 teachers and 40 junior high pupils as favorable, unfavorable, or neutral. The final list contained only those words in each category that had been rated as favorable (considerate, helpful) or unfavorable (lazy, silly) by more than 80% of the selected teachers and

pupils. It is suggested by Johnson and Bommanto (1971) that these results would indicate some evidence of content validity. Davidson and Lang (1960) report a rank-difference correlation coefficient of 0.85 ($p < 0.001$) ($N=105$) for junior high school children, based on a test retest period of from four to six weeks.

A rank correlation coefficient of 0.51 ($p < 0.001$) was determined between a modified version of the Groat and Thompson Teacher Approval and Disapproval Scale and the AC (1960), ($N=93$), utilizing three elementary school classes.

Procedures

Having described and substantiated the use of the measuring instruments, consideration will now be given to the procedure used to accumulate the data. The specifics for the teacher selection will then be outlined. This is followed by the details concerning student selection.

Meeting with Board of Education Officials

This section will relate the procedure employed to accumulate the data.

An interview with the Board of Education Research Committee and the Curriculum Superintendent of a large metropolitan school board in Ontario was arranged in order to enlist their interest and co-operation. This having been accomplished, it

was decided that the principals of five specific schools containing grade eight would be approached by the experimenter to gain their participation in the project. It was requested by the Curriculum Superintendent that the experimenter restrict the data gathering to only five schools because of the personal nature of the variables. The schools which were selected by the Curriculum Superintendent were judged by the Research Committee and the Curriculum Superintendent to be of similar socio-economic status.

The Board Research Committee and the Curriculum Superintendent required that the experimenter present to them for approval, prior to the experimenter meeting with the principals, a copy of the presentation to be made to the principals and the teachers. In addition, the presentation was not to use the terms teacher dogmatism or student self-esteem. As the process of making decisions free from or influenced by other people is a characteristic common to teacher dogmatism and student self-esteem, the presentation, as found in Appendix 1, was designed to stress this aspect of the project. When the experimenter met with each principal to present the project, permission was received to speak to grade eight core subject teachers. At the meeting a date in early April and May (1976) for the first and second administration of the Opinion Survey to the teachers was established in each school. Tentative dates for the first and second administration of

the Pier-Harris Children's Self-Concept Scale and the Davidson and Lang Adjective Checklist were also agreed upon. The dates selected by each principal allowed for a period of approximately a month between test and retest. Following the original testing, it was requested by two principals that, because of time constraints recently imposed by the Board, only a portion of the originally tested students be retested. In conferring with the remaining three principals, they expressed their appreciation if the same procedure could take place in their schools. The experimenter agreed to retest every fifth student, the names having appeared alphabetically on the class lists. In effect, this created a random selection of students for the retest. Where possible, the retest was at the same time of day and in the same location as the initial test.

In order to ensure maximum participation, the principal of each school scheduled a staff meeting for the total staff. After dealing with matters pertaining to the total school, the principal excused all the staff with the exception of the grade eight core subject teachers. The principal introduced the experimenter as a teacher employed by the Board who was involved in a project which required the type of assistance available only from grade eight core subject teachers.

Following the procedure outlined in Appendix 1, the Opinion Survey (Appendix 2) was administered for the initial time with the teachers.

The subjects recorded the school name, the date and time at which they completed the OS and, for identification of students they teach, their own name and initial. The results were not revealed to the teachers. As outlined in Appendix 6, a second administration of the Opinion Survey was completed approximately one month later.

Following the test times previously established in consultation with the principal of each school, the experimenter met with the student subjects. In two schools the meeting place determined by the principal was a large, quiet open area. In the remaining schools, the students were met in the classroom in which the core subject was usually taught. The teacher introduced the experimenter by name only. No comment was made as to the purpose of the meeting. The teacher then left the room or area until all testing was completed by the experimenter.

The experimenter followed procedures outlined in Appendix 3 for the first administration of the Piers-Harris test (PH) and Davidson and Lang Adjective Checklist (AC) test.

As previously arranged, the experimenter returned to the school approximately three weeks later and administered the test for a second time (Appendix 7). When a specific student was absent, the school principal suggested a replacement from the list of students who had been initially tested.

Teacher Sample

The sample consisted of 23 teachers of grade eight in five schools in a large metropolitan school board in Ontario. Thirteen of the teachers were male and 10 were female. These teachers instructed in subjects designated by the individual school as being core subjects. The teachers selected for testing typically spent 50% of the instructional time teaching a combination of subjects to one class group of students. By contrast, teachers of non-core subjects spent approximately 15% or less of the instructional time with one class group of students.

In order to operationally define HD and LD teachers, the following procedures were employed. Of the 23 core subject teachers who volunteered to complete the Opinion Survey, 7 scored in the range of $+0.50$ standard deviations (SD) or greater from the mean of all teachers tested in the experiment. These 7 were operationally defined as HD teachers. The 5 teachers who scored -0.50 SD or less from the mean of those teachers tested in the experiment, were operationally defined as LD teachers. Those scores between $+0.5$ SD and -0.5 SD were discarded as indicating an ambivalence of the teacher variable being studied (Appendices 8 and 9).

Student Sample

The student sample consisted of 379 grade eight students the twelve teachers operationally defined as HD or LD taught in the core subject portion of the day. Of the total number of students, 69 scored in the range of $+1.0$ SD or greater from the mean of all students tested. These 69 were operationally defined as HSE students. The 61 students who scored -1.0 SD or less from the mean of those students tested were operationally defined as LSE students. Those scores between $+1.0$ SD and -1.0 SD were discarded as indicating an ambivalence of the student variable being tested (Appendices 11 and 12).

Statistical Analysis

The following procedure was employed to test the hypotheses developed in Chapter I.

Following the collection of all data and appropriate scoring, test and retest coefficients of reliability were calculated for all measuring instruments. The hypotheses were tested by first employing the Levene test for Homogeneity of Variance with unequal sample sizes, followed by Scheffé post hoc procedures. The level of significance was set at .05.

CHAPTER III

RESULTS

In this chapter, which presents and discusses the results of the data gathering procedures described in the previous chapter, the hypotheses to be tested are first recapitulated. Prior to the analysis of the data, test-retest reliability of the instruments was verified. The Levene Test for Homogeneity of Variance for unequal sample sizes together with Scheffé post-hoc procedures were then applied to the data in order to test the hypotheses stated in Chapter I. The chapter concludes with a discussion of further results of testing the hypotheses and suggestions for further research.

As outlined in Chapter I, the purpose of the present research was to determine whether the within-cell score variance on the student's perception of acceptance by the teacher is a function of student self-esteem and teacher dogmatism. The hypotheses to be tested are:

- H1 Scores for measuring student perception of pupil acceptance by the teacher, will show greater variance in the HD teacher-LSE student relationship than in the LD teacher-LSE student relationship.
- H2 Scores for measuring student perception of pupil acceptance by the teacher, will show greater variance in the LD teacher-LSE student relationship than in the HD teacher-HSE student relationship.

- H3 Scores for measuring student perception of pupil-acceptance by the teacher, will show greater variance in the HD teacher-LSE student relationship than in the HD teacher-HSE student relationship.

Prior to the analysis of the data used to test the hypotheses, it was considered prudent to establish the test-retest reliability for the instruments used to measure teacher dogmatism, student self-esteem and student perception of teacher acceptance. Provision was made during the experiment to collect the necessary retest data for these tests three weeks after the initial administration.

The results obtained for test-retest reliability of the measuring instruments will now be presented. With respect to the teacher dogmatism variable, the small sample size (12) precluded calculation of a test-retest coefficient. Notwithstanding this, all but one teacher was categorized in the retest data as remaining within the operationally defined limits of LD and HD. This suggests that the instrument shows satisfactory retest reliability (Appendix 10). Other test-retest scores yielded the following Pearson correlation coefficients: 1) for the Piers-Harris Children's Self-Concept Scale +0.96 (N=76); 2) for the Adjective Checklist, +0.78 (N=76) (Appendix 11). It was therefore considered that the measuring instruments had demonstrated adequate reliability for the sample used in the present research.

Table 1 shows the means and variances of perception of acceptance by LSE and HSE students who find themselves in classes taught by HD and LD teachers. Table 3 shows an orderly progression of scores which is consistent with the theoretical rationale which resulted in the formulation of the research hypotheses.

Before testing the specific hypotheses, the Levene Test for Homogeneity of Variance with unequal sample sizes was utilized. The hypothesis being tested is:

$$H_0: \sigma_1^2 = \sigma_2^2 = \dots \sigma_k^2$$

A summary of this analysis appears in Table 2 which shows that there is a global difference among the variances, significant at the .05 level.

To test the hypotheses H1, H2 and H3 Scheffé post-hoc procedures were used. Table 3 shows the three Scheffé contrasts which correspond to H1, H2 and H3. Table 3 shows that the evidence infirms H1 and H2 and confirms H3.

Table 1

Means and Variances of Perception of Acceptance
Scores for the Four Treatment Groups

Treatment Group	N	Mean	Variance
HD, LSE	33	1.51	.18
LD, LSE	28	2.17	.12
HD, HSE	32	2.62	.05
LD, HSE	37	2.77	.02

Table 2

Summary of Analysis for the Levene Test on the
Scores HD, LSE; LD, LSE; HD, HSE; LD, HSE.

Source	SS	df	MS	F
Between	1.413	3	0.471	20.19*
Within	2.937	126	0.023	
TOTAL	4.350	129		

* significant at the .05 level of significance
where $0.95F_{(3,126)} = 2.68$.

Table 3

Scheffé Contrasts Corresponding to the
Three Research Hypotheses

Hypothesis	
H1	$-0.0049 < \sigma_1^2 - \sigma_2^2 < 0.2175$
H2	$-0.0255 < \sigma_2^2 - \sigma_3^2 < 0.1985$
H3	$0.0854 < \sigma_1^2 - \sigma_3^2 < 0.03002^*$

* H3 is not supported.

Discussion of Results of Hypotheses

While the statistical analysis failed to support H1 or H2, it did support H3. That is, when comparing the scores of student perception of teacher acceptance, there is no significant difference in variance between the HD, LSE and LD, LSE relationships or between the LD, LSE and HD, HSE relationships, but there is a significant difference in the variance between the HD, LSE and the HD, HSE relationship.

In consideration of the results, attention will first be given to those variables which may have influenced the teacher-student relationships resulting in the non-support of H1 and H2, this will be followed by a discussion of H3.

The HD individual as described by Rokeach (1960) was shown (Chapter One) to find security in an ordered environment. This being so, it is conceivable that the HD teacher may have been able to order the environment and thus find a greater degree of security by clearly delineating teacher expectations of the students. In response, the LSE student may have sought to secure teacher acceptance by endeavouring to meet the teacher's stated expectations. The characteristics of the LSE student may have prevented him from

consistently meeting the teacher's expectations and from experiencing the acceptance of the teacher. He may have been able to fulfill the teacher's expectations more frequently than anticipated. Accordingly, each success would have represented one less failure and one less perception of perceived non acceptance. As a result, the range of fluctuation in the LSE pupil's perception of acceptance by the HD teacher as originally hypothesized, may have been modified. If so, it is unlikely that there would have been a significant difference in AC score variance when comparing the HD-LSE and LD-LSE relationships.

The HSE student may have been frustrated by the HD teacher's constraints, and may have exhibited behaviors which led to teacher criticism. The possibility that increased teacher censure may have created some additional variance in the AC scores must be considered. However, the characteristics of the HD student as described in Chapter One should not have allowed for more than a modest increase in variance. That increase, while being sufficient to create non-significant variance between the LD-LSE and HD-HSE relationship would have been insufficient to change the originally hypothesized significance in variance between the HD-HSE and HD-LSE relationships.

A second possible explanation for the non hypothesized results may lie in the observation that people who are in a position to administer rewards and punishment are considered

to be significant to others (La Benne and Greene, 1969). It follows that the instructions or wishes of a 'significant other' would most likely be attended to. Conversely, one who is not regarded as a 'significant other' will be less likely to exert influence.

To the LSE student, school and the teacher may represent an extension of previously experienced failure and non-acceptance. As the student may not wish to risk further failure, he may reject the values of the school and the teacher, thereby reducing the significance of both. Consequently, the rewards and punishments meted out by the teacher may be of little significance to the LSE student. He will not be unduly concerned as to whether or not the teacher accepts him.

The interaction of the LSE student with the HD teacher has been explained in Chapter One. In the present study, if the LSE student had considered the HD teacher as being non-significant, the student would have been less likely to persist in his attempts to be accepted. This is not to suggest that the LSE student would have abandoned his efforts towards teacher acceptance or that the HD teacher would have ceased to react to the student's attempts to be accepted, rather, it is suggested that the frequency of attempts for acceptance and consequent rejection may have been decreased. It follows that the more intense outbursts of the LSE student, resulting

in more forthright teacher rejection, may have been less frequent than anticipated. As a result of a reduction in frequency and degree of fluctuation in perceived teacher acceptance, the variance of the AC scores in the HD-LSE relationship may have been modified.

The LSE student may not have regarded the teacher as a 'significant other' as a result of the student's experiences of failure and non-acceptance. The LD teacher was previously described as accepting the LSE student but not condoning his behaviors. In addition, the LD teacher was described (Chapter One) as being able to exhibit teacher warmth. If this is so, the LD teacher may have been of greater significance to the LSE student than the HD teacher was to the LSE student, and the hypothesized variance may have been only slightly reduced. It would be expected that the effects of teacher characteristics would result in a reduction of variance in the AC scores in the HD-LSE relationship, but very little score reduction in the LD-LSE relationship. As a result, when comparing the variance of the relationships there would be no significant difference.

The interaction of the LSE student with the HD teacher was explained in Chapter One. It was hypothesized that this relationship would result in minimal variance. However, if the HSE student were to perceive the HD teacher as being the determining factor in success or failure, the student may

seek to gain the acceptance of the teacher. In consideration of the dynamics of the HD-HSE relationship, it is possible that variance in the AC scores may be slightly increased.

In comparing the HD-HSE and LD-LSE relationship the increase of the variance in the HD-HSE relationship may have been sufficient to result in non significance of variance. However, the HSE student's characteristics as previously described may have prevented major reduction in variance. As a result the degree of variance between the HD-HSE and HD-LSE would remain as hypothesized.

The possibility that the organization of the classroom may have affected the degree of teacher significance is yet to be explored. The close student to student interaction in the open area classroom may have afforded the student a greater degree of peer support than would have been engendered in the more traditional classroom setting. As a consequence, the student may have perceived student peers to be of greater significance in the open classroom. Of the twelve classrooms selected for the present research, six were open area classrooms. The possibility that the open area classroom organization may have decreased the anticipated degree of teacher significance does not appear to be unreasonable. If student peers did assume greater significance than anticipated the results would be similar to those in which the teacher was perceived to be of less significance than

anticipated.

The influence of the absolute referent authority on the HD individual has been explained previously (Chapter One). The possibility exists that the principals of the schools were open-minded. If so, rather than insisting that the teacher-pupil relationship be one of dominance-submission, the principals may have favoured a relationship described in Chapter One as evidencing teacher warmth. While it would have been difficult for HD teachers to demonstrate characteristics of teacher warmth, the HD teachers would have attempted to fulfill the expectation of the principals if they were regarded as absolute referent authorities.

The degree to which an HD teacher would have succeeded in altering his behaviors in order to relate to students in a non-HD manner has not been previously studied. Rokeach (1960) contends that the HD individual is able to change a peripheral belief as a result of instructions emanating from the referent authority. The beliefs of other regions are not altered. If the principal had been able to provide an atmosphere of consistent acceptance and security for the HD teacher, the teacher, without alteration to the belief system, may have been able to evidence some of those attributes of teacher warmth which were valued by the principal.

The HD teacher, in relating to the LSE student was expected to be able to demonstrate only minimal student

acceptance. However, given the security of the referent authority, the HD teacher may have reacted in a more accepting manner to those behaviors which would have been considered to be threatening in the absence of the principal's support. As a result, the LSE student may have reacted more moderately to the teacher's reactions and, in turn, experienced fewer incidents of both extreme and ongoing teacher rejection. Consequently, there could have been a reduction in fluctuation in perception of teacher acceptance.

It was previously suggested that the LD teacher would not regard the principal as an absolute referent authority. It is unlikely that an open-minded principal would effect an appreciable change in the LD teacher-LSE student relationship or the student's perception of teacher acceptance. In consideration of the somewhat reduced variance in perception of acceptance in the HD-LSE relationship, it is reasonable to anticipate a reduction in the difference in variance between the HD-LSE relationship and the LD-LSE relationship. As a result the difference of variance in these relationships was non-significant.

The possible effect of an open-minded principal on the HD-HSE relationship is more difficult to conceive.

The HSE student does not rely totally on the teacher for acceptance needs. However, the HD teacher's demonstration of pupil acceptance may have served to bring some reduction in

variance in perception of teacher acceptance. It is possible, when comparing the LD-LSE relationship with the HD-HSE relationship that a reduction of variance would result in no significant difference in variance between the two relationships. However, it would be more probable that the HSE students characteristics would not have allowed sufficient modification in the variance of perception of teacher acceptance to alter the hypothesized HD-HSE relationship.

Educational Implications

This study reveals that the teacher-pupil relationship contributes to a difference in the mean of student perception of acceptance by the teacher. The LSE student taught by a HD teacher perceives less teacher acceptance than does the student in the LD-LSE, or HD-HSE teacher-student relationship. Evidence is presented by Rosenberg (1965) that the LSE adolescent who perceives non-acceptance is disadvantaged in personal relationships. Purkey's report (1970) suggests that the LSE adolescent may be academically disadvantaged. In the present study, the LSE student perceives significantly greater acceptance by the LD teacher than by the HD teacher. The LSE student may be less disadvantaged socially and academically when interacting with a LD than with a HD teacher. From the foregoing it appears reasonable that the variables of teacher dogmatism and student

self-esteem be considered in the class placement of grade eight students. Specifically, it is suggested that, where viable alternatives exist, LSE students be placed with teachers who do not exhibit HD characteristics.

The ultimate responsibility for the effective functioning of the staff and students lies with the school principal. Implications arising from the significant difference in means of student perception of acceptance between the HD-LSE, LD-LSE and HD-HSE relationships should not be overlooked by the principal. It is suggested that principals of schools containing grade eight be able to identify teachers who evidence HD characteristics as well as the needs of LSE students. By providing consistent support and guidance to HD teachers, the principal may be able to better accommodate the LSE students' needs for acceptance.

It is suggested that all grade eight teachers should become familiar with and be able to identify the characteristics of LSE students as set forth by Rosenberg (1965). When these are known it is possible that all teachers may demonstrate teacher warmth and pupil acceptance to a fuller extent than if they were unaware of LSE characteristics. LSE students may, as a result, gain in both degree and constancy of perception of teacher acceptance.

It has been previously suggested that the need for order, which is identified by Rokeach (1960) as a characteristic of

the HD individual, may have provided LSE students with guidelines within which they could experience a degree of success, and therefore, acceptance. The HD teacher, teaching a subject requiring student freedom, may be providing an ordered environment. The result may be counter-productive to student success. In reviewing student progress, the principal may find it profitable to consider teacher characteristics as related to the subject being taught. It may be advisable to counsel the HD teacher into teaching another subject. A further alternative would be to consider the feasibility of team teaching which would reduce the impact of the HD teacher's methodology.

Hypothesis 3 would suggest that when comparing LSE and HSE students, the LSE students perceive the HD teacher to be less accepting of them. They may also perceive that attempts to succeed academically are futile. Thus, LSE students may consider any assignment given in that context to be a possible source of further failure. As a result little or no effort towards success may be expended by the student. As previously explained, LSE students may, at any given time, be experiencing a rise or a fall in perception of acceptance by the teacher. Marks on a test or examination may reflect the degree of motivation associated with the rise or fall of the student's perception of teacher acceptance. Previously cited authors have shown that LSE students are somewhat

deficient in oral communication. It is suggested that in terms of subject content, all students in grade eight be assessed at frequent intervals both orally and in written work, and that equal weighting of marks be given to each type of assessment. In adopting this suggestion as a school policy it may be possible to moderate the position of LSE students in the LSE cycle and the effect of their oral communication deficiencies on their academic success.

If the foregoing suggestions are adopted, LSE students may experience increased academic success. They may also perceive themselves to be more consistently accepted by the HD teacher. However, LSE students are characterized by Rosenberg as perceiving themselves as not being accepted by other students. It is therefore suggested that teachers devise ways in which acceptance of LSE students be evidenced by non-LSE students. The following suggestions are put forth to accomplish this:

A) Teachers of grade eight should attempt to identify LSE students' accomplishments. The value of these should be subtly brought to the classes' attention. This should facilitate the perceived acceptance of LSE students by their classmates as well as by their teachers. It would seem reasonable to suggest that, over a period of time, LSE students would perceive their consistent acceptance by their fellow students and teachers.

B) Curriculum content may be explored by grade eight teachers in order to discover ways in which LSE students may benefit. The use of appropriate literature may allow for the identification of characters who evidence LSE but who played a significant role in a story. By identifying such characters, and exploring their nature; an appreciation of such people by the class may develop. Through discussion, without alluding to specific class members, a teacher may lead a class to greater acceptance of LSE class members. As a result, LSE students may perceive themselves to be increasingly accepted by the class.

Previously cited authors suggest that students who perceive consistent acceptance by the majority of people whom they deem to be important, will probably evidence general HSE. It would seem reasonable that consistent acceptance of students by their parents would be helpful in HSE formulation and maintenance. It is therefore suggested that the school establish ongoing communication with the community which will enable parents to be informed of children's needs for acceptance from a very early age. Parent-teacher programs could consider evidences of non-acceptance which are identifiable by parents and discuss methods of remediation. Such programs, if successful, would result in parents' increased awareness of students' acceptance needs. It is possible that fewer students would thereby evidence LSE

characteristics of non-acceptance. While HD teachers will still be present in schools, their effect on LSE student perception of acceptance may be lessened if the foregoing suggestions are implemented.

The Davidson and Lang study established that student perception of acceptance by the teacher is a function of student self-esteem. As a result of the present research, the Davidson and Lang findings have been extended to include an appreciation of the effect of a teacher's level of dogmatism on the LSE student's perception of acceptance. That is, when considering perception of teacher acceptance variance, LSE students demonstrate significantly greater score variance when interacting with HD teachers than do HSE students.

As stated in Chapter I, the purpose of the present research was to investigate a link between students' perception of the teacher, teacher dogmatism and student self-esteem. Such a link appears to have been established. As a result of the specific findings in the present research, a number of suggestions for further research emerge.

Suggestions for Further Research.

A number of studies which may follow from the current research will now be suggested.

The need for an ordered environment was found by Rokeach (1960) to be characteristic of an HD individual. This need

has been related to the non-support of H1 and H2 in the present study. If a more ordered or structured environment results in the LSE student fulfilling behavioral goals it may also serve to assist the student to achieve academic goals.

Rokeach (1960), in referring to rigid thinking, seems to imply ordered or structured thinking. If the HD teacher achieves security, by insisting that a structured methodology be carefully followed by students, it is possible that LSE students, in adhering strictly to that methodology may experience greater academic success.

The following research is suggested. An academic subject which lends itself to a structured methodology, for example mathematics, should be selected and an academic subject which does not lend itself to a structured methodology should be selected. Both subjects should be taught by HD and LD teachers to LSE and HSE grade eight students. The dependent variable measured would be the students' academic success in the two subjects. It is also suggested that self-esteem change be measured as related to both subjects prior to and at the conclusion of the experimental procedure four to six months later.

The studies of Purkey (1970), Schmuck and Schmuck (1971), and Brophy and Good (1974) suggest that classroom environment is closely related to the academic achievement and social

adjustment of the student. Research relating the student's perception of teacher significance to the classroom environment has yet to be undertaken. It is suggested that the relationship between student self-esteem, teacher dogmatism, classroom atmosphere and student perception of teacher significance be studied in the grade eight classroom. The findings may assist in defining specific teacher and classroom environments in which the teacher is regarded by the student as a significant influence. This knowledge may assist in the most advantageous placement of students who are perceived to need greater or lesser teacher influence.

With respect to the HD teacher's reaction to the principal, research has yet to consider the role of the principal as a significant other or as an absolute referent authority in relating to a HD teacher. If it is revealed that the principal is perceived by the HD teacher as being an absolute referent authority, the possibility exists for the principal to modify the teacher's attitudes toward students. Further research may show that the LD principal is able to provide the HD teacher with the needed support to reduce the effect of dogmatism on specified groups of students. If so, the effects of dogmatism on the LSE student which causes him to perceive non-acceptance may be lessened. It is suggested that a longitudinal study be made of the change in LSE students' perception of acceptance by an HD teacher when that

teacher is influenced by a LD principal.

Rokeach's (1960) theory of dogmatism suggests that both the cognitive and affective domains are influential in the formation and maintenance of beliefs which result in dogmatism. Because of the involvement of both domains, Rokeach contends that it is difficult for a permanent change of beliefs to occur. If it can be shown that the LD principal is able to influence the degree of teacher dogmatism, this aspect of Rokeach's theory would be open to further investigation.

The studies of Brophy and Good (1974) suggest that the extent to which a student perceives his teachers' expectations of him, his own expectations are going to be affected. It would appear that the Davidson and Lang instrument is the beginning in the development of an adequate instrument. As no other instrument is available which offers the advantages of administration, scoring and interpretation it is suggested that extensive research be undertaken to refine and provide more sophisticated statistical evidence of reliability and validity of the AC.

As previously stated, Rosenberg (1960) proposes four characteristics of the LSE adolescent, one of which is that the student's self-image will fluctuate. In view of the close inter-relation of the four characteristics it would appear inconsistent that only one characteristic should be

delineated as fluctuating. A clearer picture of the total LSE personality would be afforded if the inter-relation of the four characteristics were clarified. It is suggested that further study be implemented to provide such clarification.

It is also suggested that the relationship between the terms 'self-image' and 'self-esteem' as used by Rosenberg be more clearly delineated. In the context of his book, Rosenberg does not clearly specify the unique particulars embodied in the use of the term 'self-image' as compared with the term 'self-esteem'. A more precise description may reveal still further facets of the LSE adolescent's personality.

The present research indicates that the degree of perceived pupil acceptance by the teacher is related to the various combinations of teacher-pupil characteristics. The LSE student taught by a HD teacher perceives significantly less teacher acceptance than does the student in the LD-LSE or HD-HSE teacher-student relationship. It is suggested that the present study be replicated to determine the interaction effects of these teacher-pupil relationships.

Rokeach (1960) distinguishes between rigid thinking and dogmatic thinking. Closely associated with rigid thinking is the idea of structured thinking. It would seem that an HD teacher may be both rigid and structured in thinking.

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That is, he may resist change in single habits and also be exceedingly structured in his presentation of ideas. But these two characteristics are not necessarily synonymous. The LD teacher may not be rigid in his thinking but may be very structured in his presentation.

An explanation previously employed for the non-support of H1 refers to rigid, party-line thinking but also implies the concept of structured, orderly thinking. It would appear that rigidity, as described by Rokeach, would be less likely to provide for the needs of the LSE student than would the concept of structure. The distinction between rigidity and structure is not considered by Rokeach and could not be appealed to as an explanation of the statistical results.

It is suggested that the concept of structured or orderly thinking as opposed to rigid thinking be explored. The findings may contribute another dimension to the belief system of the dogmatic individual.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Rokeach identified and later measured a cluster of personality components which he called dogmatism. Rokeach considered a highly dogmatic person to evidence the following characteristics to a greater degree than a non dogmatic person: a) a need for a safe, dependable environment; b) insecurity when with others who do not share his views; c) defensiveness, stereotyped thinking, impulsiveness, d) inflexibility, e) intolerance for understanding feelings and motives of others, f) resistance to change of environment or daily routine, g) need for status, power, prestige and security. Taken together, Rokeach considers these components to comprise a "network of psychoanalytical defense mechanisms organized together to form a cognitive system and designed to shield a vulnerable mind (p. 70)". The Dogmatism Scale, which was titled Opinion Survey (OS) in the present study, has been shown to reliably measure the degree to which a person is dogmatic. A high score on the OS indicates high dogmatism (HD). Conversely, a low score indicates the person to be low in dogmatism (LD).

In studying adolescent self-esteem, Rosenberg specified four characteristics common to low self-esteem (LSE) adolescents. These characteristics are: fluctuation of self-image,

erection of a facade, vulnerability to any circumstances which would cause further loss of self-esteem, and a sense of psychic isolation. High self-esteem (HSE) adolescents evidenced these characteristics to a lesser degree than LSE students. Piers and Harris developed the Piers-Harris Children's Self Concept Scale which is considered by Piers to be consistent with the basic concepts of self-esteem as theorized by Rosenberg.

A review of the literature revealed that it is beneficial for students to perceive themselves as being accepted by their teacher. The study of Davidson and Lang demonstrated that LSE students perceive themselves to be accepted by the teacher to a lesser degree than do HSE students. However, the findings tended to be inconclusive in that the role of teacher personality was not considered. The characteristics of LSE-HSE students, as postulated by Rosenberg, interacting with teachers evidencing the characteristics of HD-LD, as postulated by Rokeach, strongly suggested that the dependent variable, student perception of acceptance by the teacher, would be characterized by an inordinate degree of variance. A hypothesis of variance was formulated. Specifically, the purpose of the current study was to determine if, when measuring student perception of pupil-acceptance by the teacher, students would evidence greater variance in the a) HD teacher-LSE student relationship than in the LD teacher-LSE student.

relationship; b) LD teacher-LSE student relationship than in the HD teacher-HSE student relationship; c) HD teacher-LSE student relationship than in the HD teacher-HSE student relationship.

The Opinion Survey was administered to 23 teachers of grade eight core subjects. Five teachers were judged to be LD and seven were judged to be HD. The 379 core subject pupils of the 12 teachers were administered the a) Piers-Harris Children's Self Concept Scale (PH) and b) Davidson and Lang Adjective Checklist (AC). Sixty-nine students were judged to be HSE, while 61 were judged to be LSE. Four groups of students were identified according to their self-esteem and the degree of dogmatism evidenced by their core subject teacher. The four groups were i) 33 LSE students with HD teachers, ii) 28 LSE students with LD teachers, iii) 32 HSE students with HD teachers and iv) 37 HSE students with LD teachers.

The Scheffé Test for Homogeneity of Variance for unequal sample sizes was applied to analyze the data. Post hoc procedures were implemented by means of the Scheffé Test for significant difference of means.

The statistical analysis resulted in non support of hypothesis one and hypothesis two. Hypothesis three was supported. The post hoc analysis revealed that the mean of student perception of acceptance by the teacher was

significantly lower: a) in the HD-LSE relationship than in the LD-LSE relationship; b) in the LD-LSE relationship than in the HD-HSE relationship; c) in the HD-LSE relationship than in the HD-HSE relationship.

Rokeach suggests that the HD individual seeks a secure environment. Rosenberg delineated the need for the LSE adolescent to perceive acceptance. The possibility was explored that the HD teacher, in seeking to fulfill his security needs by complying with the perceived expectations of his referent authority, may have inadvertently provided the LSE student with a greater degree of acceptance and stability than hypothesized.

The influence of the teacher as a significant other is discussed in research literature. The possibility that the teacher's influence is lessened in the LSE student-teacher relationship is brought into question by this study. It is suggested that there may be a relationship between the loss of teacher influence and the stability of student perception of teacher acceptance.

The findings of the present research lend support to Brophy and Goods' suggestion that further investigation of the influence of open area classrooms on teacher pupil relationships is merited (p. 310-311). This possibility was discussed as related to score variance in perception of acceptance of LSE and HSE students by LD and HD teachers.

The possibility that a school principal may be able to influence the relationship between the HD teacher and LSE student was explored. The significance of this possibility as it relates to Rokeach's theory of dogmatism was discussed as was the benefits of this possibility to the LSE student.

Hypothesis 3 was supported and from it was drawn the recommendation that teacher dogmatism be considered in the placement of LSE students.

In the final analysis it appears that teacher dogmatism and student self-esteem will require further study in an effort to reveal their overall effect on teacher-student interaction. It is possible that specific aspects of the characteristics may dominate the teacher-student relationship. The effect of those on the teacher-student relationship is yet to be determined.

In conclusion, it is suggested that educators who are concerned with the effects of teacher dogmatism on students with varying degrees of self-esteem might profitably explore the practical applications and theoretical implications of the current findings.

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APPENDIX 1

FIRST MEETING WITH TEACHERS

FIRST MEETING WITH TEACHERS

Experimenter:

My name is Clare Cressman. I am presently a doctoral candidate at the University of Ottawa. In September, I will be returning to Peel County as Vice Principal of the Woodlands School.

Since last July, I have been seeking to learn more about classroom relationships which exist between ourselves as teachers and our pupils.

Despite almost twenty-five years of teaching in secondary and elementary school, I find that I feel more effective with some students than I do with others. And I recall that, as a student, I felt more effective with some teachers than with other teachers.

The question arises: What are the reasons for such feelings of varying degrees of effectiveness in the pupil-teacher relationships? If we can answer this question, we may be able to arrange for aligning pupils and teachers in such a manner that pupils and teachers experience maximum feelings of effectiveness.

A review of research literature indicates that the degree to which we perceive our need to be free to make decisions and to allow others to make decisions may be a key variable in the pupil-teacher relationship.

It has been shown that some teachers feel most effective

in making their own decisions in regard to items such as the degree to which curriculum guidelines, etc. are followed. Other teachers feel more effective when they closely follow course guidelines etc. Similarly, some of us allow for considerable freedom among students to make their own decisions in classroom matters, while others of us wish our students to follow more definitely prescribed classroom procedures.

This is in no way meant to imply that both types of teachers are not equally effective.

In regard to students it has been shown that some feel more effective when they perceive that they have considerable freedom to make decisions. Other students feel more effective when they perceive that they are being given careful guidance in their work and are secure with their teacher.

It is important to emphasize that both types of teachers may be equally effective. Both types of students may be equally effective. It would appear reasonable to suggest that a compatible alignment of teacher and pupils in terms of preference of decision-making would allow for maximum effectiveness of teachers and pupils.

In review, if we were to draw a continuum line, all teachers in Peel would place within the distribution of decision-making preference in the same way as they would for shades of hair coloring, eye color, height, etc. Difference does not imply inferiority or superiority - just difference.

Similarly, students may also be placed on the continuum.

Again, difference is difference, not inferiority or superiority.

Thus we can see that teachers have preferences of decision-making. Students have needs in decision-making. Therefore, regardless of decision-making preference, all teachers are needed to meet the decision-making preferences of students. This is a key concept and component of teacher-pupil relationships.

Items such as pupil-teacher ratio, increasing diversity of pupil home background, and the trend to place more special need children in regular classrooms, create pressures on all of us. If we could align decision-making preferences of teachers and pupils, it could reduce some pressures. But this principle has yet to be proven, I am asking for your help to do so.

The most direct method of doing this is: A) Teachers complete an "Opinion-Survey". This requires about 10-15 minutes and is the total time commitment requested; B) Students will fill out two questionnaires which require a total time of forty minutes.

Let me explain more fully the pupil procedure. The pupil tests will be administered by me in your classroom while you take a break in the staff room. One questionnaire will tell the decision-making preference of the student. A second questionnaire will indicate the student's perception

of his decision-making role in the class of a specific teacher who is named. However, the students will 1) have no clue as to the function of the project, 2) know nothing of staff participation, 3) have no knowledge of why the name of the teacher is on his sheet, 4) all participating teachers' names will be represented, and 5) all names will be replaced by numbers for computer processing. Thus, your name will become a number along with other teachers.

It is not my wish to have anyone participating in this project reluctantly. Rather, it is my hope that by showing you that you may have meaningful input into a project which has practical classroom application, while at the same time providing for maximum anonymity, you will wish to participate and contribute 10-12 minutes of your time.

For statistical purposes, some teachers and pupils will be asked to fill out the identical surveys again in three weeks' time.

I feel obligated to communicate the results of the project to all schools whose teachers participate in it. This will be done in the form of a resumé which will explain the findings in terms of teacher preference of decision-making as it is related to the students' perception of decision-making.

I am prepared to distribute the 8-10 minute Opinion Survey at this time. If some of you have previous commitments,

I certainly understand. Perhaps you could complete the survey later today and return it in a sealed envelope to the school secretary so that I could pick it up in the morning. I would be pleased to answer any questions now. (At this point the experimenter responded to questions, most of which were directed toward clarification of methodology to ensure teacher confidentiality.)

Experimenter then continues:

The surveys will be distributed now. If you have another commitment at this time, or if you would prefer not to participate in the project, feel free to leave now, during the distribution of the survey. The instructions on the survey are self-explanatory so you may begin as soon as you receive it.

(The experimenter distributed the survey. At some schools, some teachers received the survey, completed it elsewhere and returned it. Only one teacher did not return the survey. The principal explained that this individual does not participate in surveys as a matter of personal principle.)

APPENDIX 2

ROKEACH DOGMATISM SCALE

"OPINION SURVEY"

OPINION SURVEY

The information needed for this project will be held in strictest confidence. This includes your opinions of the statements and the information requested below. Please fill in the blanks.

PRINT LAST NAME	INITIAL	<u>F</u> SEX	<u>M</u>
TOTAL TEACHING EXPERIENCE	YEARS EXPERIENCE GRADE EIGHT		
SCHOOL	DATE	TIME OF DAY	

INSTRUCTIONS (FORM E)

The following is a study of what the general public thinks and feels about a number of important social and personal questions. The best answer to each statement below is your personal opinion. We have tried to cover many different and opposing points of view; you may find yourself agreeing strongly with some statements, disagreeing just as strongly with others, and perhaps uncertain about others; whether you agree or disagree with any statement, you can be sure that many people feel the same as you do.

Mark each statement in the left margin according to how much you agree or disagree with it. Please mark every one.

Write +1, +2, +3, or -1, -2, -3, depending on how you feel in each case.

+1: I AGREE A LITTLE
+2: I AGREE ON THE WHOLE
+3: I AGREE VERY MUCH

-1: I DISAGREE A LITTLE
-2: I DISAGREE ON THE WHOLE
-3: I DISAGREE VERY MUCH

____.The United States and Russia have just about nothing in common.

____.The highest form of government is a democracy and the highest form of democracy is a government run by those who are the most intelligent.

____.Even though freedom of speech is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.

____.It is only natural that a person would have a much better acquaintance with ideas he believes in than with ideas he opposes.

____.Man on his own is a helpless and miserable creature.

____.Fundamentally, the world we live in is a pretty lonesome place.

____.Most people just don't give a 'damn' for others.

____.I'd like it if I could find someone who would tell me how to solve my personal problems.

+1: I AGREE A LITTLE
+2: I AGREE ON THE WHOLE
+3: I AGREE VERY MUCH

-1: I DISAGREE A LITTLE
-2: I DISAGREE ON THE WHOLE
-3: I DISAGREE VERY MUCH

_____.It is only natural for a person to be rather fearful of the future.

_____.There is so much to be done and so little time to do it in.

_____.Once I get wound up in a heated discussion I just can't stop.

_____.In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.

_____.In a heated discussion I generally become so absorbed in what I am going to say that I forget to listen to what the others are saying.

_____.It is better to be a dead hero than a live coward.

_____.While I don't like to admit this even to myself, my great ambition is to become a great man like Einstein, or Beethoven or Shakespeare.

_____.The main thing in life is for a person to want to do something important.

_____.If given the chance, I would do something of great benefit to the world.

_____.In the history of mankind there have probably been just a handful of really great thinkers.

_____.There are a number of people I have come to hate because of the things they stand for.

_____.A man who does not believe in some great cause has not really lived.

_____.It is only when a person devotes himself to an ideal or cause that life becomes meaningful.

_____.Of all the different philosophies which exist in the world there is probably only one which is correct.

- | | |
|--------------------------|-----------------------------|
| +1: I AGREE A LITTLE | -1: I DISAGREE A LITTLE |
| +2: I AGREE ON THE WHOLE | -2: I DISAGREE ON THE WHOLE |
| +3: I AGREE VERY MUCH | -3: I DISAGREE VERY MUCH |

- ____.A person who gets enthusiastic about too many causes is likely to be a pretty "wishy-washy" sort of person.
- ____.To compromise with our political opponents is dangerous because it usually leads to the betrayal of our side.
- ____.When it comes to differences of opinion in religion
★ we must be careful not to compromise with those who believe differently from the way we do.
- ____.In times like these, a person must be pretty selfish if he considers primarily his own happiness.
- ____.The worst crime a person could commit is to attack publicly the people who believe in the same thing he does.
- ____.In times like these it is often necessary to be more on guard against ideas put out by people or groups in one's own camp than by those in the opposing camp.
- ____.A group which tolerates too much differences of opinion among its own members cannot exist for long.
- ____.There are two kinds of people in this world: those who are for the truth and those who are against the truth.
- ____.My blood boils whenever a person stubbornly refuses to admit he's wrong.
- ____.A person who thinks primarily of his own happiness is beneath contempt.
- ____.Most of the ideas which get printed nowadays aren't worth the paper they are printed on.
- ____.In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who can be trusted.
- ____.It is often desirable to reserve judgment about what's going on until one has had a chance to hear the opinions of those one respects.

+1: I AGREE A LITTLE
+2: I AGREE ON THE WHOLE
+3: I AGREE VERY MUCH

-1: I DISAGREE A LITTLE
-2: I DISAGREE ON THE WHOLE
-3: I DISAGREE VERY MUCH

_____. In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.

_____. The present is all too often full of unhappiness. It is only the future that counts.

_____. If a man is to accomplish his mission in life it is sometimes necessary to gamble "all or nothing at all".

_____. Unfortunately, a good many people with whom I have discussed important social and moral problems don't really understand what's going on.

_____. Most people just don't know what's good for them.

Please hand the survey to Mr. Cressman when you finish, then leave.

Thank you.

APPENDIX 3

FIRST MEETING WITH STUDENTS

FIRST MEETING WITH STUDENTS

Experimenter:

Good morning (afternoon). My name is Mr. Cressman. Every year you, your friends, and your teachers spend over one thousand hours in school. When you go to work full time you will spend over two thousand hours with your employer or fellow workers. I am sure you can understand that working and learning together - you, your friends, teachers or fellow workers - is an important part of your life.

The reason I am here today is to ask your assistance in finding out the way you work together with your friends and teachers.

While associating with young people for many years, in both elementary school and secondary school, from grades four to thirteen, I can honestly say that I found that I got along better with some students than with other students. As a student, I remember that I got along better with some teachers than with other teachers. Many times I did not know why this was so. Today I am asking you to complete two short surveys. Your responses may help us discover part of the reason why we get along better with some folks than with others.

For your work here today to be really worthwhile, it will be necessary for you to be absolutely honest. I guarantee you that no person in this school will ever see your answers.

No one.

As you watch your friends skate or go through gym routines, you often express thoughts such as - "he's good" or "she does that well". Also, it is natural for us to wonder what others think of us. You may think about your teachers and yourself - "my teacher thinks I work hard" or, "he thinks I'm forgetful" or, "my teacher thinks I'd be a good leader".

The first questions you will receive ask what you think one certain teacher feels about you.

Perhaps, for some reason, you would prefer not to participate. If that is so, I will understand, and if you wish, you may join your teacher in just a moment.

I will give out the first set of questions now. Please leave the sheet face down on your desk. As I give them out, those who do not wish to stay, may leave and go to room _____. (Adjective Checklist given out.)

Experimenter:

Please turn your question sheet over and follow my instructions.

Print your last name, then your first name. The date today is day ___, month _____. Fill in the name of your school. The time I would like you to put down is _____. If you are a girl, circle the word "girl". If you are a boy circle the word "boy". Where the words "name of teacher" appear, print the name of the teacher who teaches you in this room at this time of day.

Directly under the name of the teacher you see three boxes containing the words "most of the time", "half of the time" and "seldom or almost never". To the left of this you see the words "my teacher thinks I am". Instead of the words "my teacher" put in the name _____ (name of appropriate teacher of core subjects). Now let's read that together. _____ thinks I am pleasant.... If you feel your teacher thinks you are pleasant "half of the time" put an X in the box under "half of the time". But, if you feel that your teacher thinks you are pleasant "seldom or almost never", put an X in the box under those words. For each adjective in the list below you have the same three choices.

Do not omit any adjectives. Be as honest as you can. Remember, neither your teacher nor your principal will see your results.

If there is a word you do not understand, please raise your hand and I will come to your seat and explain it to you.

When you finish your sheet, check it to see that you have not missed any words. Then turn the sheet over and wait for the other students to finish.

Please begin.

(Students completed the Adjective Checklist.)

Experimenter:

You seem to have done that quite well.

In addition to wondering what your teacher thinks about you, you also think about yourself. Perhaps you think "I'm not too anxious to study" -- "I can do that quite well" -- "I don't mind trying new things".

The next sheets contain statements about yourself. You will need to consider each statement and decide if it is true or false.

Again, I remind you that no one in this school will ever see your answers, so you can be completely honest.

I will give out the statement sheets now. Please leave them face down on your desk.

(Piers-Harris Self Concept Scale given out.)

Experimenter:

Turn your booklets face up. Please print your last name, followed by your first name. Write the age you are today. Circle the correct word "girl" or "boy". Write your present grade and school. Today's date is _____. Under the word "school", please print the name of your core subject teacher.

(Experimenter circulates among students.)

Experimenter:

Please turn the page and I will read the instructions as you follow my reading.

(Experimenter reads instructions at top of page 1.)

Experimenter:

Two questions ask about your feelings toward brothers and sisters. If you have no brothers or sisters, answer these questions as if you did have brothers or sisters. Do not leave out any statements. Please begin.

(Students completed the Piers-Harris Self Concept Scale.)

Experimenter:

It looks as if everyone is finished. Please put the single sheet under the other sheets. I'll come around and staple them together.

(Experimenter circulated throughout the room stapling and collecting the sheets.)

Experimenter:

When we first gathered today, I asked for your assistance in finding out the way you work together. You have just answered some questions about how you feel your teacher thinks of you and how you work. You also answered statements as to what you think about yourself and how you get along with others. You have made a valuable contribution and I thank you for your good work.

A few weeks from now some of you will be asked to come together again in order to complete the project which we started today. I am confident that you will do as well then as you did today.

Before you leave I have one final request. Please do not discuss with your friends what we have done, at least not until after _____ (time). I think you can understand that it would help them to learn of the project for the first time when we gather. Then they may be able to do as well as you have just done.

Thank you. Your teacher will return in a few minutes.

APPENDIX 4

THE PIERS-HARRIS CHILDREN'S SELF CONCEPT SCALE
(THE WAY I FEEL ABOUT MYSELF)

THE WAY I FEEL ABOUT MYSELF

NAME

AGE GIRL OR BOY

GRADE SCHOOL

DATE

Here are a set of statements. Some of them are true of you and so you will circle the yes. Some are not true of you and so you will circle the no. Answer every question even if some are hard to decide, but do not circle both yes and no. Remember, circle the yes if the statement is generally like you, or circle the no if the statement is generally not like you. There are no right or wrong answers. Only you can tell us how you feel about yourself, so we hope you will mark the way you really feel inside.

1. My classmates make fun of me yes no
2. I am a happy person yes no
3. It is hard for me to make friends yes no
4. I am often sad yes no
5. I am smart yes no
6. I am shy yes no
7. I get nervous when the teacher calls on me yes no
8. My looks bother me yes no
9. When I grow up, I will be an important person yes no
10. I get worried when we have tests in school. yes no
11. I am unpopular yes no
12. I am well behaved in school yes no
13. It is usually my fault when something goes wrong yes no
14. I cause trouble to my family yes no
15. I am strong yes no
16. I have good ideas yes no
17. I am an important member of my family yes no
18. I usually want my own way yes no
19. I am good at making things with my hands yes no
20. I give up easily yes no

21. I am good in my school work yes no
22. I do many bad things yes no
23. I can draw well yes no
24. I am good in music yes no
25. I behave badly at home yes no
26. I am slow in finishing my school work yes no
27. I am an important member of my class yes no
28. I am nervous yes no
29. I have pretty eyes yes no
30. I can give a good report in front of the class. yes no
31. In school I am a dreamer yes no
32. I pick on my brother(s) and sister(s) yes no
33. My friends like my ideas yes no
34. I often get into trouble yes no
35. I am obedient at home yes no
36. I am lucky yes no
37. I worry a lot yes no
38. My parents expect too much of me yes no
39. I like being the way I am yes no
40. I feel left out of things yes no

41. I have nice hair yes no
42. I often volunteer in school yes no
43. I wish I were different yes no
44. I sleep well at night yes no
45. I hate school yes no
46. I am among the last to be chosen for games yes no
47. I am sick a lot yes no
48. I am often mean to other people yes no
49. My classmates in school think I have good ideas yes no
50. I am unhappy yes no
51. I have many friends yes no
52. I am cheerful yes no
53. I am dumb about most things yes no
54. I am good looking yes no
55. I have lots of pep yes no
56. I get into a lot of fights yes no
57. I am popular with boys yes no
58. People pick on me yes no
59. My family is disappointed in me yes no
60. I have a pleasant face yes no

61. When I try to make something, everything seems to go wrong yes no
62. I am picked on at home yes no
63. I am a leader in games and sports yes no
64. I am clumsy yes no
65. In games and sports, I watch instead of play yes no
66. I forget what I learn yes no
67. I am easy to get along with yes no
68. I lose my temper easily yes no
69. I am popular with girls yes no
70. I am a good reader yes no
71. I would rather work alone than with a group yes no
72. I like my brother (sister) yes no
73. I have a good figure yes no
74. I am often afraid yes no
75. I am always dropping or breaking things yes no
76. I can be trusted yes no
77. I am different from other people yes no
78. I think bad thoughts yes no
79. I cry easily yes no
80. I am a good person yes no

Score: _____

APPENDIX 5

ADJECTIVE CHECKLIST

ADJECTIVE CHECKLIST

NAME _____ DATE _____
 LAST FIRST DAY MONTH
 SCHOOL _____ TIME _____
 GIRL BOY (CIRCLE ONE)
 NAME OF TEACHER _____

MY TEACHER THINKS I AM.	MOST OF THE TIME	HALF OF THE TIME	SELDOM OR ALMOST NEVER
PLEASANT			

MY TEACHER THINKS I AM.	MOST OF THE TIME	HALF OF THE TIME	SELDOM OR ALMOST NEVER	MY TEACHER THINKS I AM.	MOST OF THE TIME	HALF OF THE TIME	SELDOM OR ALMOST NEVER
FAIR				SOCIABLE			
A NUISANCE				CLEVER			
AFRAID				NOT ALERT			
CHEERFUL				OUTSTANDING			
A TIME WASTER				LOUD			
NEAT				GENEROUS			
NOT EAGER TO LEARN				NERVOUS			
A LEADER				SENSIBLE			
UNHAPPY				POLITE			
LOVING				LAZY			
A HARD WORKER				FORGETFUL			
BAD				SMART			
A GOOD SPORT				SILLY			
CONSIDERATE				KIND			
NOT EAGER TO STUDY				SHY			
HELPFUL				A SLOPPY WORKER			
CARELESS				DEPENDABLE			
				A DAY DREAMER			

APPENDIX 6

SECOND MEETING WITH TEACHERS

SECOND MEETING WITH TEACHERS

Experimenter to each HD or LD teacher:

You will remember that when I spoke to the staff I mentioned the need to conduct a retest of the Opinion Survey for statistical reasons. Rather than arranging a meeting for the purpose, it may be more convenient for you if I were to give you the Opinion Survey now so you can take it home for completion. I'll pick it up from you in the morning. (In one school, the principal requested that he be allowed to distribute the Opinion Survey to the teachers involved. The request was granted and the Opinion Surveys were collected by the experimenter the following day. One teacher was no longer teaching at any school, so no retest was possible.)

APPENDIX 7

SECOND MEETING WITH STUDENTS

-SECOND MEETING WITH STUDENTS

Experimenter:

A few weeks ago we met together. At that time I asked you for your assistance in finding out what you felt your teacher thought about you and what you thought about yourself. I mentioned to you that by meeting once more, the project could be completed. Today you will be about to do that by helping in the same way that you did before. Remember, no one but me will know what your answers are.

You recall that the first questions had to do with what you felt your teacher thought about you. I will now give out similar questions. Please leave the papers face down.

Perhaps, for some reason, you would prefer not to do this. If this is so, I will understand; and if you wish you may leave and go to room ____ as I give out the papers.

(Adjective Checklist to be given out.)

Experimenter:

Please turn your question sheet over and I will read the instructions as you follow on your sheet.

(Identical instructions as outlined in Appendix 3 were read.)

(Adjective Checklist completed and collected.)

Experimenter:

The last set of questions I will give you, ask about yourself. Again, remember, I am the only one who will see

your answers.

I will give out the last set of questions now. Please leave them face down on your desk.

(Piers-Harris Self Concept Scale given out.)

Experimenter:

Please turn your question sheet over and I will read the instructions as you follow on your sheet.

(The instructions as outlined on the Piers-Harris Self Concept Scale will now be read.)

Experimenter:

When you finish, turn your paper over and I will collect it. Please remain in your seat until all of the papers are collected and stapled. Put the single sheet under the other sheets.

(Piers-Harris completed, stapled to the AC and collected by the experimenter.)

Experimenter:

Thank you. You have been an important part of this project in finding out how we work together. I wish you every success in the remaining weeks of school. Please go to the class where you are regularly scheduled to be at this time.

APPENDIX 8

OPINION SURVEY SCORES OF ALL TEACHERS TESTED

OPINION SURVEY SCORES OF ALL TEACHERS TESTED

N=23

<u>Teacher</u>	<u>Opinion Survey Score</u>
T 1	192
T 2	182
T 3	173
T 4	167
T 5	161
T 6	161
T 7	158
T 8	151
T 9	151
T 10	143
T 11	142
T 12	135
T 13	135
T 14	130
T 15	130
T 16	124
T 17	122
T 18	121
T 19	114
T 20	106
T 21	98
T 22	86
T 23	42

APPENDIX 9

STATISTICAL DEFINITION OF HD-LD TEACHERS

STATISTICAL DEFINITION OF HD-LD TEACHERS

N = 23

M = 135.83

1.0 SD = 32.74

0.5 SD = 16.37

1. HD Teachers defined as +0.5 from the mean

$$\begin{aligned} M &= 136 \\ +0.5 \text{ SD} &= \underline{16} \\ &= 152 \end{aligned}$$

HD Teachers defined as those scoring 152 or higher on the OS.

2. LD Teachers defined as -0.5 from the mean

$$\begin{aligned} M &= 136 \\ -0.5 \text{ SD} &= \underline{16} \\ &= 120 \end{aligned}$$

LD Teachers defined as those scoring 120 or below on the OS.

APPENDIX 10

**OPINION SURVEY TEST AND RETEST
SCORES OF TEACHERS SELECTED**

OPINION SURVEY TEST AND RETEST SCORES OF TEACHERS SELECTED

Teacher	Initial Test	Retest
HD 1	192	205
HD 2	182	173
HD 3	173	-
HD 4	167	161
HD 5	161	159
HD 6	161	154
HD 7	158	171
LD 1	114	127
LD 2	106	108
LD 3	98	80
LD 4	86	106
LD 5	42	40

APPENDIX 11

SCORES OF:

**A) ALL STUDENTS FOR PIERS HARRIS CHILDREN'S
SELF-CONCEPT SCALE AND ADJECTIVE CHECKLIST.**

**B) RETEST SCORES OF APPROXIMATELY
ONE FIFTH OF ALL STUDENTS TESTED**

SCORES OF:

A) ALL STUDENTS FOR PIERS HARRIS CHILDREN'S
SELF-CONCEPT SCALE AND ADJECTIVE CHECKLIST

B) RETEST SCORES OF APPROXIMATELY
ONE FIFTH OF ALL STUDENTS TESTED

Student Number	PH Score	PH Retest	AC Score	AC Retest
1	74		2.97	
2	73		2.8	
3	71	74	2.77	2.74
4	71		2.82	
5	69		2.57	
6	67		2.57	
7	67	69	2.8	2.82
8	67		2.71	
9	66		2.29	
10	66		2.83	
11	64	68	2.69	2.17
12	64		2.57	
13	60		2.20	
14	59		2.23	
15	58	56	2.46	2.6
16	56		1.83	
17	55		2.31	
18	54		2.66	
19	54	58	2.6	2.6
20	52		2.68	
21	51		2.17	
22	51		2.69	
23	50		2.11	
24	46		2.63	
25	45		2.63	

Student Number	PH Score	PH Retest	AC Score	AC Retest
26	45		1.74	
27	45	42	2.31	2.37
28	44		2.63	
29	42		2.54	
30	15	8	1.42	
31	24	17	1.6	1.82
32	43		1.45	
33	48		2.0	
34	48		2.23	
35	49	55	2.34	2.48
36	49		2.65	
37	50		1.91	
38	51		2.43	
39	54		2.46	
40	57		2.17	
41	62		2.6	
42	63		2.34	
43	65	60	2.37	2.43
44	68		2.91	
45	69		2.82	
46	69		2.86	
47	69	71	2.80	2.8
48	70		2.97	
49	71		2.85	
50	71		2.77	
51	73	73	2.68	2.68
52	75		2.94	
53	75		3.0	
54	77		2.86	
55	79	79	2.94	2.91

Student Number	PH Score	PH Retest	AC Score	AC Retest
56	79		2.97	
57	78		2.74	
58	73		2.74	
59	72	69	2.77	2.74
60	72		2.77	
61	71		2.66	
62	71		2.94	
63	69	67	2.66	2.63
64	68		2.71	
65	66		2.69	
66	65		2.71	
67	65	68	2.57	2.57
68	62		2.46	
69	62		2.74	
70	60		2.6	
71	58	55	2.37	2.37
72	58		2.31	
73	58		2.54	
74	56		2.57	
75	54	46	2.54	2.69
76	53		2.36	
77	51		2.8	
78	50		2.14	
79	48	49	2.57	2.63
80	47		2.26	
81	44		2.26	
82	40		2.14	
83	38	38	2.08	1.94
84	59		2.34	
85	59		2.46	

Student Number	PH Score	PH Retest	AC Score	AC Retest
86	59	57	2.57	2.8
87	60		2.63	
88	61		2.31	
89	61		2.6	
90	62	62	2.83	2.8
91	62		2.77	
92	63		2.51	
93	64		2.51	
94	65		2.51	
95	65		2.34	
96	66		2.6	
97	67		2.68	
98	67	70	2.63	2.62
99	67		2.69	
100	67		2.44	
101	67		2.45	
102	68	67	2.43	2.51
103	68		2.86	
104	68		2.74	
105	68		2.43	
106	69	70	2.43	2.37
107	70		2.63	
108	70		2.34	
109	71		2.71	
110	71		2.74	
111	71		2.71	
112	71		2.63	
113	71		2.91	
114	72		2.83	
115	73		2.83	

Student Number	PH Score	PH Retest	AC Score	AC Retest
116	73		2.71	
117	76		2.74	
118	58		2.63	
119	58	58	2.43	2.48
120	57		2.51	
121	57		2.34	
122	56		2.51	
123	56	53	2.4	2.0
124	55		2.17	
125	55		2.69	
126	54		2.48	
127	54		2.37	
128	52		2.48	
129	52		2.34	
130	50		2.17	
131	48	52	2.34	2.37
132	48		2.36	
133	47		2.2	
134	46		2.0	
135	46	55	2.09	2.77
136	44		2.51	
137	44		2.23	
138	43		2.11	
139	43	48	2.0	2.25
140	43		2.03	
141	41		2.11	
142	40		2.03	
143	36	44	2.57	2.62
144	34		2.43	
145	32		2.57	

Student Number	PH Score	PH Retest	AC Score	AC Retest
146	32		2.57	
147	37	36	2.25	2.26
148	41		2.14	
149	46		1.88	
150	52		2.77	
151	52		2.77	
152	52		2.4	
153	55		2.77	
154	56		2.37	
155	56		2.17	
156	57		2.6	
157	58		2.6	
158	59		2.23	
159	59		2.2	
160	60	57	2.83	2.74
161	60		2.66	
162	62		2.51	
163	62		2.92	
164	63	62	2.83	2.8
165	63		2.43	
166	65		2.6	
167	68		2.25	
168	68	67	2.66	2.65
169	76		2.51	
170	72		2.74	
171	71		2.89	
172	70	70	2.2	2.34
173	69		2.55	
174	68		2.83	
175	66		2.37	

Student Number	PH Score	PH Retest	AC Score	AC Retest
176	63	68	2.11	2.18
177	63		2.57	
178	60		2.23	
179	58		2.37	
180	58	61	2.46	2.48
181	58		2.63	
182	57		2.43	
183	55		1.89	
184	54	49	2.37	2.29
185	52		1.74	
186	51		2.23	
187	51		2.17	
188	50	52	2.20	2.17
189	49		2.6	
190	48		2.5	
191	30		1.03	
192	17	21	1.11	1.65
193	27		1.03	
194	47		1.48	
195	50		2.11	
196	54	49	2.09	2.08
197	55		2.34	
198	55		2.23	
199	55		2.2	
200	56	55	2.26	2.25
201	56		2.36	
202	57		2.34	
203	60		2.37	
204	61	61	2.46	2.51
205	61		2.51	

Student Number	PH Score	PH Retest	AC Score	AC Retest
206	61		2.26	
207	63		2.23	
208	64	67	2.06	1.97
209	64		2.51	
210	65		2.45	
211	67		2.62	
212	68		2.49	
213	68		2.57	
214	69		2.5	
215	69		2.37	
216	60	71	2.71	2.57
217	70		2.63	
218	72		2.37	
219	72		2.54	
220	77	75	2.54	2.65
221	75		2.74	
222	75		2.27	
223	68		2.17	
224	66	68	2.5	2.68
225	64		2.6	
226	64		2.46	
227	63		2.59	
228	61	62	1.88	1.54
229	60		2.43	
230	60		2.71	
231	57		2.8	
232	55	56	2.69	2.74
233	54		2.2	
234	52		2.34	
235	52		2.14	

Student Number	PH Score	PH Retest	AC Score	AC Retest
236	51	51	2.06	2.05
237	50		2.63	
238	49		2.14	
239	49		2.14	
240	47	50	2.14	2.23
241	47		2.03	
242	40		1.17	
243	34		1.2	
244	73	71	2.91	2.91
245	73		2.74	
246	73		2.23	
247	71		2.77	
248	70	76	2.31	2.22
249	70		2.9	
250	70		2.91	
251	70		2.46	
252	70	72	3.0	3.0
253	69		2.6	
254	68		2.63	
255	68		2.68	
256	66		2.48	
257	66		2.8	
258	66		2.66	
259	66		2.68	
260	65	71	2.54	2.68
261	65		2.43	
262	65		2.91	
263	65		2.86	
264	64	69	2.63	2.6
265	63		2.4	

Student Number	PH Score	PH Retest	AC Score	AC Retest
266	63		2.54	
267	63		2.26	
268	62	65	2.34	2.48
269	62		2.54	
270	62		2.28	
271	62		2.09	
272	62	68	2.26	2.11
273	61		2.37	
274	61		2.71	
275	61		2.42	
276	60	64	2.37	2.42
277	60		2.29	
278	25		1.2	
279	31	24	1.63	1.82
280	36		1.06	
281	38		2.34	
282	39		1.04	
283	40	42	1.14	2.4
284	41		2.06	
285	43		1.68	
286	44		1.17	
287	44	43	1.16	1.97
288	45		2.06	
289	47		2.34	
290	50		2.34	
291	51		2.43	
292	53		2.37	
293	53		2.46	
294	53	51	2.46	2.34
295	55		1.94	

Student Number	PH Score	PH Retest	AC Score	AC Retest
296	56		2.2	
297	56		1.97	
298	56	55	2.31	2.42
299	56		2.23	
300	57		2.03	
301	58		2.48	
302	58	60	2.2	2.05
303	58		2.51	
304	59		2.09	
305	59		2.4	
306	59	61	2.74	2.65
307	60		2.94	
308	60		2.37	
309	77		2.71	
310	75		2.63	
311	72	70	2.39	2.51
312	71		2.49	
313	68		2.62	
314	66		2.49	
315	64		2.51	
316	64		2.4	
317	59		2.6	
318	59		2.4	
319	58	62	2.43	2.42
320	57		2.4	
321	56		2.43	
322	55		2.45	
323	53	60	2.86	2.85
324	52		2.6	
325	51		2.08	

Student Number	PH Score	PH Retest	AC Score	AC Retest
326	51		2.08	
327	49		2.34	
328	41		2.06	
329	39		1.89	
330	35		1.42	
331	33		1.71	
332	30		1.17	
333	30		1.17	
334	20		2.14	
335	25		1.60	
336	25		1.91	
337	42		1.2	
338	44		1.14	
339	46		2.11	
340	53		2.26	
341	54	56	2.37	2.4
342	55		2.48	
343	59		2.4	
344	59		2.71	
345	60		2.8	
346	60		2.71	
347	62		2.34	
348	63		2.51	
349	64		2.71	
350	64		2.66	
351	65		2.63	
352	65		2.77	
353	65	63	2.74	2.65
354	68		2.6	
355	68		2.88	

Student Number	PH Score	PH Retest	AC Score	AC Retest
356	70		2.89	
357	70	67	2.89	2.54
358	73		2.91	
359	73		2.83	
360	66		2.57	
361	65		2.29	
362	65		2.63	
363	64		2.6	
364	63		2.28	
365	63		2.06	
366	60	64	2.17	2.18
367	60		2.66	
368	59		2.26	
369	55	54	2.74	2.77
370	54		2.71	
371	51		2.2	
372	50		2.71	
373	49	52	2.14	2.06
374	49		2.03	
375	43		2.28	
376	42		1.8	
377	39	34	1.28	2.26
378	33		1.28	
379	26		1.7	

APPENDIX 12

STATISTICAL DEFINITION OF HSE-LSE STUDENTS

STATISTICAL DEFINITION OF HSE-LSE STUDENTS

N = 379

M = 57.7124

SD = 11.7769

1. HSE Students defined as +1.0 SD from the mean

M = 57.7124

+1.0 SD = 11.7769

= 69.48 = 69

HSE Students defined as those scoring 69 or higher on the PH scale.

2. LSE Students defined as -1.0 SD from the mean

M = 57.7124

-1.0 SD = 11.7769

= 45.9355 = 46

LSE Students defined as those scoring 46 or lower on the PH scale.

APPENDIX 13

ADJECTIVE CHECKLIST SCORES FOR HD-LD TEACHERS
INTERACTING WITH LSE-HSE STUDENTS

ADJECTIVE CHECKLIST SCORES FOR HD-LD TEACHERS
INTERACTING WITH LSE-HSE STUDENTS

1. HD-LSE Relationship

N = 33

Student scores on AC

1. 1.03	18. 1.89
2. 1.03	19. 1.42
3. 1.11	20. 1.71
4. 1.17	21. 1.17
5. 1.2	22. 1.17
6. 2.06	23. 2.11
7. 1.16	24. 1.14
8. 1.17	25. 1.2
9. 1.68	26. 1.91
10. 2.06	27. 1.6
11. 1.14	28. 2.14
12. 1.04	29. 2.28
13. 2.34	30. 1.8
14. 1.06	31. 1.28
15. 1.63	32. 1.28
16. 1.2	33. 1.7
17. 2.06	

2. LD-LSE Relationship

N = 28

Student scores on AC

1. 2.63	15. 2.51
2. 2.63	16. 2.23
3. 1.74	17. 2.11
4. 2.31	18. 2.0
5. 2.63	19. 2.03
6. 2.54	20. 2.11
7. 1.45	21. 2.03
8. 1.6	22. 2.57
9. 1.42	23. 2.43
10. 2.26	24. 2.57
11. 2.14	25. 1.88
12. 2.08	26. 2.14
13. 2.0	27. 2.25
14. 2.09	28. 2.57

3. HD-HSE Relationship

N = 32

Student Scores on AC

1. 2.51	17. 2.23
2. 2.74	18. 2.77
3. 2.89	19. 2.31
4. 2.20	20. 2.9
5. 2.55	21. 2.91
6. 2.54	22. 2.46
7. 2.54	23. 3.0
8. 2.37	24. 2.6
9. 2.63	25. 2.71
10. 2.71	26. 2.63
11. 2.36	27. 2.39
12. 2.5	28. 2.49
13. 2.74	29. 2.91
14. 2.27	30. 2.6
15. 2.91	31. 2.89
16. 2.74	32. 2.83

4. LD-HSE Relationship

N = 37

Student scores on AC

1. 2.97	20. 2.69
2. 2.8	21. 2.77
3. 2.77	22. 2.77
4. 2.82	23. 2.66
5. 2.57	24. 2.94
6. 2.97	25. 2.66
7. 2.94	26. 2.74
8. 2.86	27. 2.71
9. 3.0	28. 2.83
10. 2.94	29. 2.83
11. 2.68	30. 2.91
12. 2.77	31. 2.63
13. 2.85	32. 2.71
14. 2.97	33. 2.74
15. 2.80	34. 2.71
16. 2.86	35. 2.34
17. 2.82	36. 2.63
18. 2.74	37. 2.43
19. 2.74	

APPENDIX 14

CORRESPONDENCE

Check ~~th~~ → ERIC Tests + Measurements
Princeton, NJ

also search thru ERIC documents ("Research in Education")

900 Dynes Road,
Ottawa, Ontario,
K2C 3L6
September 28, 1975.

how about
Dissertation Abstracts
+ PASAR?

ERIC so often Someone inquires but
kept no record of use.

Mr. G. Lang,
Dept. of Psychology - Education,
Montclair St. Coll.,
Upper Montclair,
New Jersey, 07043.
U.S.A.

Dear Sir:

I am very interested in the study in which you involved some years ago as it was described in the Journal of Experimental Education, Volume 29, Number 2, December 1960.

In particular, I am interested in the Checklist which you developed for the study at the junior high school level. Can you tell me of other studies which have made use of this scale. I have tried to trace this out in the various journals but have not been successful. It appears to me as if it is a most useful instrument.

Thank you

Also, did you pursue further studies in the area of pupil perception as related to various dimensions of teacher personality?

no

My interest in this area is as a result of my present doctoral studies in which I am interested in the relationship between teacher personality, teacher cognitive styles as related to student perception of teachers and themselves and student cognitive learning styles. My present specific study is trying to determine the relationship of teacher dogmatism to student perception of the teacher's attitude to the student.

- I would be most grateful for assistance or information as to:
- a) further studies utilizing your Checklist
 - b) any further statistical verification of your instrument
 - c) any leads along the line of the studies in which I am involved.

see ERIC

not available

Thank you most kindly and all best wishes in your present undertakings.

Most sincerely,

C. B. Cressman
Mr. Clare B. Cressman

See also

Johnson, O.G. + Bonmarito, J.W.
Tests & Measurements in Child Development
A Handbook (Jossey-Bass, Inc. 1971)

January 4, 1976.
900 Dynes Road,
Apt. 2307,
Ottawa, Ontario.
K2C 3L6.

Dr. M. Rokeach,
Department of Psychology,
Michigan State University,
East Lansing, Michigan,
48823.

Dear Dr. Rokeach:

I am writing to ask several questions re your theory of
dogmatism.

- a) In your recent writings you have not made use of your previous framework of categorizing beliefs into the areas of central, intermediate and peripheral. I do not perceive any theoretical reason for not doing so. Is there a reason for not relating this former framework to your more recent writings, and do you feel that your concept of belief-disbelief organization as outlined in 'The Open and Closed Mind' is still valid?
- b) It would seem to me that the majority of new material enters into the belief system at the intermediate level. Would you agree with this?
- c) The HD subject is viewed as not accepting information if it originates from a source which is not acceptable to the HD subjects referent authority. When source and content are considered, do you view one of these entities as being more influential than the other in the decision of rejecting or accepting the information? I perceive that the source is more influential than the content. Thus the content will not be accepted by the HD subject if the person (the source) is not acceptable to the HD subject. Would you please clarify this point?
- d) I note that your dogmatism test is employed under various titles such as 'World View Survey,' 'Your Opinion,' 'Opinion Survey' etc.. What are your views regarding this practice? Do you feel that the change of title would in any way invalidate the statistics in view of the fact that some people may interpret dogmatism to be a negative term and the avoidance of it would affect their responses?
- e) At the present time I am preparing a study using as the independent variables the self esteem of grade eight students, the dogmatism of their teachers and as the dependent variable the perception the students have of their teachers.

.../

For this study may I have your permission to use your Dogmatism Scale Form E? May I purchase from you a copy of the format of the test which is approved by you, including any instructions to the subjects, information re the administration of the test and guides to the marking of the responses?

- f) May I reproduce the Dogmatism Scale in sufficient quantities to meet the needs of the study?

I have enjoyed the present study and find your theories re dogmatism to be of considerable value as applied to the area of teacher personality.

If you are able to suggest studies which may strike you as being pertinent to the variables as I have outlined them above, I would be most appreciative. Please feel free to mention them to me.

I trust that your present endeavours are meeting with success. As this study is to commence fairly shortly I would very much appreciate it if it would be possible for you to convey your reply regarding the above queries as soon as convenient.

Kindest regards,



Mr. Clare B. Cressman.

I truly appreciate your assistance in regard to the instrument you constructed. As the pilot study in which it is being used must commence within a few weeks, it would be very helpful if I could receive a reply from you as soon as you find it convenient.

Best wishes in your present endeavors,

Most sincerely,

Clare B. Gressman

Mr. Clare B. Gressman

I think I am ---

	most of the time	half the time	Seldom or never	never
Fair				
Annoyance				
etc				

good luck!
Jing

My teacher thinks I am ---

Fair			
Annoyance	as	above	
etc			

No. words checked _____
 Σ favorable words _____

Σ unfavorable words _____
 Total Σ _____ Index of Favorability _____

WASHINGTON STATE UNIVERSITY

PULLMAN, WASHINGTON 99163

DEPARTMENT OF SOCIOLOGY

February 17, 1976

Mr. Clare B. Cressman
900 Dynes Road
Apartment 2307
Ottawa, Ontario
Canada K2C 3L6

Dear Mr. Cressman:

Your letter was forwarded to me at my present address, and while it is long, I will make an effort to answer your questions as best I can.

a) My present emphasis on values (see especially my book, The Nature of Human Values published by Free Press in 1973) suggests that the concept of values is more central than the concept of attitudes, and that the concept of self-conception is more central than the concept of values. So, I'm still very much concerned with the central, peripheral dimension but have substituted self-conception for beliefs about the self, or primitive beliefs, and values as the more central ideas. But, you are right that I have not explicitly drawn attention to these matters. Perhaps I should have.

b) I am not sure I know how to answer this question, mainly because "the place of entry" is not clear to me. If a belief is really new, I suppose the place of entry is comparing it with the other belief that's old, whatever that might be. So, perhaps there is no one simple, single answer that I might give to this.

c) Again, I am not sure I understood your question, but in my own thinking I would say that the more highly dogmatic a person, the more will source be more important than content relative to one another, especially when the information is ambiguous.

d) This is the first time I learn of my Dogmatism Scale being called "World View Survey" or "Your Opinion," etc. I really have no objection to this, since these titles are more or less innocuous ones. I certainly would not call my scale the Dogmatism Scale when presenting it to the subjects.

e) You certainly have my permission to use the Dogmatism Scale. I grant it routinely. All you have to do is duplicate it from my book which also includes the instructions, scoring, and so forth. I have never attempted to develop this test in any commercial form.

f) Yes, you may reproduce the Dogmatism Scale in whatever quantities you require.

Mr. Clare B. Cressman
February 17, 1976
Page 2.....

Finally, I am sorry to say that I have lost track of the literature in this area, since my present work is mostly concerned with values. I am ashamed to say that you are going to have to go to some such source as the Psychological Abstracts for more recent references. You may find a couple of review articles in the Psychological Bulletin in May 1969 helpful to you.

With best of luck on your present research efforts.

Sincerely yours,

Milton Rokeach

Milton Rokeach
Professor of Sociology and Psychology

MR:bu

900 Dynes Road,
Ottawa, Ontario.
K2C 3L6,
May 20, 1976.

Dr. E. Piers,
Department of Psychology,
417 Bruce V. Moore Building,
University Park, Pennsylvania,
16802.

Dear Dr. Piers:

In regard to the use of the Piers-Harris Children's Self-Concept Scale, several questions have arisen for which I would appreciate your answers.

1. If a subject is an only child, a) how does he respond to items 32 and 72 which inquire as to his relationship to his brothers and/or sisters? b) if the question is to remain unanswered, in what way is the statistical interpretation affected?
2. I understand that a monograph related to your research instrument is to be published. From where may it be obtained?

I am involved in a study in which I wish to use your self-concept scale as a measuring instrument. The concepts of low self-esteem I am using are those delineated by Dr. Rosenberg: i) flexibility of self-esteem ii) facade of self-esteem iii) vulnerability to perceived threats to self worth and iv) psychic isolation. Dr. Rosenberg suggests that, by contrast, high self-esteem adolescents consider themselves worthy, but neither better nor worse than others. In addition, they recognize their limitations and seek to improve.

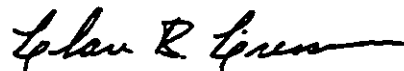
It is my understanding that your scale measures self-esteem in general and that your concepts of self-esteem are compatible with those of Dr. Rosenberg.

Is it accurate to assume that your self-esteem scale will measure the same characteristics of self-esteem which Dr. Rosenberg delineates?

As you may surmise, the answers to these questions are vital to this study.

A reply at your earliest convenience would be extremely helpful at this time.

Most sincerely,



Clare B. Cressman.

THE PENNSYLVANIA STATE UNIVERSITY

417 BRUCE V. MOORE BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

College of the Liberal Arts
Department of Psychology

June 11, 1976

Area Code 814
865-1711

Mr. Clare B. Cressman
900 Dynes Road
Ottawa, Ontario
K2C 3L6

Dear Mr. Cressman:

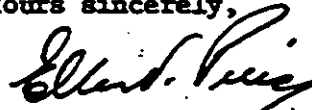
Items 32 and 72 on the Piers-Harris should be answered and scored in the direction of positive self-concept (i.e., no for item 32 and yes for item 72). They should not be omitted (nor should any other item) since that would affect the interpretation of scores.

The monograph is still in preparation. I hope that it will be out later this year.

The Piers-Harris certainly reflects the same basic approach as Rosenberg, but of course you would not be able to get sub-scores that reflect these areas specifically any more than you could from his scale. Some preliminary work with low-scorers does suggest that they are more flexible or variable in their scores which may reflect their uncertainty about themselves. This interpretation assumes that they are old enough to read and understand the questions, and that the variability is not just unreliability or randomness of response (see Wylie, 1974).

Best of luck on your project.

Yours sincerely,



Ellen V. Piers, Ph.D.
Associate Professor of Psychology

EVP/smr

APPENDIX 15

VITA

VITA

Name: Clare Beverley Cressman

Date of Birth: August 11, 1928.

Educational Background:

1948	Western University	Mus. G. (Paed)	1950
1956	Western Conservatory of Music	A. Mus.	1956
1960	University of Toronto (Extension)	B.A.	1965
1968	University of Toronto (Extension)	M.Ed.	1971