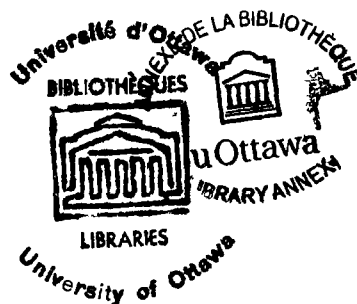


A STUDY OF TEACHERS' ATTITUDES
TOWARDS PARENTAL VOLUNTEERS IN THE CLASSROOM
AND THEIR RELATIONSHIPS TO PROFESSIONAL
ROLE ORIENTATION AND SITUATIONAL
JOB SECURITY

by Sr. M. Gerarda O.S.B.

Thesis presented to the School
of Graduate Studies of the
University of Ottawa as partial
fulfillment of the requirements
for the degree of Doctor of
Philosophy



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CURRICULUM STUDIORUM

Sr. Mary Gerarda O.S.B. was born November 23, 1930, in Winnipeg Manitoba. She received the Bachelor of Arts degree from the University of Manitoba, Winnipeg, in 1967; the Bachelor of Education degree from the University of Manitoba, Winnipeg, in 1969; and the Master of Education degree from the University of Manitoba, Winnipeg, in 1974. The title of the Master's thesis was: A Case Study of the Implementation of Differentiated Staffing in an Urban Manitoba School.

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INTRODUCTION

The educational system of today is buffeted by paradoxical forces of change. It is pressurized equally by the acceleration of technological invention and by society's desires for a person-oriented approach to education¹. These tensions are making great demands on classroom teachers who in the final analysis are the managers of learning within an educational system². On the one hand, teachers are expected to place emphasis on the acquisition of vocational skills and competence thereby empowering their students to cope with massive industrialization, profit acquisition, technological advancement and rapid communication³. On the other hand, they are urged to approach learning as a quality of life appropriate to any and every phase of human existence; to educate people to be whole persons having their own convictions, able to do their own thinking and being aware of life and its meanings, its goals and aspirations.

1 A Commission on Educational Planning, A Future of Choices, A Choice of Futures, Edmonton, Alberta, Bulletin-Commercial Printers Limited, 1972, p. 31-40.

2 Arnold Morrison and D. McIntyre, Teachers and Teaching, 2nd ed., Baltimore, Maryland, Penguin Books Limited, 1973, p. 141-142.

3 Ibid., p. 31-40; 60.

In brief, teachers are being asked to become facilitators of learning rather than mere dispensers of knowledge⁴.

One approach that can assist teachers to adapt to this new role is to expand the pool of human resources in the classroom by bringing in people from the community to work as volunteers in the classroom. It is claimed that volunteers can assist teachers in four ways. They can:

1. Relieve teachers of nonprofessional chores.
2. Provide individual attention and assistance that the classroom teacher is not able to supply to children who are not performing well in a group situation.
3. Tap the human resources of the community for the enrichment of the school program.
4. Develop greater citizen understanding of the problems facing the schools, enlist their support in securing better budgets, and involve them in the total effort to improve public education.⁵

Educational voluntarism has been the subject of much writing but very little research. The most recent work has

4 Roy A. Edelfelt, "A Possible Dream: A New Education and New Models of Teachers", The Teacher and His Staff: Differentiating Teaching Roles, Report of the 1968 Regional TEPS Conference, National Education Association of the United States, 1968, p. 118.

5 Barbara Carter and Gloria Dapper, School Volunteers: What They Do And How They Do It, New York, Citation Press, 1972, p. 15.

been that of Hedges⁶. His research focused on parental voluntarism in schools. Although Hedges was able to demonstrate the potential parental volunteers have to alter teachers' allocations of time to various functions and to increase considerably the amount of attention teachers can give to individual students, Hedges adopted the position that teachers' attitudes towards the use of parental volunteers in the classroom are negative⁷. The testing of this assumption, reformulated to make explicit some of its implications, constitutes the core of the present study. The attitudes of teachers toward the use of parental volunteers in the classroom are explained in terms of their relationships to the professional role orientation and the situational job security of the teachers themselves.

This study, although an attempt to elaborate a theoretical position, should have practical implications. Increased awareness of how teachers respond to the presence of other adults in the classroom and to collegial relationships in general can be useful in teacher education and in the promotion of volunteer assistance in the classroom.

6 Henry G. Hedges, Volunteer Parental Assistance in Elementary Schools, unpublished doctoral thesis presented to the University of Toronto, Ontario, 1972, viii-369 p.

7 Ibid., p. 333.

Specifically, if teachers' situational job security along with their professional role orientation are shown to be factors which determine the success of the parental volunteer program in the classroom, then the practical value of the study is assured.

The research report will be arranged in four chapters. Chapter I will review the pertinent literature on volunteer parental involvement in the classroom, on attitudes, on professional role orientation, and on situational job security of teachers. The chapter will conclude with the statement of the problem and its specific hypotheses. Chapter II will contain a description of the experimental design. In Chapter III an analysis of the data will be presented. These will be discussed in Chapter IV. The fourth chapter will be followed by a summary of the report and by the conclusion. Also included will be an annotated bibliography, appendices of material used in gathering data, and an abstract of this thesis.

CHAPTER I

REVIEW OF THE LITERATURE

This chapter aims at providing the theoretical background essential to the understanding of the present research project. It focuses on and examines parental voluntarism in education. The chapter is divided into five sections. Section one provides an overview of the movement towards the use of parental volunteers in the schools. This survey is followed by section two which contains the research rationale for this study and an analysis of Hedges' work. From Hedges' work three variables emerge; namely, teachers' attitudes, teachers' professional role orientation and teachers' situational job security. Each of these variables, and related studies, are discussed in sections three, four and five respectively. The literature suggests the need for investigations which will show the relationship between the teachers' attitudes towards the use of parental volunteers in the classroom and their relationships to the teachers' professional role orientation and situational job security. The problem and hypotheses of the present study, which were conceived in response to this need, are stated in the final section of the chapter.

1. Parental Volunteers.

Traditionally teachers have not encouraged the involvement of parents in the classroom. The latter were allowed to participate in the schools only in a very shallow way, mainly through parent-teacher associations and fund-raising activities¹. Gradually some parents moved from this kind of involvement to working within the confines of the school building itself, serving as volunteers in the health room, library, and school office, monitoring the lunchroom, overseeing the playground, taking attendance and helping in the field trips. The classroom, however, steadfastly remained the last citadel to be affected by parental involvement. Most teachers viewed the classroom as their sacred domain².

Proposals for change in regard to the involvement of parental volunteers in schools are numerous. These can be found in the reports of educational commissions, general educational literature, as well as provincial legislation and research studies. Each of these areas will be reviewed in this section.

1 Charles Hickman Jr., "Volunteer Help: Resource in Instruction?", Educational Leadership, Vol. 30, No. 2, November 1972, p. 121.

2 Ibid.

Educational commissions have made recommendations in regard to the use of parental volunteers. In 1968, the Report of the Provincial Committee on Aims and Objectives of Education in the Schools of Ontario revealed that about a third of a teacher's day was given to clerical and other non-professional tasks and that an hour or more was spent on work that could have been done by technicians and by automated devices³. The Report also stated that teachers found that they were spending less than half their time on duties for which they were professionally prepared and which represented their greatest contribution to their pupils⁴. In order to reduce the non-professional duties of the teacher, the Report advocated the employment of school and technical assistants and the recruitment of volunteers⁵.

The Report of the Commission on Educational Planning for Alberta also recommended the use of volunteers in the classrooms. The benefits claimed for such a program were:

3 Provincial Committee on Aims and Objectives of Education in the Schools of Ontario, Living and Learning, Toronto, Ontario, The Newton Publishing Company, 1968, p. 141.

4 Ibid.

5 Ibid.

1. Professional teachers could be relieved of non-instructional duties and thus be able to devote more time and energy to planning, preparation and efficient performance of those duties at the heart of the teaching profession.

2. Volunteers could make personalized learning possible by supplementing the work of the teachers with service to individual learners.

3. The experiences of learners could be enriched by tapping specialized human resources in the community.

4. Understanding of and support for the school could be obtained by involving the community in the educative process.

5. Civic-minded citizens could make a direct contribution to education.

6. Significant cost savings could truly be obtained.⁶

The International Commission on the Development of Education likewise advocated the use of auxiliaries and volunteers. The Commission, however, went one step further and proposed that education be developed to the point where it would become the function of the entire society. This would necessitate the participation of larger sections of the population than was ever advocated. The Commission urged that:

⁶ Commission on Educational Planning, A Future of Choices, A Choice of Futures, Edmonton, Alberta, Bulletin-Commercial Printers Limited, 1972, p. 241-242.

Auxiliaries and specialists from other professions (workers, technicians, professional and executive personnel) should be called in to work beside professional teachers.⁷

In its 1975 report, the International Commission on the Development of Education reiterated the need to use auxiliary personnel. The use of generic descriptions for auxiliary personnel includes all paid personnel such as paraprofessionals, instructional aides, and professional assistants as well as the three groups of volunteers; namely, parents, students and community aides⁸. The Commission listed seven benefits that could be derived from this practice:

7 International Commission on the Development of Education, Learning To Be: The World of Education Today and Tomorrow, Paris, United Nations Educational, Scientific and Cultural Organization, 1972, p. 218-219.

8 The Ontario Institute for Studies in Education and the United Nations Educational, Scientific, and Cultural Organization, Education on the Move, A Companion Volume to Learning to Be, Toronto, The Ontario Institute for Studies in Education, 1975, p. 221-226.

1. An instructional aide who might differ from the regular teacher in such fundamental ways as socio-economic background, ethnic origin, sex, amount of formal education and the nature of personal goals can often help the teacher build bridges between the curriculum and the child.

2. By assisting the teacher to perform direct instructional tasks, paraprofessionals can help broaden and deepen the ways in which teachers fulfill their basic responsibilities.

3. Some auxiliary personnel can be very helpful in aiding the teacher to better understand the community from which the students come and in helping the community better understand the teacher's program.

4. Depending on his ability, an instructional aide can on some occasions take the place of the teacher, freeing him to pursue opportunities to improve his teaching ability.

5. The addition of another adult in the classroom setting can do much to advance the move toward the personalization and individualization of instruction.

6. Powerful economic arguments exist to bring non-certified personnel into the school. These forces can add strength to the movement to improve the quality of learning and teaching.

7. Providing opportunities for people to engage in service to their fellows may be the most important outcome of helping schools to use non-certified instructional personnel.⁹

Writers in the field of teacher education and teacher recruitment have been contributing to the movement for the

9 Ibid., p. 224-226.

use of volunteers in education. Thompson and Tobin¹⁰ viewed the volunteer as providing direct service to the teacher and the students in the form of individualized attention, small group instruction, remedial work, enrichment activities and tutorial programs.

Lang¹¹ was of the opinion that the use of volunteers and paraprofessionals would provide a more effective use of the esoteric knowledge of teachers. He therefore recommended "more research, experimentation and proposed laws"¹² to allow the use of volunteers.

Wormsbecker¹³ advocated the use of volunteers because of the potential that could be realized through a realistic community involvement in education.

Stein¹⁴ perceived the role of the volunteer as a change agent. She believed that the benefits that could be

10 Diane D. Thompson and Michael F. Tobin, "Unpaid Volunteers: Pay Off For Inner City Schools", National Elementary School Principal, Vol. 51, No. 2, October 1972, p. 60.

11 Carroll L. Lang, Teacher Recruitment-Problems, Promises and Proven Methods, Successful School Administration Series, Englewood Cliffs, N.J., Prentice-Hall, Inc., 1968, 1-56 p.

12 Ibid., p. 15.

13 John Wormsbecker, "Part-Time Partners in the School", Education Canada, Vol. 10, No. 4, December 1970, p. 37.

14 Hannah Stein, "Volunteers as Change Agents", Adult Leadership, Vol. 20, No. 3, September 1971, p. 93.

derived in terms of educational programs extended far beyond the confines of a single classroom or school and identified the following:

1. Volunteers serving as community workers in disadvantaged areas could promote the new programs for education and training available in the community.

2. Volunteers can join with self-interest community groups in social action to effect policy and legislation change which would help create new educational opportunities.

3. Transportation to and from the disadvantaged areas to education centers is a key issue in which concerted action by volunteers can be effective.

4. Volunteers can effectively carry out a study of a community's labor needs and help initiate education and training programs which would hold out promise of gainful employment at the end.

5. Volunteers can take lead in opening up public schools as full time, day and night education centers.¹⁵

In his concern for a desirable structure for institutions seeking to educate children, Wax¹⁶ emphatically advocated that the school draw freely on experts in any area of life to offer instruction.

¹⁵ Ibid., p. 113.

¹⁶ Murray Wax, cited in Paul A. Olson, Introductory Letter, Of Education and Human Community: A Symposium of Leaders in Experimental Education, James Bowman, Larry Freeman, Paul A. Olson, Jan Pieper, (eds.), Lincoln, Nebraska, University of Nebraska, Nebraska Curriculum Development Centre, 1972, p. xiii.

Other writers, namely, Caplin¹⁷, Conant¹⁸, Popp¹⁹, Nelson and Bloom²⁰, Wall and Staff²¹, and Bonney²² also advocated the use of parents as volunteers in the classroom because of their belief that parents are the primary factors in influencing the emotional involvement in which children live and grow. Furthermore, these writers are firm believers that the ultimate responsibility for the child rests with the parent and not with the state.

17 Morris D. Caplin, "An Invaluable Resource, the School Volunteer", The Clearing House, Vol. 45, No. 1, September 1970, p. 10-14.

18 Margaret M. Conant, "Teachers and Parents: Changing Roles and Goals", Childhood Education, Vol. 48, No. 3, December 1971, p. 114-118.

19 Leonard A. Popp, "PTA: Pathetically Trivial Alliance or Potential Teaching Assistants?", Journal of Research and Development in Education, Vol. 7, No. 1, Fall 1973, p. 72-77.

20 Richard C. Nelson and John N. Bloom, "Issues and Dialogue: Building Parent Involvement", Elementary School Guidance and Counselling, Vol. 8, No. 1, October 1973, p. 43-49.

21 Elizabeth Wall and Maury Staff, "Parents are Educators", Childhood Education, Vol. 44, No. 7, March 1968, p. 412-15.

22 Merle E. Bonney, "Parents and Teachers Learn From Each Other", Childhood Education, Vol. 44, No. 7, March 1968, p. 410-11.

In Canada, the use of volunteers has been promoted by legislation only recently²³. Manitoba²⁴, Saskatchewan²⁵, and British Columbia²⁶ have passed legislation authorizing boards to employ adults who are not certified as teachers for instructional purposes. The provinces of Ontario²⁷, Quebec²⁸, and Alberta²⁹ permit the acceptance of voluntary and/or apprenticeship services under specific sections of the School Act.

Despite the efforts of commissions on education, provincial legislation, and writers in the field of teacher education, the use of volunteers in the classroom did not emerge as a viable innovation worthy of serious investigation until the completion of the developmental projects of

23 N. J. Chomchuk, "Certificated Teachers and Para-professionals", A Statement of Issues in Alberta and Proposals for Policy Development, Edmonton, The Department of Education, Government of Alberta, 1973, p. 38-44.

24 An Act Respecting Public Schools, R.S.M., C.215, S.1 (Am. S.M. 1971, C.51, S.1).

25 An Act to Amend School Act, R.S.S., 1970, C.63, S.3.

26 Public School Act, R.S.B.C., 1960, C.319, S.98, (Amended Version, 1971, C.47, S.36).

27 Province of Ontario, The Education Act, 1974, Bill 72, Part 6, Section 147, (3), p. 134.

28 Quebec Education Act, R.S.Q., 1964, C.235.

29 Alberta School Act, R.S.A., 1970, C.329, S.65, 1, b, iii.

Robinson³⁰ and Hedges³¹. Previous articles and reports had been entirely descriptive in nature, dealing in general with a number of aspects of particular volunteer programs. They were obviously of a testimonial or promotional quality, written in a personal tone for teachers and portraying a lack of common vocabulary. The work of Hedges became the first formal study of volunteer parental assistance in elementary schools. The study was conducted in the province of Ontario.

The findings of the Report of the Central Advisory Council for Education³² in London, England, had a great influence on Hedges' study. The Report revealed that parents' attitudes had a far greater influence on children's performance in school than did either the condition of the school or the home. In his study, Hedges, therefore,

30 Floyd Robinson et al., Volunteer Helpers in Elementary Schools, Profiles in Practical Education, No. 1, (Series ed., Hugh Oliver), Toronto, Ontario, The Ontario Institute for Studies in Education, 1971, v-33 p.

31 Henry G. Hedges, Volunteer Parental Assistance in Elementary Schools, unpublished doctoral thesis presented to the University of Toronto, Ontario, 1972, p. 3; and Using Volunteers in Schools, St. Catherines, Ontario, The Ontario Institute for Studies in Education, Niagara Centre, 1972, 77 p., and Extending Volunteer Programs in Schools, St. Catherines, Ontario, The Ontario Institute for Studies in Education, Niagara Centre, 1973, 102 p.

32 Central Advisory Council for Education, Children and Their Primary Schools, Volume I: The Report, London, England, Her Majesty's Stationery Office, 1967, p. 34-35; 45-49.

isolated the parental factor in terms of volunteer assistance and attempted to answer these four basic research questions:

1. In what ways can volunteer assistance contribute to pupil growth in schools, whether by providing direct benefits to students, by enabling teachers to shift important amounts of time from less vital tasks to the highest level functions of a teacher, or by producing indirect or long-term benefits for students through altering parental attitudes and the instructional competency of parents in relationships with their children at home?

2. How can the effects of volunteer programs, initially on the performance of teachers, and ultimately on pupil growth be identified and assessed?

3. What are the components of a workable plan for developing a volunteer program which could be implemented in typical Ontario schools?

4. What successes and difficulties would one encounter in implementing the plan in a number of schools?³³

Hedges recognized, however, that an evaluation of the effects of volunteer programs would be dependent on the implementation of a suitable model, and that teacher acceptance of such programs depended to a large degree on their views of how volunteers' help would fit into and would affect their own array of activities. His research attention focused on the development and implementation of a working model, and on the means of studying changes in teachers' time

³³ Hedges, Volunteer Parental Assistance in Elementary Schools, p. 3.

allocations to various functions when volunteer help was provided³⁴.

In this section the use of parental volunteers in the schools was investigated. Traditionally parents were involved in schools only in a very shallow sense. Commission studies suggested that parents be directly involved in the educational programs of the school. One means of doing this is to promote the use of parental volunteers in the classroom. The benefits would be mutual to schools and parents. Schools would benefit by the public relations involved; parents, by the satisfaction derived from an active participation in the education of their children.

It has been shown that the literature also advocates the involvement of parents in instruction. Parental volunteers could be utilized effectively in increasing individualized learning, small group instruction, remedial work, enrichment activities and tutorial programs. The educational program offerings of the school could be extended beyond the confines of a single classroom or individual teacher by having direct community involvement. The legislation passed in several provinces provides for direct community involvement by authorizing boards to employ adults who are not certified as teachers for instructional purposes.

³⁴ Ibid.

The one major study undertaken in connection with parental assistance in schools, that of Hedges, encourages further work in this area, with emphasis on parental involvement as opposed to other types of volunteers.

In summary, it has been shown that there is a multiplicity of forces for more parental involvement in schools. There is a need for more assistance in the schools and a vast reservoir of service has been uncovered in parental volunteer assistance. Assuming that parental assistance in the classroom makes a contribution it may be asked why teachers are not availing themselves of this opportunity for extra assistance. In the next section, this question becomes the focus for discussion, which in turn provides the research rationale for the present study.

2. Research Rationale.

The one major study that has been carried out in regard to the use of parental volunteers in schools is the work of Hedges. A careful review of his findings provides the rationale for the study currently being undertaken.

Hedges' study demonstrates that

[...] with volunteer help elementary school teachers transfer about 21 per cent of their time from lowest to highest level functions and that pupils are given over three times the normal amount of attention.³⁵

Though the study indicates the potential of the volunteer program for altering teachers' time allocation from non-teaching to teaching functions and for greatly increasing the amount of attention given to individual students, Hedges adopts the position that teachers' attitudes toward parental volunteers are negative. He states that:

Insecurity on the part of the staff seems to be a greater problem than problems of availability or competency of volunteers or the ability of the staff to organize its program once it has committed itself and feels secure about doing so.³⁶

Hedges also claims that teachers are concerned about the presence of other adults in the classroom^{37,38}.

Lortie³⁹ substantiates this claim in his sociological study on the school teacher when he states that teachers "depict other adults as intrusive and hindering"⁴⁰.

35 Ibid., p. 334.

36 Hedges, Using Volunteers in Schools, p. 24.

37 Ibid., p. 70.

38 Hedges, Volunteer Parental Assistance in Elementary Schools, p. 334.

39 Dan C. Lortie, School Teacher, A Sociological Study, Chicago, Illinois, The University of Chicago Press, 1975, xii-284 p.

40 Ibid., p. 201.

His explanation centres on the employee status of teachers and their limited power roles. Teachers can neither command the cooperation of others nor control the disposition of resources. Lortie contends that teachers' psychic rewards and their sentiment rotate around classroom events and relationships with students. Relationships with other adults take a secondary position and are related to reward-seeking and removal of obstacles that teachers think hinder the fulfillment of their core teaching responsibility. Individualization predominates in their socialization. Teachers stress limited, specified and circumscribed cooperation and interaction. To ensure independence and support, they invoke the mechanism of physical separation and teacher control over access into the classroom⁴¹.

Hedges⁴² in his study makes reference to teachers' concerns that volunteer programs will be used as a means of negatively altering teacher-student ratios as well as interfering with school programs

[...] by attempting to take over decisions of teaching, evaluate the work of teachers, broadcast confidential information about school activities, or use their volunteer work only to create trouble in the school or community.⁴³

⁴¹ Ibid., p. 187-203.

⁴² Henry G. Hedges, "Volunteer Assistance Project", Interchange, Vol. 5, No. 1, 1974, p. 21.

⁴³ Ibid.

In a survey of principals, relative to the parental volunteer program, Hedges states that the second largest category of responses dealt with teachers' security⁴⁴. He points out that the volunteer program itself could be viewed as detrimental if it considers only teachers' professional concerns like

[...] extra work, problems of organization, fear of other adults in the classroom, fear of losing control of the class, and fear of volunteers being less competent than themselves.⁴⁵

In summary, Hedges demonstrates that the volunteer program has potential for altering teachers' time allocations and increasing attention to individual students. Despite these benefits there seems to be an indication that teachers have negative attitudes toward volunteers. The following teacher concerns are expressed throughout Hedges' work.

Volunteers may:

1. Attempt to take over decisions of teaching.
2. Evaluate the work of teachers.
3. Broadcast confidential information about school activities.
4. Use volunteer work to create trouble in the school or community.

⁴⁴ Ibid.

⁴⁵ Hedges, Volunteer Parental Assistance in Elementary Schools, p. 143.

5. Negatively alter the teacher-student ratio.
6. Result in extra work.
7. Create problems of organization.
8. Be less competent.
9. Pose a threat with respect to the presence of other adults in the classroom.
10. Cause the teacher to lose control of the class.

In the next section the attitude variable will be examined to provide a theoretical linkage between teachers' concerns and their attitudes toward parental volunteers in the classroom.

3. Attitudes.

An investigation of teachers' attitudes towards the use of parental volunteers in the classroom necessitates an examination of the literature related to attitudes. This section examines several definitions of attitude in order to bring out commonalities. An operational definition will be designated and the difference between an attitude and an opinion will be presented.

Although the term attitude usually means a state of mind of an individual towards a value, it has been defined in various other ways in social psychology. Thurstone defined

the term as "the sum total of man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, threats, and convictions about any specified topic"⁴⁶.

Droba⁴⁷ examined indices of fifty-five textbooks in the fields of sociology, psychology, and social psychology and found no complete agreement on the definition of the term. In attempting to clarify the concept, he proposed that:

An attitude is a mental disposition of the human individual to act for or against a definite object. This 'disposition' is composed predominantly of feeling elements.⁴⁸

Droba maintained that an attitude was not composed of feeling elements alone. He claimed that an individual was aware of the direction of the attitude as well as the object towards or against which a stand was taken. However, intellectual control of the direction of the attitude played only a small part in determining the direction. Therefore, Droba contended, an attitude was predominantly a felt disposition to act in a certain way.

⁴⁶ Louis L. Thurstone, "Attitudes Can Be Measured", American Journal of Sociology, Vol. 33, No. 4, January 1928, p. 531.

⁴⁷ Daniel D. Droba, "The Nature of Attitudes", Journal of Social Psychology, Vol. 4, No. 4, November 1933, p. 445.

⁴⁸ Ibid., p. 451.

Murphy, and others⁴⁹, indicated that an attitude is "usually a set for or against, toward or away from an object or a person, or toward or away from a line of conduct". Allport's⁵⁰ definition, which is often used in experimental literature, is similar.

According to Stouffer and associates, who did extensive research in attitudes in their work with the Information and Education Division of Army Service Forces, during World War II, attitude cannot be defined merely as something that predicts behavior since behavior depends also on the situation. They consider an attitude to be "a delimited totality of behavior with respect to something"⁵¹.

Edwards also provides a definition in terms of a specific referent: "Attitudes can be regarded as emotionally toned dispositions which provide readiness for action toward some object. They are not innate but learned"⁵².

⁴⁹ Gardner Murphy, Lois B. Murphy, and Theodore N. Newcomb, Experimental Social Psychology, New York, Harper and Brothers, 1937, p. 201.

⁵⁰ Gordon W. Allport, "Attitudes", Handbook of Social Psychology, Vol. 2, Carl Murchison, ed., New York, Russell and Russell, 1967, p. 810.

⁵¹ Samuel A. Stouffer, Louis Guttman, Edward A. Suchman, Paul F. Lazarsfeld, Shirley A. Star, John A. Chausen, Measurement and Prediction, Princeton New Jersey, Princeton University Press, 1950, p. 51.

⁵² Ralph Edwards, "The Development and Modification of the Elusive Attitude", The Educational Forum, Vol. 28, No. 3, March 1964, p. 355.

Despite the lack of consensus on the definition of attitudes, the common trend running through these diverse definitions is that an attitude is 1) personal, 2) a relatively enduring organization of beliefs around an object or situation predisposing one to respond in some preferential manner, and 3) acquired through the principles of learning. This commonality is reflected most closely in Shaw and Wright's⁵³ definition of attitude. This definition will be used in this study. Shaw and Wright define an attitude as

[...] a relatively enduring system of affective, evaluative reactions based upon and reflecting the evaluative concepts or beliefs which have been learned about the characteristics of a social class or class of social objects.⁵⁴

In addition they believe that attitudes guide and "direct overt behavior"⁵⁵ and possess the following general characteristics:

53 Marvin E. Shaw and Jack M. Wright, Scales for the Measurement of Attitudes, New York, McGraw-Hill Book Company, 1967, p. 10.

54 Ibid.

55 J. A. Cardno, "The Notion of Attitude: An Historical Note", Psychological Reports, Vol. 1, 1955, p. 345-352.

1. They are based upon evaluative concepts regarding characteristics of the referent object and give rise to motivated behavior.
2. They are construed as varying in quality and intensity (or strength) on a continuum from positive to negative.
3. They are learned, rather than being innate or a result of constitutional development and motivation.
4. They have specific social referents or specific classes.
5. They possess varying degrees of inter-relatedness to one another.
6. They are relatively stable and enduring.⁵⁶

Shaw and Wright refer to attitudes as the feeling part of a person, or the affectiveness. This is determined primarily by the person's goal orientation and the actuality of achieving or not achieving that goal; the perception of one's self succeeding or failing to reach the goal; or even the anticipating of the success or failure to reach the goal.

The term, specific social referent, alludes to the special relationship between the attitude of a person and specific aspects of his environment. The referent can be either a concrete object or an abstraction.

Shaw and Wright⁵⁷ maintain that attitudes are not innate. They are learned through interaction with social

⁵⁶ Shaw and Wright, p. 6-9.

⁵⁷ Ibid., p. 4-12.

objects and in social events or situations. They possess social referents in as much as they reflect the social content in which they are learned.

The attitudinal referent can be evaluated in a varying degree of quality and intensity on a continuum from positive through neutral to negative. The degree of variance depends on the extent to which goal attainment is facilitated or hindered. As a result, the neutral point of the attitude is either self contradictory and represents no attitude towards the object in question; or it reflects an ambivalent attitude; or it indicates inconsistency due to a lack of personal integration and clear definition of the attitude towards the referent.

Shaw and Wright⁵⁸ state that the aspect of consciousness is always present in the considerations of cognitive variables. They maintain that attitudes will vary in the degree to which a person can either verbalize or indicate in some way his awareness of possessing the predisposition. According to Shaw and Wright⁵⁹ attitudes are interrelated to the extent that they possess similar referents or similarity in applying the evaluative concept. The degree of interrelatedness varies according to the

58 Ibid.

59 Ibid.

positions of centrality or peripherality of the evaluation of the object in terms of goal attainment.

As attitudes vary with regard to centrality, they also vary with the ease in which they can be altered. The more central the evaluation, the higher the degree of interrelatedness. In turn, the higher the degree of interrelatedness, the higher the degree of perceptual closure and therefore the higher the resistance to change.

Based on these structural components Shaw and Wright⁶⁰ contend that attitudes are not motives but that they produce motives or accompanying drive states. The overt behavior of a person is determined by the motives interacting with situational and other dispositional characteristics. It is to this positive-negative dimension of the motive producing affective reaction that Shaw and Wright apply the term attitude. They contend that the scales that are used to assess attitudes measure only this one dimension of the attitude⁶¹.

A major source of confusion in working with attitudes arises from the fact that the terms opinion and attitude are

60 Ibid.

61 Ibid.

used interchangeably by many writers. In fact McGuire⁶² claims that more effort has been spent distinguishing attitude from opinion than from any other construct. He feels that we are "faced with a situation involving names in search of distinction, rather than a distinction in search of a terminology"⁶³.

Symonds⁶⁴, Bogardus⁶⁵, Rokeach⁶⁶, Thurstone and Chave⁶⁷ consider an opinion a verbal expression of an attitude. However, to Bogardus and Symonds opinions connote the rational and conscious elements of beliefs, and attitudes, the unconscious, and perhaps irrational aspect. Rokeach stresses that opinions can be either public or private but that they typically represent a public belief, attitude

62 William J. McGuire, "The Nature of Attitudes and Attitude Change", The Handbook of Social Psychology, 2nd ed., Vol. III, Gardner Lindzey and Elliot Aronson, (eds.), Don Mills, Ontario, Addison-Wesley Publishing Company, 1954, p. 152.

63 Ibid.

64 Percival C. Symonds, Diagnosing Personality and Conduct, New York, The Century Company, 1931, p. 233.

65 Emory S. Bogardus, Fundamentals of Social Psychology, New York, The Century Company, 1924, p. 46.

66 Milton Rokeach, Beliefs, Attitudes and Values, San Francisco, Jossey-Boss, Inc., Publ., 1969, p. 125.

67 L. L. Thurstone and E. J. Chave, The Measurement of Attitude, Chicago, University of Chicago Press, 1937, p. 7.

or value. They come closer to being private when they are expressed verbally under increasing conditions of privacy. Thurstone and Chave do not hesitate to use opinions to measure attitudes.

These distinctions indicate that opinions are depicted as the more observable entity while attitudes are tendered as existing within the private consciousness of a person. This is aptly substantiated by Crow and Crow⁶⁸ who suggest that people are not always aware of their attitudes. They rationalize their beliefs, and their expressed opinions may therefore be at variance with their deep-seated attitudes. However, true attitudes reveal themselves in situations in which one's interests are at stake and under conditions of privacy.

Two other related dimensions in the distinction between attitude and opinion are revealed by McGuire⁶⁹. First, he regards "opinions as beliefs dealing with one's expectations or predictions about events, while attitudes are beliefs dealing with one's wishes, hopes, or desires about events"⁷⁰. Secondly, he defines opinions as

68 Lester D. Crow and Alice Crow, Understanding our Behavior, New York, Alfred A. Knoff Co., 1956, p. 98.

69 William J. McGuire, p. 152.

70 Ibid.

"beliefs without drive (dynamic) quality, and attitudes with both cue and drive (directive and dynamic qualities)"⁷¹. He claims that when an object is being judged on an evaluative (good-bad) dimension, we are dealing with attitudes and when the dimension is other than evaluative, it is an opinion.

McNemar⁷² proposes a final but purely methodological distinction. He contends that an opinion is a belief measured by a single item and that an attitude is a belief measured by an inventory, a battery of items.

Although some writers use the terms attitudes and opinions interchangeably as having very similar if not the same meaning, it is evident from the preceding discussion that the two are dissimilar. An attitude is clearly distinguished from an opinion; the latter is measured as an index of an attitude.

This section examined several definitions of attitudes with the purpose of finding a common trend expressed in all of them. From this common trend Shaw and Wright's definition was selected for this study. Many writers use the terms attitudes and opinions interchangeably. However, the meanings are dissimilar. A distinction was therefore

71 Ibid.

72 Quinn McNemar, "Opinion-Attitude Methodology", Psychological Bulletin, Vol. 43, No. 4, July 1946, p. 290.

made between the two constructs. In the next section the professional role orientation variable will be investigated.

4. Professional Role Orientation.

The purpose of this section is to present the theoretical and operational base for a study on professional role orientation of teachers. No attempt is made to enter into the controversy of whether teaching is or is not a profession. The main thrust is the analysis of the theoretical and operational work in professionalism. The basic characteristics by which a professional teacher will be identified in this study are examined.

In recent years the literature of education reveals a heightening interest in the professional role orientation of teachers, although a comprehensive theory relating to the teaching profession itself is still lacking. Two approaches that are being used to examine the professionalism of teachers are attitudinal and structural. In describing the difference between these two approaches, or categories as they are often referred to, Johnson⁷³ states that:

73 Lesley Johnson, "Teacher Professionalism and the Quality of Teaching", Administrator's Bulletin, Vol. 1, No. 1, March 1967, p. 1.

The structural characteristics are those which are related to the nature of the work done and to the organizational features of the occupational group. The attitudinal characteristics refer to the belief system or role orientations of the occupational group.⁷⁴

For the purposes of this study, professional role orientation will denote the degree to which teachers exhibit the attitudinal characteristics of their profession.

Two main theorists concerned with the concept of professionalism are Corwin⁷⁵ and Goode⁷⁶. Corwin views professionalism as a multi-dimensional concept defined in terms of human behavior. His measure of professionalism is the extent to which an individual possesses positive attitudes towards: 1) the client, 2) his colleagues, 3) his participation in decision-making, and 4) his monopoly of skill and knowledge⁷⁷.

Corwin proposes these nine expectations for operationalizing the behavior of professionals:

⁷⁴ Ibid.

⁷⁵ Ronald G. Corwin, A Sociology of Education: Emerging Patterns of Class, Status and Power in the Public Schools, New York, Appleton-Century Crofts, 1965, x-454 p.

⁷⁶ William Goode, "Librarianship", Chapter 5, "Professional Associations and Colleague Relations", Professionalization, Howard M. Vollmer and Donald L. Mills, (eds.), New Jersey, Prentice-Hall, Inc., 1966, p. 35-43.

⁷⁷ D. A. MacKay, "Using Professional Talent in a School Organization", Organizations and Human Behavior: Focus on Schools, Fred D. Carver and Thomas J. Sergiovanni, (eds.), New York, McGraw-Hill Book Company, 1969, p. 229.

1. Stress on uniqueness of clients' problems.
2. Stress on research and change.
3. Rules stated as alternatives or rule diffuse.
4. Stress on achievement of goals. Client orientation.
5. Skill based primarily on knowledge.
6. Decisions concerning professional policy and unique problems.
7. Rules sanctioned by powerful and legally sanctioned professions.
8. Loyalty to professional associations and clients.
9. Authority from personal competence.⁷⁸

Corwin maintains that professionals are client centered. As such, they emphasize the development of strong personal relationships with their clients. This includes responsibility for the individual welfare of clients and focus of attention on their unique problems. He believes that professionals place great emphasis on variety, change, research and creativity. Their decision making authority focuses on change while research becomes the basic means for advancing and modifying knowledge and techniques⁷⁹.

⁷⁸ Corwin, p. 232.

⁷⁹ Ibid., p. 231-234.

Corwin notes that the system of rules which guides professionals is abstract in nature and is stated as alternatives as opposed to being specific and unconditionally binding. The rules tend to provide a support for carrying out decisions and therefore enhance the power of professionals rather than injure their status. Furthermore this decision-making power facilitates the professional's goal orientation towards service to, and welfare of, the clients⁸⁰.

Corwin contends that all professions are monopolies of knowledge. Though the professional is skilled in using various techniques, his distinguishing characteristic is his capacity to make decisions. The autonomy of work is guaranteed by his capability to solve problems. In conjunction with this capacity is the authority to do so and the responsibility for the outcome. The source of authority is knowledge and competence. The control over his work is protected by a code of ethics. These rules, while sanctioned by law, are nevertheless enforced by the members of the profession. Furthermore, the professional's associations and clients have first claim to his loyalty⁸¹.

Goode views professionalism as a continuum of common traits found in the handful of definitions that have been

80 Ibid., p. 238-241.

81 Ibid., p. 235-243.

used over the past half century⁸². In fact Goode claims that it is difficult to give a precise verbal definition of the term profession. He feels the definitions vary enough so that they have only one common characteristic, an eulogistic terminology. However, Goode contends that if all the items that characterize a profession were extracted from the most commonly cited definitions, a marked unanimity would be revealed. There would be no contradictions and the only differences would be those of omission⁸³.

The traits commonly found in the definition can be divided into two categories: derivative and sociologically causal. The latter constitutes the core characteristics of professionalism; namely, 1) prolonged specialized training in a body of abstract knowledge, and 2) a collectivity or service orientation⁸⁴.

Goode believes that the knowledge component must be organized in abstract principles and must be applicable to concrete problems. The profession must not only possess this knowledge but must help create it. It must be the

82 William J. Goode, "Encroachment, Charlatanism, and the Emerging Profession: Psychology, Sociology, and Medicine", American Sociological Review, Vol. 25, No. 6, December 1960, p. 902.

83 Ibid., p. 903.

84 Ibid.

final arbiter in any dispute about what is, or is not, valid knowledge. The profession largely controls access to this knowledge⁸⁵. The service orientation component compels the professional to base his decision on the need of the client and not on the self interest of the professional. It also requires that the profession spend time and money in seeking out, and in training, superior candidates. The service orientation is expressed in a code of ethics which identifies the status of the colleague and the client as well as specifies the role obligations of the professional to the public and to colleagues and clients⁸⁶.

Two other theorists who substantiate Corwin's and Goode's core characteristics of professionalism are Blackington⁸⁷ and Wilensky⁸⁸.

To Blackington, the word professionalism clearly implies that members profess something. And this something

85 Goode, Librarianship, p. 36-37.

86 Ibid., p. 37-41.

87 Frank H. Blackington III, "The Profession as an Idea", Chapter I, "A Concept of Profession", School, Society, and the Professional Educator, A Book of Readings, Frank H. Blackington III and Robert S. Patterson, (eds.), New York, Holt, Rinehart and Winston, Inc., 1968, p. 21.

88 Harold L. Wilensky, "The Professionalization of Everyone?", American Journal of Sociology, Vol. 70, No. 2, September 1964, p. 137-157.

is that they are different from the larger society in at least two ways:

1. That social function is the primary reference point for guiding their activity.

2. They possess, at this point in time, a specialized knowledge and means of verifying claims to knowledge that enable them to perform this function with an economy unique to that individual or group.⁸⁹

According to Blackington then, an individual is professional only in so far as his orientation towards service and knowledge is reflected in his behavior. He claims that the distinctive criteria of a professional is 1) exclusive technical competence, and 2) the service ideal and its supporting norms of professional conduct⁹⁰.

Wilensky⁹¹ maintains that the claim to exclusive competence varies according to the distinctive features of each profession's functions and background. It is rooted in high-quality work reflecting rigorous standards of training and a deep knowledge base. Competence, however, is not enough. Wilensky considers devotion to the client's

89 Blackington, p. 21.

90 Ibid.

91 Wilensky, p. 138-140.

interests or service ideal as the pivot around which the moral claim to professional status revolves⁹².

Three studies that have operationalized Corwin's and Goode's concept of professionalism were carried out by Robinson⁹³, Hrynyk⁹⁴, and Massé⁹⁵.

Robinson's⁹⁶ study viewed professionalism as a multi-dimensional concept. It was designed to measure the impact of professional members on the bureaucratic structure of school organizations and the adaptations these organizations make for their members. The individual teacher's degree of professionalism was measured in terms of orientation to the four dimensions of teacher professionalism identified by Corwin; namely,

92 Ibid.

93 Norman Robinson, A Study of the Professional Role Orientations of Teachers and Principals and Their Relationships to Bureaucratic Characteristics of School Organizations, unpublished doctoral dissertation for the University of Alberta, Edmonton, Alberta, 1966, xvi-240 p.

94 Nicholas P. Hrynyk, Correlates of Professional Role Orientation in Teaching, unpublished doctoral dissertation for the University of Alberta, Edmonton, Alberta, 1967, xiv-274 p.

95 Denis Massé, Teacher Participation and Professional Attitudes, unpublished doctoral dissertation for the University of Alberta, Edmonton, Alberta, 1970, xii-151 p.

96 Norman Robinson, "Teacher Professionalism and Bureaucracy in School Organizations", Canadian Education and Research Digest, Vol. 7, No. 1, March 1967, p. 31.

1. teacher-client (i.e. pupil) orientation;
2. orientation to the teaching profession and professional colleagues;
3. belief in competence based on the teacher's monopoly of knowledge as it relates to teaching; and
4. desire for decision-making authority and control over work as these relate to a teacher's activities.⁹⁷

Robinson believes that the normative orientation a professional person has to his role is an individual characteristic. He used Corwin's Professional Role Orientation Scale to measure professionalism. This instrument gives a global teacher professionalism score. Robinson's objective was to measure several differences in staff professionalism between schools rather than the difference in the degree of professionalism among teachers on a staff. The net analysis of teacher's professional scores revealed a significant relationship between teacher professionalism and the kind and extent of professional preparation. Married female teachers had the highest professional scores, followed by married males, then single males and single females.

Hrynyk was concerned with professional role orientation as indicated by cognitive rather than by overtly active behavior. His basic theoretical assumption was that teachers

97 Ibid.

possess an orientation towards their role as professionals which is discrete from their orientation towards their role as members of a formal school organization. He considers the concept of profession as a type of occupational group, and that of professionalism as an associated ideology⁹⁸.

Hrynyk also views professionalism as a multi-dimensional concept. His ideal professional will be one who holds beliefs congruent with the five dimensions he considers basic to professionalism:

1. That competence is based on the possession of specialized skill based on a theoretical body of knowledge;

2. That a profession exists for the purpose of providing a unique, indispensable and altruistic service which a client is unable to provide for himself;

3. That at the core of the professionalization movement is a formal organization which serves to protect both the practitioner and society;

4. That members of a profession have a unique sense of occupational unity and loyalty to the occupation;

5. That the practice of a profession involves the practitioner in unique relationships with his client and that the fiduciary nature of this relationship requires autonomy on the part of the practitioner when decisions respecting the client are made.⁹⁹

⁹⁸ Hrynyk, Correlates of Professional Role Orientation, p. 47.

⁹⁹ Ibid., p. 48.

Hrynyk contends that teachers are not unified in their beliefs with respect to these dimensions. In his view a teacher's professional role orientation represents the internalization of the teacher's expectations in terms of those five basic dimensions. To the extent to which the expectations of the teacher become determinants of action, they govern the teachers' tendencies to action, resulting in professional behavior. Professional behavior is not solely determined by tendencies to action. Final behavior may be influenced by other role orientations. Hrynyk contends that professionalism emerges as a result of the interaction of numerous variables¹⁰⁰. His study showed that teaching is not a unitary profession. Different groups of teachers exhibit variations in their patterns of values, orientations, and interests indicating that predisposing conditions for segmentation exist in teaching. Specific correlates of segmentation are the variations pertaining to a specialization base and the teachers' background classification variables.

Massé¹⁰¹, like Hrynyk, acknowledges that there is a wide variation in teachers' professional role orientations and hence in predispositions to professional behavior and in

100 Ibid., p. 36-37; 47-49.

101 Massé, p. 22.

teachers' orientations towards characteristics or dimensions of professionalism. His basic assumptions are that professionalism is a continuum on which it is possible to locate teaching¹⁰², and that teachers would be more oriented towards the dimensions of service and knowledge than towards others¹⁰³.

Massé maintains that the inductive approach was used in arriving at a definition of professionalism. The characteristics of current "professionals" were examined and a common denominator of essential criteria was selected. By measuring the extent to which an organization met these criteria, the position on the professionalism continuum was established. Supported by Hicks and Blackington¹⁰⁴, Massé states that professionalism is based on two fundamental dimensions: orientation toward client service and knowledge¹⁰⁵. Massé, like Goode, regards an individual as professional only insofar as these dimensions of client service and knowledge are reflected in his behavior. If either

102 Ibid., p. 11-12.

103 Ibid., p. 37.

104 William Vernon Hicks and Frank H. Blackington III, Introduction to Education, Columbus, Ohio, Charles E. Merrill Books, 1965, p. 363-376, cited in Frank H. Blackington III and Robert S. Patterson, School Society, and the Professional Educator, New York, Holt, Rinehart and Winston, Inc., 1968, p. 16.

105 Massé, p. 37-38.

attitude is taken in isolation it does not constitute a professional orientation. Although other criteria like autonomy or organizational membership may be necessary for a profession, these are neither sufficient nor unique to professional groups¹⁰⁶.

Massé extracted two of Hrynyk's dimensions, knowledge and client service, and combined them into one factor; he thereafter referred to professionalism as a unidimensional concept.

In this study Massé's criteria for defining professional role orientation will be used; namely, that professionalism is a continuum on which it is possible to locate teaching¹⁰⁷; the two basic dimensions being orientation to service and knowledge¹⁰⁸.

This section presented the theoretical and operational basis for the professional role orientation variable. The theoretical work of Corwin and Goode was analyzed and the work of Wilensky and Blackington was examined briefly. On the operational level, the studies of Robinson, Hrynyk

106 Frank H. Blackington III, The Profession as an Idea, p. 19.

107 Ibid., p. 11-12.

108 Ibid., p. 37.

and Massé were discussed. In the next section the situational job security variable will be considered.

5. Situational Job Security.

Education, like other institutions, is agitated by new ideas that represent a profound break with time-honoured traditions. The implementation of change is a difficult and complex process. In fact, traditionally teachers have shown resistance to change; implemented change slowly if at all; and let innovations slide away as fads and trends¹⁰⁹. This section will examine the situational job security variable and how it affects the adoption of an innovation.

The teacher's resistance to innovations can be partly explained by Rogers'¹¹⁰ paradigm on the adoption of an innovation by an individual (teacher) and by Lortie's¹¹¹ work on the cellular aspect of a school. In his paradigm, Rogers establishes three major divisions: antecedents, process and result. He interprets antecedents as being those factors that are present in a situation prior to the introduction

109 E. J. Chambliss, Attitudes of Teachers Toward Adopting Innovations and the Relationships of These Attitudes to Other Variables, unpublished doctoral dissertation presented to the Texas Technological College, 1968, p. 4.

110 Everett M. Rogers, Diffusion of Innovations, London, Collier-Macmillan Limited, 1972, p. 305-307.

111 Lortie, p. 13-17.

of an innovation. Antecedents, on the other hand, are of two major types, the actor's identity and his perception of the situation. It is the actor's identity, included in which is the person's sense of security, that affects the adoption of the innovation¹¹² and hence is important in this study.

Lortie explains teachers' resistance to change in terms of the social patterns prevailing in schools¹¹³. It is his contention that schools have been organized around teacher separation rather than teacher interdependence¹¹⁴. He maintains that the organization of schools fosters the assigning of teachers to specific areas of responsibility and the expectancy of teaching students stipulated knowledge and skills without the assistance of others¹¹⁵. The division of labor within schools is based more often on "age and subject matter"¹¹⁶ than on tasks which could "help construct a common occupational subculture"¹¹⁷. Thus the

112 Rogers, p. 305.

113 Lortie, p. 17.

114 Ibid., p. 14.

115 Ibid., p. 15.

116 Ibid., p. 16.

117 Ibid., p. 73.

"individualistic convictions of classroom teachers"¹¹⁸ are re-enforced continually and teachers tend to "see themselves as key figures in monitoring classroom affairs"¹¹⁹. This social pattern encourages "vested interest and resistance to change"¹²⁰.

Rogers defines security as the "subjective state of well-being which minimizes tension"¹²¹. The ultimate goal or end which individuals seek to attain is interpersonal security. Sullivan¹²² says that tension called anxiety pertains to the communal existence with a personal environment in contradiction to a physiochemical environment. It comes by induction from another person. Anxiety can often be explained as anticipated unfavorable appraisal of one's current activity¹²³.

A theoretical base for the security factor of the professional teacher can be found in Maslow's¹²⁴ hierarchy

118 Ibid., p. 76.

119 Ibid.

120 Ibid., p. 17.

121 Rogers, p. 301.

122 Harry Stack Sullivan, The Interpersonal Theory of Psychiatry, Helen Swick Perry and Mary Ladd Garvel, (eds.), New York, W. W. Norton and Company, Inc., 1953, p. 43.

123 Ibid., p. 113.

124 Abraham H. Maslow, Motivation and Personality, 2nd ed., New York, Harper and Row Publishers, 1970, p. 35-58.

of needs. Maslow views the individual as an integrated whole. He proposes that the typical need, unlike the physiological drive, is not related to a specific, isolated, localized somatic base but is the need of the whole person¹²⁵. Needs have important characteristics. They are usually a means to an end rather than an end in themselves. They are not seen directly very often but are conceptually derived "from the multiplicity of specific conscious desires"¹²⁶.

The needs which are categorized as safety needs include "security; stability; dependency; protection; freedom from fear, anxiety and chaos; need for structure, order, law limits; strength in the protector, and so on"¹²⁷. The organism can be wholly dominated by them. When adults feel their safety needs threatened, they often do not exhibit it on the surface since adults in our society have been taught to inhibit their safety needs. These needs may be revealed however in the attempts of individuals to,

125 Ibid., p. 19-20.

126 Ibid., p. 22.

127 Ibid.

1. seek stability in their work;
2. having a preference for the familiar rather than the unknown;
3. being disturbed by the slightest threat to their authority;
4. seclude themselves in a know-it-all manner;
5. withdraw from expressing their fears openly, exhibiting instead, a compliant tranquil acquiescence; or
6. openly manifest qualities of hostility, aggressiveness and nastiness.¹²⁸

It is Maslow's contention that an individual partly creates his own barriers and his objects of value in terms of his needs. His safety needs, therefore, rarely actualize themselves except in relation to the situation or to other people.

Linking the security-anxiety element of Rogers' paradigm on the adoption of an innovation and Maslow's safety needs, it can be concluded that because of the anxiety that is related to a specific situational referent the safety needs of an individual will be a motivating force for adopting an innovation or showing resistance to it. The expression of the security need may not be manifested directly, but in any event, will have a bearing on attitudes to the job situation whether it relates to the job itself

¹²⁸ Ibid., p. 41-43, 308.

and especially to other people considered to be part of the job. However, one must keep in mind that this security need is totally independent of job security, that is, tenure, as well as personality security. To clearly differentiate the often interchanged terminology, the expression of security in this study will be referred to as situational job security.

Since the safety needs actualize themselves in relation to the situation or to other people, it can be inferred that a teacher who is highly secure on the job situation will be less resistant to change; will be willing to experiment with the unfamiliar or the unknown; will not be overly disturbed at seeming threats to his authority (classroom control); will not seclude and isolate himself so as not to admit failure, or the fact that he may not have all the answers, and will be willing to admit apprehension, and even fear.

The teacher who is highly insecure on the job situation will tend to seek stability in his work; prefer the familiar and the known rather than the unfamiliar and unknown; will be disturbed very easily by the slightest threat to his authority; will not admit easily a lack of knowledge or skill but will seclude himself in a know-it-all manner; will not express fears openly and may even exhibit qualities of hostility, aggressiveness and nastiness.

Therefore since a person's safety needs have an appreciable effect on behavior and since attitudes predispose behavior, it seems probable that there will be a positive relationship between the security needs of teachers and their attitudes to the use of parental volunteers in the classroom. This relationship is particularly applicable in the case where teachers must accept other adults in the classroom. Lortie's description of classroom teachers would indicate that this innovation provides a major break with the traditions and ideology of the school.

In the measurement of a teacher's level of situational job security, a note of caution must be observed. People in general are defensive¹²⁹. They wish to appear at their best. If they are asked to give their opinions of the situation in which they find themselves, the tendency is for them to withhold their personal views. However, this difficulty can be overcome by using the perception process. Perception can be defined as:

[. . .] a process which man uses to make his purposive behavior more effective and satisfying, and this behavior always stems from and is rooted in a personal behavioral center.¹³⁰

¹²⁹ John E. Horrocks and Thelma I. Schoonmer, Measurement for Teachers, Columbus, Ohio, Charles E. Merrill Publishing Company, 1968, p. 476.

¹³⁰ Hadley Cantril, "Perception and Interpersonal Relations", American Journal of Psychiatry, Vol. 114-1, August 1957, p. 119.

Thus to obtain an index of a person's sense of security, researchers often use questionnaire items cast in the third person.

In their work on perception, Cantril¹³¹, Enns¹³², Costello and Zalkind¹³³ have demonstrated that what we perceive is, in large, part of our own creation, that it depends on the assumptions we bring to the particular occasion, and that we seem to give meaning and order to sensory impingements in terms of our own needs and purposes, and that this process of selection is actively creative.

The above findings are of theoretical significance. They indicate that the meaning and significance a teacher assigns to his job situation is the meaning and significance he has built through past experience and is not inherent or intrinsic in the job situation itself. Also the measure of the security or insecurity the teacher perceives in the job situation is largely of his own creation and in terms of his own needs and processes.

131 Ibid., p. 119-126.

132 F. Enns, "Perception in the Study of Administration", The Canadian Administrator, Vol. 5, No. 6, March 1966, p. 23-26.

133 Timothy W. Costello and Sheldon S. Zalkind, Psychology in Administration: A Research Orientation, Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1963, p. 23-37.

Therefore, because of the diffuse mechanisms available to all of us to relieve our feelings of guilt, failure, insecurity, or anxiety by projecting them onto someone else, we can be reasonably certain that by asking a teacher to give his opinion of the degree of security or insecurity prevalent among the teachers in his school, one will receive a fairly accurate measure of the teacher's own degree of situational job security or insecurity.

This section examined the situational job security variable within the context of Rogers' paradigm on the adoption of an innovation by an individual and of Maslow's security factor found within the safety level in his hierarchy of needs. The next section will present the need for the study, the statement of the problem and its specific hypotheses.

6. Statement of the Problem.

This chapter presented a review of the pertinent literature on parental voluntarism, attitudes, professional role orientation, and situational job security.

The literature on voluntarism reveals the need for more investigative research and experimentation in the use of parental volunteers in the classroom. Much of the literature on volunteers has been entirely descriptive in nature, dealing in general with a number of aspects of

particular volunteer programs. Hedges' study, influenced by the results of the Central Advisory Council for Education in England, became the first formal study of volunteer parental assistance in elementary schools. Hedges isolated the parental factor in terms of volunteer assistance and demonstrated the potential of volunteer programs in terms of greater time allocations for teachers and individualized attention to students. Despite these benefits, Hedges is of the opinion that teachers' attitudes towards parental volunteers are negative. This assumption, based on expressed teacher concerns, has not been empirically validated.

The literature on attitudes revealed that attitudes are based upon evaluative concepts and give rise to motivated behavior. They are learned, vary in quality and intensity on a continuum from positive to negative and have a specific social referent. Attitudes are not motives but they produce motives which in turn determine the behavior of a person.

In order to avoid confusion, since many writers use the terms attitudes and opinions interchangeably, a distinction was made between the two constructs. It was pointed out that: 1) an opinion is a belief measured by a single item and an attitude is the belief measured by an inventory or battery of items, and 2) an opinion is measured as an index of an attitude.

The literature relating to professional role orientation (professionalism) differentiated between the two approaches used in the examination of professionalism, namely, attitudinal and structural. It also identified the basic characteristics by which a professional teacher could be recognized: orientation to specialized training in a body of knowledge and service to the client. Professionalism is viewed as a continuum in which there is a wide variation in teachers' orientations towards the two basic characteristics and hence in the teachers' predispositions to professional behavior.

Contemporary research on teachers' situational job security is relatively sparse. Security, as a need, most often has a purely psychological connotation, touching upon a person's feeling of worth. However, in the security-anxiety element of Rogers' paradigm, it can be seen that insecurity (anxiety) stemming from the tensions of one's personal environment can be identified with professional insecurity or more specifically as anxiety about the situation of the job itself, whether it is connected to the physical aspects of the job or the relationships of the people within the job environment. Since most people are defensive, the extent of a person's situational job security can best be measured through the process of perception.

The review of the literature has not located any studies directly relating teachers' professional role orientation and attitudes to the use of parental volunteers in the classroom or situational job security and attitudes towards the use of parental volunteers in the classroom.

Since volunteer programs have the potential of enhancing a teacher's use of time for professional purposes, and since teachers do not avail themselves to any great extent of the assistance available through the use of volunteers, the teacher as a person must be the crucial point in the use or non-use of volunteers in the school. In Hedges' study, the reference to the teachers' concerns gives credence to this fact. Since attitudes predispose behavior, the link between teachers' concerns and use and non-use of parental volunteers must be rooted in attitudes. The purpose of this study therefore is to determine the attitudes of teachers towards the use of parental volunteers in the classroom.

Furthermore, in trying to respond to society's need for a person-oriented approach to education, the teacher is being placed at the very core of responsibility for the well being and educational progress of a group of students. The emphasis is on a fundamental professional perspective of the teacher, as opposed to a set of specific teaching techniques or tasks. The role of teacher-manager is of prime importance.

Leadership skills are equally aligned with technical proficiency in a subject. The diffuse relationship of teacher and pupil is recognized. The teacher is viewed as a facilitator of learning, rather than a dispenser of knowledge. To expedite a satisfactory response to the needs of the students, this teacher facilitator must be buttressed by an array of specialists, resource personnel and volunteers. The teacher as manager must work towards a continuous process of interaction between the helping personnel and the student.

It is the assumption of this study that teachers can be located on the professionalism continuum to the extent that they are oriented to: 1) service to their students, and 2) to a specialized body of knowledge. Furthermore the extent to which teachers are willing to respond to the needs of students is directly related to attitudes the teachers have of the resource personnel and volunteers needed to buttress the teachers' efforts. Therefore, the secondary purpose of this study is to show the relationship between teachers' professional role orientation and their attitude towards parental volunteers.

Situational job security is reflected in a teacher's desire and ability to make his own decisions with respect to the learning situation; in being able and willing to share, to cooperate and to receive as well as give assistance; in

not being overly disturbed at seeming threats to his authority and in being willing and open to learning and even to admitting apprehension, fear or even failure. Situational job security presupposes the facility to interact confidently with other persons in the job situation and specifically adjunct personnel.

Thirdly, the purpose of this study is to show the relationship between teachers' situational job security and their attitudes towards parental volunteers.

Stated in general terms the problem of this study is threefold:

1. What are the attitudes of teachers to parental volunteers in the classroom?
2. Are teachers' attitudes towards parental volunteers related to the concept teachers have of their professional role orientation?
3. Are teachers' attitudes towards parental volunteers related to their general level of situational job security?

These three questions imply two major hypotheses; namely,

1. Teachers with high professional role orientation scores will have significantly higher attitude scores towards parental volunteers than teachers with low professional role orientation scores.

2. Teachers with high situational job security scores will have significantly higher attitude scores towards parental volunteers than teachers with low situational job security scores.

CHAPTER II

EXPERIMENTAL DESIGN

This chapter consists of four sections. Sections one, two and three describe the sample, the instruments, and the collection and scoring of responses, respectively. Section four describes the plan of the statistical analysis.

1. The Sample.

The sample of teachers was selected from the elementary teachers of one suburban school district in Eastern Ontario. A sample of 360 teachers was randomly chosen. The fifty schools participating in the study are categorized as follows: thirteen schools with grades kindergarten through five; fourteen schools with grades kindergarten through eight; fifteen schools with grades kindergarten through six; one school with grades kindergarten through four; four schools with grades six through eight; two schools with grades seven and eight; one school with grades five through eight. Since the administrative procedures of the school system under study cannot be considered radically different from other school systems of similar size in Ontario, all being governed by the regulations of the Ontario Ministry of Education, tentative generalizations might be made to such similar systems.

The sample of subjects consisted of all full-time elementary teachers of both sexes who had had at least one full year of teaching experience previous to the 1974-75 academic year. Substitute and part-time teachers were excluded because it was assumed that several months of full-time teaching in a school are required before one can give an adequate expression of one's attitudes towards parental volunteers as well as a perception of situational job security of the staff. Principals and vice-principals were excluded because they constitute the administrative/supervisory portion of the elementary school and are possibly more representative of central administration than of elementary school teachers.

A total of 327 or 90.83 per cent of the sample responded to all items of the Teacher Opinion Questionnaire. The remaining 9.17 per cent of teachers either neglected to respond or failed to complete the questionnaire in its entirety. Reasons given by some non-respondents were illness, refusal to participate, loss of the questionnaire and an expressed inability to respond to the situational job security index.

2. The Instruments.

This section consists of three parts: the first part describes the formulation of the attitude scale; the

second contains a description of the professional role orientation scale; and the third presents a report of the development of the situational job security scale.

The investigation employed the three instruments to measure: A) teachers' attitudes towards the use of parental volunteers in the classroom; B) teachers' professional role orientation; C) teachers' situational job security. These instruments were combined to form the overall Teacher Opinion Questionnaire (see Appendix 1). Each instrument within the overall Teacher Opinion Questionnaire will be discussed as separate sections; namely, A) The Teacher Attitude Scale, B) The Professional Role Orientation Scale, and C) The Situational Job Security Scale.

A. The Teacher Attitude Scale, Since a suitable instrument was not available for the purpose of this study, it was necessary to construct an appropriate questionnaire. Formulation of the completed instrument included the following steps:

Step 1. Likert's¹ criteria for the construction of attitude statements were used as a guide; namely, statements of desired behavior and not statements of fact; statements to span the model range of responses across the whole

¹ R. Likert, "A Technique for the Measurement of Attitudes", Archives of Psychology, Vol. 22, No. 14, 1932, p. 44-52.

attitude continuum; half the statements on the positive and half on the negative side of the scale; clear, concrete and straightforward statements.

Following a comprehensive survey of the literature, forty-two statements were selected from three main sources:

1. Hedges'² assumptions on volunteers, specifically the ten major concerns of teachers with respect to using parental volunteers in the classroom;

2. Thompson's³ questionnaire on paraprofessionals, (only section three of the total questionnaire was adapted for present use);

3. School Volunteer Programs⁴, Administrative Handbook, Denver, Colorado.

Particular care was taken not to have many neutral items or many extreme items at either end of the continuum⁵.

2 Henry G. Hedges, "Volunteer Assistance Project", Interchange, Vol. 5, No. 1, 1974, p. 21 and Volunteer Parental Assistance in Elementary Schools, unpublished doctoral thesis presented to the University of Toronto, Ontario, 1972, p. 143.

3 Paul Wallace Thompson, Attitudes of Selected Groups Toward the Use of Paraprofessionals in the Lincoln Junior High Schools, unpublished doctoral dissertation for the University of Nebraska, Lincoln, Nebraska, 1972, Section III, p. 155-516.

4 The Office of Volunteer Service, Division of Education, Administrator's Handbook For School Volunteer Programs, Denver, Colorado, Denver Public Schools, 1973, p. 28-31.

5 Abraham, Naftali Oppenheim, Questionnaire Design and Attitude Measurement, New York, Basic Books, 1966, p. 117.

The items were interspersed randomly throughout the scale to tone down the possible response set which favorable or unfavorable items might induce in some persons. Embedded in the inventory were twenty-seven items whose manifest content was related to the attitude in question, so that the subtler and deeper implications of the attitudes towards parental volunteers could be explored. Fourteen of these items, on the positive side of the scale, were intended specifically to suggest or stimulate positive responses, that is, accepting parental volunteers in the classroom. The other thirteen were similar measures or could be interpreted as negative responses, that is, rejecting parental volunteers in the classroom.

Step 2. The items were presented to a panel of twenty doctoral candidates (all who had had experience in teacher education, or held positions in the Ministry of Education or at a University) to check the face validity. Several of the items were reworded to avoid ambiguity by the reader. Other statements were rephrased to ensure single, statements of desired behavior. This preparatory validation procedure yielded a list of forty-five relevant items of teachers' attitudes towards the use of parental volunteers in the classroom.

Step 3. The list of forty-five items was submitted to an independent group of three judges for a further check

for face validity. The items were then combined randomly to form the pilot instrument.

Step 4. A five-point scale was devised for the response to each item. This scale ranged from strongly agree to strongly disagree. Subsequent values of five to one were given to the items, with a reverse order of scaling for the negative items. These values were not listed on the instrument. All responses were to be placed directly on a computerized answer sheet. Provision was made on the questionnaire for any comments, criticism and/or suggestions for the improvement of the instrument.

Step 5. The list of forty-five items was subsequently printed and administered to a sample of 112 teachers from six large elementary schools similar to the teachers who would respond to the final form of the questionnaire, that is only elementary teachers, grades kindergarten through eight, who had had at least one year of teaching experience. The goal of the pilot instrument was to obtain information on teachers' reactions to the items, qualitatively and quantitatively. Therefore, none of the respondents were used in the final collection of data.

Step 6. Of the 112 questionnaires distributed a return of 101 was obtained.

The responses were scored mechanically and the results were transferred to computer cards. An item score

plus the total for the questionnaire were obtained for each respondent.

Step 7. An item analysis was performed on the data. In the item-total correlation, all items correlated above 0.20. The obtained correlation of 0.20 was tested by means of a t test using the formula $t = \frac{r \sqrt{n-2}}{\sqrt{1-r^2}}$. The correlation of 0.20 was found to be significant at the 0.05 level. Therefore, all items discriminated except number forty-five (which was later dropped). No correction factor was used because with forty-five items the contribution of any one factor is very small. Then using an item-item correlation one item of each pair with a correlation greater than 0.6 (actually 0.5995) was deleted. As a result only thirty-seven items remained in the questionnaire. A total score t test for independence was performed using the top and bottom third (ranked scores). The two groups were found to be independent and significant at the 0.05 level.

Step 8. The final form of the Teacher Attitude Scale was presented to fifty-four members of the original group of respondents following an interval of five weeks. The resultant test-retest correlation coefficient was 0.84592.

The split-half correlation for the Teacher Attitude Scale was $r=0.846$ and when corrected with the Spearman-Brown Formula⁶ for an odd-even estimate of reliability, the correlation was $r_n=0.916$. The internal consistency of the test was thus assured⁷ and the scale was judged to be acceptable for use in the final data sample. Teachers used in the test-retest reliability check were not used in the final sample, as they were not from the same school population.

B. The Professional Role Orientation Scale (PROS).

The second instrument used by the investigator was Massé's⁸ scale of professionalism as derived from Hrynyk's⁹ professional role orientation scale. Hrynyk's scale is an adaptation and extension of the Corwin professionalism scale¹⁰.

6 J. P. Guilford, Fundamental Statistics in Psychology and Education, 4th ed., New York, McGraw-Hill Book Company, 1965, p. 457-458.

7 Fred N. Kerlinger, Foundations of Behavioral Research, 2nd ed., New York, Holt Rinehart and Winston, Inc., 1973, p. 452.

8 Dennis Massé, Teacher Participation and Professional Attitudes, unpublished doctoral dissertation for the University of Alberta, Edmonton, Alberta, 1970, p. 138-140, 143.

9 Nicholas P. Hrynyk, Correlates of Professional Role Orientation in Teaching, unpublished doctoral dissertation for the University of Alberta, Edmonton, Alberta, 1967, p. 245-248.

10 Ronald G. Corwin, Reform and Organizational Survival, New York, John Wiley and Sons, Inc., 1973, p. 45.

The professional role orientation scale developed by Corwin gives a global rating on professionalism. It consists of sixteen items measured by means of a Likert-type scale. The items were selected from several hundred statements that were judged for internal consistency and reliability. Respondents were asked to indicate on a scale from one (strongly agree) to five (strongly disagree) how they personally agreed with each statement.

The professional scale was composed of four segments; namely, 1) client orientation (students), 2) orientation to the profession and professional colleagues, 3) competence based on monopoly of knowledge, and 4) decision-making authority and control over work.

Hrynyk's professional role orientation scale was designed to provide information regarding teachers' role attitudes. Hrynyk combined the PROS with Ingram's¹¹ instrument measuring commitment to the goals and officers of the Alberta Teachers' Association to form a single Teacher Opinion Questionnaire.

The Hrynyk professional role orientation scale consisted of forty-seven items, each constructed as a Likert-type summated rating scale. It provided scores on total

¹¹ Ernest John Ingram, Member Involvement in Alberta Teachers' Association, unpublished doctoral dissertation for the University of Alberta, Edmonton, Alberta, 1965, p. 70-74.

professional role orientation and five sub-scale scores on orientation to knowledge, service, the core organization, colleagues and the profession, and to students and autonomy with respect to decisions related to students.

Massé's scale derived from Hrynyk's PROS consisted of sixteen items which measured one's orientation to the knowledge and service dimensions of teaching.

To obtain this scale, Massé conducted a factor analysis of the Hrynyk data to identify three factors, each of which had almost equal eigenvalues. He found that sixteen items with a loading of 0.300 or greater in the first factor were related to the knowledge and service dimension. In the second and third factors, all items with loadings of 0.300 or greater were related to teacher attitudes to core-organization and to authority.

Massé's justification for using the sixteen items as his empirical scale of professionalism was that he 1) had identified early in his study, the knowledge and service dimensions as the two basic dimensions of professionalism and, 2) had the two dimensions of service and knowledge taken care of by the same factor. Thus, in its final form, Massé's professionalism scale consisted of sixteen items, ten measuring attitudes to service, and six measuring attitudes to knowledge.

The reliability of the professionalism scale was measured by the Kuder-Richardson (Formula 20). The reliability coefficient was 0.74.

Hrynyk's PROS had already been validated by determining its ability to discriminate between groups of teachers classified as high or low on professionalism. Since Massé factor-analysed Hrynyk's data and the items of the professionalism scale all clustered on one factor and the remaining items of Hrynyk's data set, measuring professional authority, clustered in a second factor, the index of validity was obtained from the common factor variance. The common factor variance (h^2) of the individual items on the professionalism scale varied between 0.12 and 0.31.

Despite the limitations of Massé's professional role orientation scale, it was selected as a research instrument in this study because it measured the two dimensions of a professional teacher which seemed logically related to a predisposition for positive attitudes towards the use of parental volunteers in the classroom.

C. Situational Job Security Scale. Since no suitable instrument on situational job security was available for the purpose of this study, it was necessary to construct an appropriate questionnaire.

Formulation of the completed instrument included the following steps:

Step 1. A list of situational job security statements was formulated on the basis of Maslow's category of safety needs which included "security, stability, dependency, protection, freedom from fear, from anxiety and chaos; need for structure, order, law, limits; strength in the protector, and so on"¹². Mindful of the defensiveness of persons when asked to volunteer information which might in some way lessen the person's worth in the eyes of another, the statements were formulated in such a manner as to overcome this deterrent by employing the perception process¹³. Thus by requesting a teacher to express how he perceived working conditions (and only those which specifically dealt with the safety needs) within his own school, by the use of perception, employing the third person's point of view to express the first person's, the teacher would inadvertently express his own point of view or experience.

Step 2. In order to check for face validity, the items were presented to the panel of twenty doctoral candidates who had assisted in the validation of the attitudinal scale. Several of the items were reworded to avoid

¹² Abraham H. Maslow, Motivation and Personality, 2nd ed., New York, Harper and Row Publishers, 1970, p. 309-314.

¹³ F. Enns, "Perception in the Study of Administration", The Canadian Administrator, Vol. 5, No. 6, March 1966, p. 23-26.

ambiguity. Other items were deleted because of their lack of relevance to the issue in question. This preparatory validation procedure yielded a list of seven items germane to situational job security.

Step 3. The list of seven items was subsequently printed and administered to a sample of 122 teachers drawn from two sources; namely, fifteen volunteer respondents obtained from a class of forty-three graduate students at the University of Ottawa; one hundred seven volunteer respondents obtained from a group of several hundred teachers, representing various school districts, who were participating in an extension program with a local school board. None of these respondents were used in the final collection of data.

Step 4. A five-point scale was devised for the response to each item. This scale ranged from a very great deal to little or none. Subsequent values of five to one were given to the items. These values were not listed in the instrument. All responses were placed directly on a computerized answer sheet. Provision was made on the questionnaire for any comments, criticisms and/or suggestions for the improvement of the instrument.

Step 5. All 122 questionnaires were returned. The responses were scored mechanically with each respondent's item score plus the total score transferred to computer cards.

Step 6. The data were factor-analysed. All items loaded under one factor with a range of loadings from 0.55 to 0.74. In the item-total correlations, all items correlated above 0.63 with the total. The correlation coefficients ranged from 0.63 to 0.76. The split-half correlation for the situational job security scale was $r=0.71$ and when corrected with the Spearman-Brown Formula (for odd-even numbers) the correlation was $r_n=0.832$. The internal consistency of the test was assured. The test was judged acceptable for use in the final collection of the data.

3. Administration of the Instruments.

A comprehensive list of teachers, the schools in which they were employed, the number of years of experience and their teacher certification category was obtained from the school board office, along with a list of principals and vice-principals plus a map of the school district. The principals of fifty elementary schools were contacted by telephone at which time the purpose of the study and instrumentation procedures were explained in detail. All principals agreed to have their schools participate and expressed assurance for the participation of the teachers.

The investigator personally delivered the instruments to the schools. A package prepared for each school

contained a covering letter for the principal, the number and the names of the randomly selected teachers and the required number of envelopes for each teacher. Each teacher's envelope contained a covering letter, a set of instructions, a demographic data sheet, the instrument, and a computerized answer sheet. The instrument was self administering. Teachers were specifically requested not to discuss the questionnaires but to complete them, seal them in the enclosed envelope and to return the latter to the main office within a two-day period. The investigator then collected the envelopes.

The final sample consisted of 336 teachers in fifty schools. Nine questionnaires were eliminated because of incomplete returns, leaving a total of 327.

To insure anonymity the participants were requested not to sign their names or indicate their school on the instrument. The completed questionnaires were machine scored and the data were transferred to IBM cards.

Twenty-nine of the thirty-seven items on the attitude scale were scored by assigning a value of five points to A, and decreasing this value until E was assigned one point. The remainder of the items were scored in the opposite direction.

The attitude score for a teacher was obtained by summing the numerical values of his responses to the

attitude scale. The highest possible score was 185, an indication of a highly positive attitude towards the use of parental volunteers in the classroom.

The sixteen items of the professional role orientation scale were scored by assigning a value of five points to A, and decreasing this value until E was assigned one point. The professionalism score for a teacher was obtained by summing the numerical values of the responses to the professional role orientation scale. The highest possible score was eighty, an indication of a highly professional teacher.

The seven items of the situational job security scale were scored by assigning a value of five points to A, and decreasing this value until E was assigned one point. The security score for a teacher was obtained by summing the numerical values of his responses to the situational job security scale. The highest score possible was thirty-five, an indication of a person highly secure at his job situation.

4. Plan of Statistical Analysis.

The hypotheses established at the end of Chapter I were stated in a directional manner because the theory seemed to dictate a directional statement. However, for purposes of statistical analysis, the hypotheses are presented in the null form.

1. There are no significant differences between the attitude scores of teachers with high professional role orientation scores and the attitude scores of teachers with low professional role orientation scores.

2. There are no significant differences between the attitude scores of teachers with high situational job security scores and the attitude scores of teachers with low situational job security scores.

Both hypotheses one and two were tested by a separate one-way analysis of variance. Since it was found that the correlation between the two independent variables, professionalism and situational job security, was not statistically significant ($r = -0.012$, $N=327$), the decision to use two separate one-way analyses of variance was justified.

The results of performing the above analyses are presented in the next chapter.

CHAPTER III

PRESENTATION OF RESULTS

The data collected to test the hypotheses of the study were analyzed statistically according to the plan discussed in Chapter II. Presentation and analysis of the data included in this chapter are arranged in five sections. The first section presents the results of the distribution of attitude scores from the population sample. This is followed by the second section which presents the classification of subjects into high and low professional role orientation groups. In the third section classification of subjects into high and low situational job security groups is reported. The fourth section presents the results of testing the hypotheses previously stated. A summary of the major findings is included at the end of the chapter.

1. Results of the Distribution of Teachers' Attitude Scores.

The distribution of teachers' attitude scores is shown in Figure 1.

For a total of 327 teachers' attitude scores used in the study, Figure 1 shows a range of 103 scores obtained. The maximum score attained was 173 and the minimum score was 71. The obtained mean and standard deviation were 128.62 and 14.10 respectively. A theoretical mean of 111 was calculated.

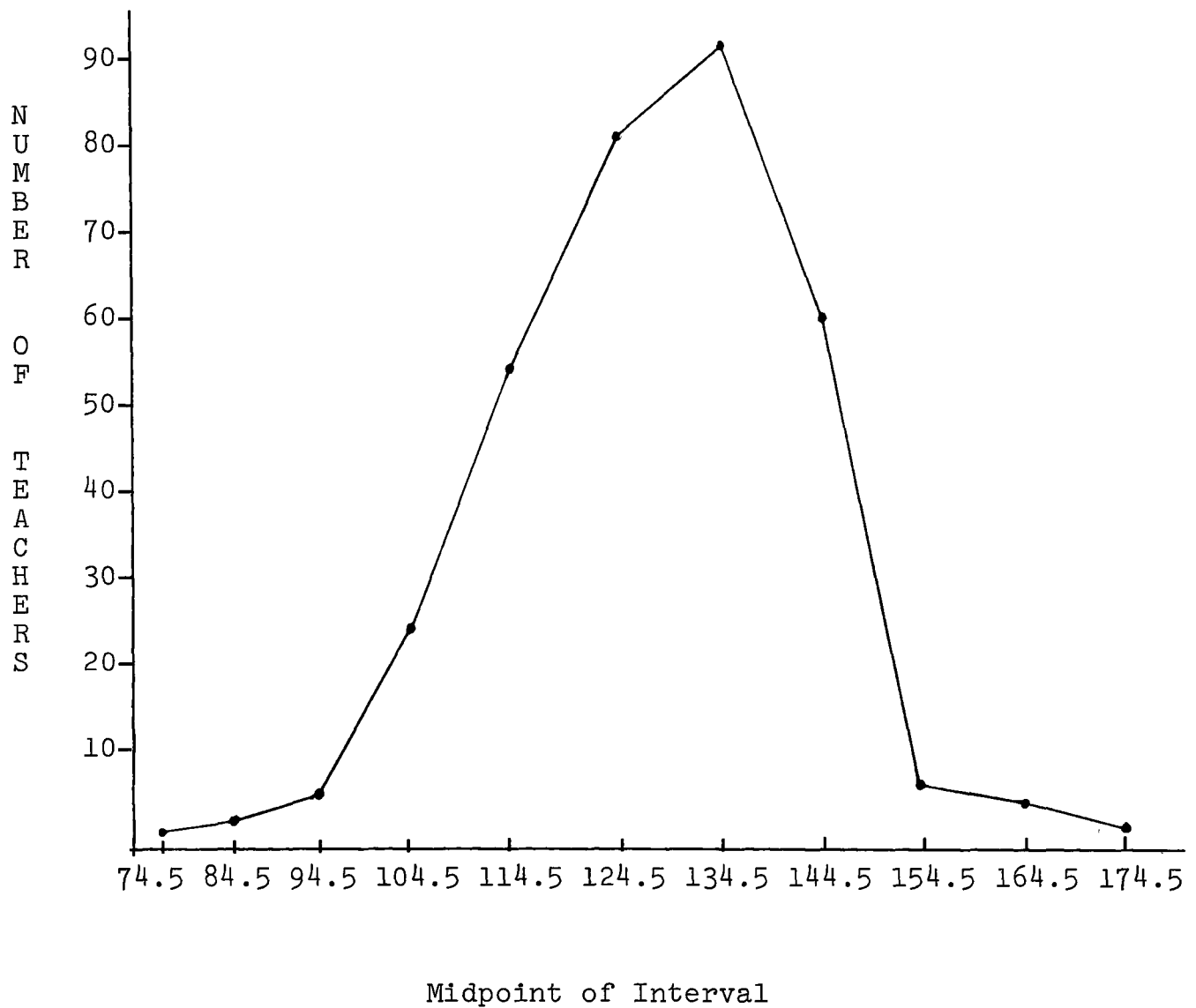


Figure 1 - Distribution of Attitude Scores

It was found that a total of 11.01 per cent of the scores (or thirty-six scores in all) fell below the theoretical mean and a total of 88.99 per cent of the scores (or 291 scores in all) were above the theoretical mean. The distribution of the scores indicated that teachers' attitudes were positive. Therefore, Hedges' assumption that teachers' attitudes to parental volunteers are negative was rejected on the basis of the results.

2. Classification of the Subjects into High and Low Professional Role Orientation Groups.

In order to test the hypotheses it was necessary to divide the subjects into groups with respect to their professional role orientation and their situational job security.

In the analysis of the distribution of professionalism scores for the 327 teachers in this study, quartile points were determined. The cut-off point for the upper quarter was the score of forty-nine and for the lower quarter, the score of thirty-eight. Those subjects whose scores fell in the upper quarter were designated the high professional role oriented group; those whose scores were in the lower quarter were designated the low professional role oriented group. The high professional role oriented group

contained eighty-six subjects (range 49-67), and the low professional group contained eighty-six subjects (range 23-38).

3. Classification of the Subjects into High and Low Situational Job Security Groups.

In the analysis of the distribution of the situational job security scores for the 327 teachers in this study, quartile points were determined. The cut-off point for the upper quarter was the score of twenty-one and for the lower quarter, the score of thirteen. Those subjects who fell in the upper quarter were designated the high situational job security group; those whose scores were in the lower quarter were designated the low situational job security group. The high situational job security group contained ninety-four subjects (range 21-35), and the low

situational job security group contained eighty-eight subjects (range 7-13)*.

4. Results of Testing the Hypotheses.

The means and standard deviations for the high and low professional role orientation and the high and low situational job security scores on the attitude scale are presented in Tables I and II respectively.

Table III gives the results of the one-way analysis of variance on professionalism. It was found that the mean scores of the high professional role oriented group are significantly higher than those of the low professional role

* Since 5 extreme scores had an appreciable affect on the data, they were removed from the analysis.

Two special cases were excluded from the high group. Through the inspection of the scores and the original answer sheet, the scores on the situational job security scale and the professionalism scale did not correspond with the attitude scores. The attitude scores appeared unusually low, well below the normal low scores.

Similarly three special cases were excluded from the low group. The scores on the situational job security scale and the professionalism scale did not correspond with the attitude scores. The attitude scores appeared unusually high, well above the normal high attitude scores.

One researcher who is prominent in the area of research on anxiety, Seymour Sarason, has resorted to this technique frequently. For example see, George Mandler and Seymour B. Sarason, "A Study of Anxiety and Learning", Journal of Abnormal and Social Psychology, Vol. 47, No, 2, April 1952, p. 169.

Table I.-

Means and Standard Deviations of Attitude Scale Scores of
Teachers Rated High and Low on Professionalism.

Class or Groups	N	M	S.D.
High Professionalism	86	131.00	13.28
Low Professionalism	86	126.70	15.17

Table II.-

Means and Standard Deviations of Attitude Scale Scores of
Teachers Rated High and Low on Situational Job Security.

Class or Groups	N	M	S.D.
High Security	94	132.65	14.78
Low Security	88	127.23	13.03

Table III.-

Results of the One-Way Analysis of Variance for Professionalism on the Attitude Scale.

Source of Variation	df	M.S.	F
Professionalism	1	795.95	3.91*
Error Within Group	170	203.35	

* $p < .05$

oriented group ($F = 3.91$; $df = 1, 170$; $p < 0.05$). Therefore the null hypothesis I stated at the end of Chapter II is rejected on the basis of the results.

Table IV gives the results of the one-way analysis of variance on situational job security. It was found that the mean scores of the high situational job security groups are significantly higher than those of the low situational job security group ($F = 6.86$; $df = 1, 180$; $p < 0.01$). Therefore the null hypothesis II stated at the end of Chapter II is rejected on the basis of the results.

5. Summary of Results.

The results of this study were derived from plotting the distribution of teachers' attitude scores and from testing two major hypotheses.

The results of the distribution of teachers' attitude scores indicate that teachers tend to have positive attitudes towards the use of parental volunteers.

The main findings of the analyses of the data obtained are as follows:

1. Teachers with high professional role orientation scores had significantly higher attitude scores towards the use of parental volunteers than teachers with low professional role orientation scores.

Table IV.-

Results of the One-Way Analysis of Variance for Situational
Job Security on the Attitude Scale.¹

Source of Variation	df	M.S.	F
Situational Job Security	1	1335.98	6.86*
Error Within Group	180	194.81	

* $p < .01$

¹ If the five special cases are included the results of the analysis were ($F = 3.38$; df 1, 185; $p < 0.06$).

2. Teachers with high situational job security scores had significantly higher attitude scores towards the use of parental volunteers than teachers with low situational job security scores.

These results will be discussed in the following chapter.

CHAPTER IV

DISCUSSION OF RESULTS

The purpose of this study was threefold: to determine, 1) the attitudes of teachers towards parental volunteers in the classroom; 2) the relationships between the teachers' professional role orientation and their attitudes to parental volunteers; and 3) the relationships between the teachers' situational job security and their attitudes to parental volunteers.

The sample instruments, procedure of obtaining data, analysis of data and obtained results were described in preceding chapters. The purpose of this chapter is to discuss the results of the analyses as they relate to the theory under investigation. The chapter contains three sections. In the first section, the apparent attitudes of teachers towards parental volunteers are discussed. Section two and three delineate the results of the tests of hypotheses one and two respectively. The chapter is followed by the summary and conclusions of the study.

1. Discussion of the Attitude Scores.

The purpose of this investigation was to test an assumption Hedges¹ makes in his study that teachers' attitudes towards parental volunteers are negative. He bases his assumption on the fact that teachers are concerned that volunteers will:

1. Attempt to take over decisions of teaching.
2. Evaluate the work of teachers.
3. Broadcast confidential information about school activities.
4. Use volunteer work to create trouble in the school community.
5. Negatively alter the teacher-student ratio.
6. Result in extra work.
7. Create problems of organization.
8. Be less competent.
9. Pose a threat with respect to the presence of other adults in the classroom.
10. Cause the teacher to lose control of the class.²

For purposes of this study these concerns were embedded in the thirty-seven item attitude scale which was

¹ Henry G. Hedges, Volunteer Parental Assistance in Elementary Schools, unpublished doctoral thesis presented to the University of Toronto, Ontario, 1972, p. 333.

² Ibid., p. 143; "Volunteer Assistance Project", Interchange, Vol. 5, No. 1, 1974, p. 21.

constructed to explore teachers' attitudes to parental volunteers. Figure 1* indicates that teachers' attitudes towards parental volunteers are positive. These findings do not confirm Hedges' assumption that teachers' attitudes to parental volunteers are negative. A close scrutiny of the plotted results in Figure 1* reveals that the majority of the teachers' attitude scores fall on or just above the theoretical mean.

An examination of the mean score for each item (see Table V) indicates that teachers gave strong positive responses to three categories of items related to parental volunteers; namely, 1) those enabling teachers to devote more time to teaching (numbers 3, 27); 2) those providing more individualized attention for students (numbers 31, 34, 35); 3) those tapping human resources of the community to enrich the school program (number 16).

In his study, Hedges demonstrated that the use of parental volunteers in the classroom enabled teachers to transfer twenty-one per cent of their time from lowest to highest functions and that students would get over three times the normal amount of attention³. It is interesting to note that the two findings of Hedges' study received high

* See Chapter III, p. 74.

³ Hedges, Volunteer Parental Assistance in Elementary Schools, p. 316-318.

Table V.-

Means and Standard Deviations of Items in the Attitude Scale.

Item No.	Mean	Standard Deviation
1	3.3945	1.1513
2	3.4404	1.0251
3	4.2385	0.7899
4	3.5076	1.0268
5*	3.1315	1.0411
6	2.4924	1.2602
7	2.3578	1.1148
8*	3.7462	1.0537
9	3.3578	1.0926
10*	3.9878	0.8756
11	2.0887	0.9006
12	3.1560	1.0669
13	3.5382	0.9549
14	3.1468	1.0076
15*	3.0000	1.1485
16	4.1407	0.7462
17*	3.0245	1.0651
18	3.7554	0.8730
19	3.7554	0.8186
20	2.1621	0.9074
21*	3.3364	1.0015
22*	4.0765	0.9955
23	3.8410	0.8284
24*	3.6758	0.8855
25	3.7554	0.7102
26	3.7339	0.8433
27	3.9480	0.8864
28	3.1927	0.8524
29	3.2997	0.9603
30	3.0306	1.0533
31	4.1131	0.8267
32	3.6024	0.8258
33	3.8196	0.6700
34	4.2875	0.6895
35	4.1621	0.6373
36	3.8410	0.8059
37	3.4801	0.9327
38	128.6177	14.1030

* These items were scored in reverse order so that a high score indicates disagreement with the item.

positive ranking in the attitude scale. Eighty-nine per cent of the teachers responded positively to item number three and 79.8 per cent of the teachers responded positively to item number twenty-seven (Table VI). Both items deal with the availability of more time for teaching due to the use of parental volunteers in the classroom.

As to the items dealing with more individual attention to students, 86.5 per cent of the teachers responded positively to item number thirty-one (volunteers provide individual attention), 92.3 per cent of the teachers responded positively to item number thirty-four (opportunity for individualized help), and 94.5 per cent of the teachers responded positively to item number thirty-five (provide children with increased personal contact) (Table VI). In fact, since most teachers disagreed with item twenty-two (teachers seldom need additional help), it could be concluded that teachers recognize the value of parental volunteers.

Teachers do not seem to be concerned about students relating to another adult in the classroom. Eighty-four per cent rejected the statement (item ten) that "It would be detrimental to the teacher if some students were able to relate better to the parental volunteer". This item deals with one of the originally listed concerns from Hedges' study. The results suggest that teachers have little

Table VI.-

Relative Frequencies of Response Scores For Items in the
Attitude Scale in Percentages.

Item Numbers	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	4.9	23.9	13.8	41.9	15.6
2	4.0	16.2	23.5	44.3	11.9
3	0.6	4.0	6.4	48.9	40.1
4	4.3	14.1	21.4	47.1	13.1
5*	6.1	24.5	25.1	38.8	5.5
6	27.8	28.4	15.9	22.3	5.5
7	26.6	32.7	21.1	17.4	2.1
8*	3.1	12.8	14.4	45.9	23.9
9	6.1	19.0	18.7	45.6	10.7
10*	2.8	4.6	8.6	59.3	24.8
11	26.0	48.0	18.7	5.8	1.5
12	7.3	21.4	26.3	38.2	6.7
13	4.9	11.0	16.8	59.9	7.3
14	5.2	24.8	24.2	41.9	4.0
15*	10.7	27.5	19.0	36.7	6.1
16	0.3	3.1	10.7	54.1	31.8
17*	6.7	28.4	27.2	30.9	6.7
18	1.2	8.0	22.0	51.7	17.1
19	0.6	10.4	13.8	63.3	11.9
20	25.1	42.5	23.9	8.3	0.3
21*	4.3	20.2	19.0	50.8	5.8
22*	3.1	7.0	6.4	46.2	37.3
23	1.2	5.5	19.6	55.4	18.3
24*	1.5	10.4	20.2	54.7	13.1
25	0.3	3.7	27.5	57.2	11.3
26	1.8	8.6	15.6	62.4	11.6
27	0.3	10.1	9.8	54.1	25.7
28	2.1	18.0	42.2	33.6	4.0
29	3.7	18.0	29.4	42.5	6.4
30	8.6	22.3	32.4	30.9	5.8
31	1.5	4.0	8.0	54.7	31.8
32	1.2	11.0	21.4	59.0	7.3
33	0.6	3.4	19.3	67.0	9.8
34	0.3	2.1	5.2	53.2	39.1
35	0.6	2.4	2.4	69.1	25.4
36	0.9	6.1	17.7	58.4	16.8
37	2.8	12.5	28.7	45.9	10.1

*These items were scored in reverse order so that a disagree response indicates a positive attitude towards volunteers.

hesitancy about the presence of other adults in the classroom. This finding is counter to Hedges' statement that teachers are concerned about the presence of other adults in the classroom⁴ and to Lortie's contention that teachers distrust and even fear parents⁵.

Referring to Table V it can be noted that four items, numbers six, seven, eleven and twenty, were given a negative response by the teachers. The four items fall into two categories: those pertaining to confidentiality with respect to student progress (number six), and those pertaining to exclusiveness with respect to professional status (numbers 7, 11, and 20). Fifty-six point two per cent of the teachers responded negatively to number six which, worded in a positive direction, emphasized teachers discussing the progress of students with parental volunteers (Table VI). The negative response from the teachers is substantiated by the concern listed in Hedges' work that teachers are concerned that parental volunteers may broadcast confidential information about school activities⁶.

⁴ Ibid., p. 334.

⁵ Dan C. Lortie, School-Teacher, A Sociological Study, Chicago, Illinois, The University of Chicago Press, 1975, p. 188.

⁶ Ibid.

In the second category of negative responses, those dealing with exclusiveness of professional status, 59.3 per cent of the teachers responded negatively to item number seven; 64.0 per cent of the teachers responded negatively to item number eleven; and 67.6 per cent of the teachers responded negatively to item number twenty (Table VI). This consistent negative response on the items relating to maintaining non-professional status for parental volunteers suggests that while teachers may accept parental assistance in the classroom they also insist on preserving what Lortie refers to as "territorial properties", (teacher territory and parental territory)⁷.

The data also reveal that a fair number of elementary teachers are undecided about three issues which are typified as teacher concerns in Hedges' study; namely, that volunteers will result in extra work, attempt to take over divisions of teaching, and negatively alter the teacher-student ratio. Specifically 25.1 per cent of the teachers signified an undecided response to item number five which states that: "As a result of having a parental volunteer in the classroom, the teacher will experience added strain". Item number twelve which deals with the parental volunteer being directly involved in the teaching-learning process was

⁷ Lortie, p. 191.

given an undecided response by 26.3 per cent of the teachers. Twenty-seven point two per cent of the teachers gave an undecided response to item number seventeen which states that: "There is a possibility that the use of parental volunteers will lead to an increase in pupil-teacher ratio". Other issues that teachers seemed undecided about were; parental volunteers 1) boosting the morale of teachers (number twenty-nine); 2) putting the personal touch on book learning (number thirty); 3) being an inspiration to teachers to carry out further research projects within the classroom (number thirty-seven); and 4) helping to increase children's motivation for learning (number twenty-eight).

The results of the distribution of attitude scores suggest that the elementary teachers in this study are somewhat positive, albeit ambivalent, in their attitudes towards the use of parental volunteers in the classrooms. The reasons for the positive attitudes are several. Teachers are becoming more aware of the benefits that could be derived from the use of parental volunteers in the classroom. In addition in the past ten years, district-wide attempts to initiate changes in both the organizational structure and approach to teaching suggest that teachers' attitudes may have been influenced somewhat positively to using parental volunteers in the classroom. Among the major contributors to this activity has been the Report of the Provincial

Committee on Aims and Objectives of Education in the Schools of Ontario with its emphasis on a liberal and humanistic approach to education⁸. Several new elementary and junior high schools were architecturally designed and constructed to promote the use of open space classrooms, team teaching, continuous progress and individualized learning situations.

Examining the results of the distribution of attitude scores and the individual responses on items in the attitude scale, it can be concluded that the elementary teachers in the study see the benefits of using parental volunteers in terms of 1) more time for teaching; 2) greater opportunity for individualized attention for students; and 3) enrichment of the school program. There is evidence to suggest that the elementary teachers still have some concern about the presence and utilization of adults in the classroom. This concern is reflected in the scoring of items pertaining to confidentiality of student progress, and maintenance of the professional status of teachers. Generally, there appears to be a greater willingness on the part of teachers to accept the use of parental volunteers, and therefore by inference, towards a change in their concept of the role of the teacher.

8 Provincial Committee on Aims and Objectives of Education in the Schools of Ontario, Living and Learning, Toronto, Ontario, The Newton Publishing Company, 1968, p. 21.

The next section will discuss the findings of this study in regard to the relationship between teachers' attitudes towards the use of parental volunteers in the classroom and professional role orientation.

2. Discussion of the Findings of Testing the First Hypothesis.

The first hypothesis stated that teachers with high professional role orientation will have significantly higher attitude scores towards the use of parental volunteers in the classroom than teachers with low professional role orientation scores. The rationale for this hypothesis was that the professional role orientation of a teacher represents the internalization of the teachers' role expectations in terms of the dimensions of knowledge and client service. Since professional role orientation is a cognitive determinant of teachers' professional behavior, teachers who would be high in their orientation to the dimensions of knowledge and client service would be committed to accepting responsibility for the well being and educational progress of their students^{9,10}. In pursuing the ideal of

9 Morris Janowitz, Institution Building in Urban Education, Chicago, Illinois, The University of Chicago Press, 1969, p. 63-64.

10 Philip W. Jackson, Life in The Classroom, New York, Holt, Rinehart and Winston, Inc., 1968, p. 143.

meeting the needs of the students, the teachers would welcome an array of specialists, resource people and parental volunteers¹¹. The results of this response to students' needs would indicate that teachers having a high professional role orientation would have high positive attitudes towards the use of parental volunteers in the classroom.

The test of the hypothesis revealed that teachers with high professional role orientation scores had significantly higher attitude scores towards the use of parental volunteers in the classroom than teachers with low professional role orientation scores. This finding can be easily explained. Robinson's¹² study indicates that there is a significant relationship between teacher professionalism and the kind and extent of professional preparation. Teachers with high professional role orientation tend to be trained in the academic content of their subject area as well as in knowledge and techniques of teaching. They would thus be better prepared for intellectually applying an esoteric body of knowledge and skills towards the achievement of educational

11 Janowitz, p. 45, 91.

12 Norman Robinson, A Study of the Professional Role Orientations of Teachers and Principals and Their Relationships to Bureaucratic Characteristics of School Organizations, unpublished doctoral dissertation for the University of Alberta, Edmonton, Alberta, 1966, p. 102.

goals for their students¹³, and would be more able to directly involve parental volunteers in the teaching-learning process.

Furthermore, though knowledge of the curriculum content is important in teaching, Goode¹⁴ proposes that the techniques and principles of pedagogy are of prime importance, especially for primary teachers. The stress on techniques and principles of pedagogy seems to suggest that elementary teachers who are high in professional role orientation would have a mastery of the techniques of classroom management. They would therefore find it easier to organize for individualized learning and to differentiate between tasks that are or are not of "professional consequence"¹⁵. These teachers would define their teaching roles more intensively and explicitly, and tend to map out

13 Nicholas P. Hrynyk, Correlates of Professional Role Orientation in Teaching, unpublished doctoral dissertation for the University of Alberta, Edmonton, Alberta, 1967, p. 37.

14 William J. Goode, "The Theoretical Limits of Professionalization", The Professional as Educator, Arthur W. Foshay, (ed.), New York, Teachers College Press, Columbia University, 1970, p. 36.

15 John MacDonald, "Teacher Education: Analysis and Recommendations", The Teacher and His Staff: Differentiating Teaching Roles, Report of the 1968 Regional TEPS Conference, National Education Association of the United States, 1968, p. 8.

"instruction into a number of separate and relatively distinct areas, each with its own population of differently prepared and differently active staff"¹⁶. Parental volunteers would be an important component of this differently active staff. Their interest and involvement would be sought.

A natural consequence of high professional role orientation is the orientation of service to client needs. For "neither social intent nor skill taken in isolation is sufficient for professionalism"¹⁷. And according to Morrison and McIntyre¹⁸, "Students intending to be primary school teachers [...] tend to be more interested in people, to have more progressive educational attitudes and to be more sympathetic towards children". If this is so, one could deduce that an elementary teacher who is high in professional role orientation would tend to be concerned with diagnosing students' needs; providing remediation; designing and preparing curricula, evaluation instruments and any materials

¹⁶ Ibid., p. 9.

¹⁷ Frank H. Blackington III, "The Profession as an Idea", School, Society and the Professional Educator, A Book of Readings, Frank H. Blackington III and Robert S. Patterson, (eds.), New York, Holt, Rinehart and Winston, Inc., 1968, p. 16.

¹⁸ A. Morrison and D. McIntyre, Teachers and Teaching, 2nd ed., Baltimore, Maryland, Penguin Books Limited, 1973, p. 47.

or aids that would stimulate and excite learners. The support and assistance of parental volunteers would be sought and cultivated.

On the other hand, the stress on techniques and principles of pedagogy as well as service to the needs of students seems to suggest that elementary teachers who are low in professional role orientation would be less proficient in the techniques of management. They would tend to be concerned with covering the content, "maintaining good order and discipline"¹⁹, and preserving teacher leadership in classroom affairs. Teachers with low professionalism scores tend to be concerned about the presence of other adults in the classroom²⁰ and feel that parental volunteers intrude on the "teachers' prerogative to control parents' access to the school"²¹. Parental volunteers thus are viewed only as "distant assistants"²².

In summary, since professional role orientation is a cognitive determinant of teachers' professional behavior, it can be concluded that teachers who are high in their

¹⁹ Lortie, p. 112-113.

²⁰ Hedges, Volunteer Parental Assistance in Elementary Schools, p. 334.

²¹ Lortie, p. 191.

²² Ibid.

orientation to the dimensions of knowledge and client service will be favorably disposed to accepting parental volunteers as co-workers in promoting total learning for students. The results of this study suggest that there is a significant relationship between the teachers' professional role orientation and their attitudes towards the use of parental volunteers in the classroom.

The next section will discuss the findings of this study in regard to the relationship between teachers' attitudes towards the use of parental volunteers in the classroom and their situational job security.

3. Discussion of the Findings of Testing the Second Hypothesis.

The second hypothesis stated that teachers with high situational job security scores will have significantly higher attitude scores towards parental volunteers than teachers with low situational job security scores. The rationale underlying this hypothesis relates to Maslow's theory concerning a person's safety needs and to Rogers' paradigm on the adoption of an innovation. Situational job security is independent of tenure as well as personal security. It is related to the job itself and especially to other people considered to be part of the job. The measure of security or insecurity that the teacher perceives in the job situation is largely of his own creation in terms

of his needs and purposes²³. Anxiety in relation to a specific situational referent has a bearing on safety needs so that they in turn become a motivating force for the adoption of an innovation. Therefore, it can be assumed that teachers who are high in situational job security would be less resistant to change particularly that which brings other adults in the classroom.

The test of the hypothesis indicated that teachers with high situational job security scores had significantly higher attitude scores towards the use of parental volunteers than teachers with low situational job security scores. The finding supports Hedges' assertion that security needs have a bearing on teachers' use of parental volunteers in the classroom²⁴. It can be concluded that teachers who are high in situational job security do not feel that their authority is threatened by the presence of parental volunteers in the classroom. Nor do they look upon themselves as the "essential catalyst for student achievement"²⁵. Instead,

23 Hadley Cantril, "Perceptions and Interpersonal Regulations", American Journal of Psychiatry, Vol. 114-1, August 1957, p. 123.

24 Hedges, Volunteer Parental Assistance in Elementary Schools, p. 144.

25 Lortie, p. 172.

they tend to perceive their classrooms as being "an educational community in which students learn through cooperative interaction and experience"²⁶ with peers and other adults, specifically parental volunteers.

Furthermore, teaching has been defined as "service to others"²⁷. The service ideal extols "the virtue of giving more than one receives"²⁸, and exemplifies the model teacher as one who is "dedicated"²⁹. Being dedicated implies being responsive to the needs of students. It can be assumed then that the teacher who is high in situational job security would be better able to serve his students in terms of their needs and interests. Moreover, because of the teacher's willingness to share and to cooperate with others, and his ability to organize "teacher effort and the behavior of adult coparticipants"³⁰, he would be able to receive and give assistance to parental volunteers.

26 Morrison and McIntyre, p. 160.

27 Lortie, p. 29.

28 Ibid., p. 102.

29 Ibid.

30 Ibid., p. 184.

On the other hand, teachers with low situational job security tend to see themselves "as key figures in monitoring classroom affairs"³¹, and in fending off distractions which in their view retard the realization of classroom aims. Parental volunteers would be associated with the numerous "others"³² who "intrude and disrupt their teaching rather than help them with their students"³³.

These preferences of the teachers who are low in situational job security reflect their assumptions that they alone are best qualified to define what constitutes teaching. They are the "gatekeepers"³⁴ of time and content. Parental volunteers threaten this control³⁵.

In summary, since safety needs in general, and situational job security in particular, are a motivating force for the adoption of an innovation, it can be concluded that teachers who are high in their situational job security are favorably disposed to parental volunteers. The results of the study suggest that there is a significant relationship between teachers' situational job security and their

31 Ibid., p. 76.

32 Ibid., p. 185.

33 Ibid.

34 Ibid., p. 190.

35 Hedges, Volunteer Parental Assistance in Elementary Schools, p. 33⁴.

attitudes towards the use of parental volunteers in the classroom.

Some conclusions that may be drawn from the findings will be presented on the following pages.

SUMMARY AND CONCLUSIONS

The primary purpose of this study was to determine the attitudes of teachers towards the use of parental volunteers in the classroom. The secondary purpose was to show the relationship between teachers' professional role orientation and their attitudes towards parental volunteers. A third purpose was to show the relationship between teachers' situational job security and their attitudes towards parental volunteers.

A major inference, implicit in the literature, was that teachers' attitudes towards parental volunteers were negative. Central to this study were two other assumptions; namely, that 1) teachers' professional role orientation is a cognitive determinant of teachers' professional behavior; and 2) safety needs are a motivating force for the adoption of an innovation.

Two major hypotheses were therefore presented. These were stated as follows:

1. Teachers with high professional role orientation scores will have significantly higher attitude scores towards parental volunteers than teachers with low professional role orientation scores.

2. Teachers with high situational job security scores will have significantly higher attitude scores towards

parental volunteers than teachers with low situational job security scores.

Since suitable instruments were not available for measuring teachers' attitudes towards the use of parental volunteers in the classroom, and teachers' situational job security, the appropriate scales were designed by the writer.

In the literature related to parental volunteers ten basic concerns of teachers towards parental volunteers were consistently evident. These concerns provided the framework for developing an attitude scale to determine teachers' attitudes towards parental volunteers. This attitude scale was combined with the professional role orientation scale and the situational job security scale to form the Teacher Opinion Questionnaire. The Questionnaire was distributed to a random sample of 360 elementary teachers from one suburban school district in Eastern Ontario. A total of 327 or 90.83 per cent of the sample responded to all the items of the Teacher Opinion Questionnaire.

The results obtained from determining teachers' attitudes towards the use of parental volunteers in the classroom suggest that teachers' attitudes towards parental volunteers tend to be positive. Therefore Hedges' assumption that teachers' attitudes towards parental volunteers are negative is rejected. There is evidence, however, to suggest that in spite of their positive attitudes elementary

teachers still have some concern about the presence of adults in the classroom.

The secondary purpose of the study was to show the relationship between teachers' professional role orientation and their attitudes towards parental volunteers. Teachers' professional role orientation represents the internalization of teachers' expectations in terms of the dimensions of knowledge and client service. Theoretically, the extent to which teachers are willing to respond to the needs of students is directly related to attitudes the teachers have of the resource personnel and volunteers needed to buttress the teachers' efforts. The results of this study indicate a significant relationship existing between teachers' professional role orientation and their attitudes towards parental volunteers.

A third purpose of the study was to show the relationship between teachers' situational job security and their attitudes towards parental volunteers. Theoretically, situational job security is linked with Maslow's safety needs and Rogers' paradigm on the adoption of an innovation. Implicit in situational job security is the ability to accept change without undue anxiety. Acceptance of other adults in the classroom represents a major change for teachers. Therefore teachers who are high in situational job security are not threatened by the presence of parental

volunteers in the classroom. The results of the study indicate that there is a significant relationship existing between teachers' situational job security and their attitudes to parental volunteers.

The aforementioned conclusions indicate that the specific hypotheses of this study have been answered. Our knowledge concerning the attitudes of teachers to the use of parental volunteers in the classroom has been extended by this study. A significant contribution towards studies on parental volunteers and on the teacher variable has been provided through the construction of the attitude scale and the situational job security scale. As indicated earlier in the report, generalizations drawn from the conclusions to this study must be limited to the population sampled, or to samples drawn from similar educational levels. The attitude scale itself provides a framework for further investigation into the relationships between teachers' attitudes and demographic data. Since the findings of this investigation cannot be generalized beyond the population of this study, similar studies could be conducted with secondary teachers, resource teachers, vocational teachers, special certificate instructors and teachers of special classes such as remedial reading, and special education.

More research is needed in the area of teachers' professional role orientation. To date most studies have

concentrated on professionalism uni-categorically in terms of professional versus employee orientation. There is a need to extend the attitudinal dimension of professionalism to include two categories; namely, the subject-specialist professional and the client-centered professional. The attitudes of both categories of professional teachers provide a fruitful field of inquiry.

Further research is needed to provide an insight into the correlates of teachers' situational job security. Other components that have a bearing on situational job security need to be examined in relation to attitudes to parental volunteers: teachers' personality traits, experience, tenure and personal characteristics.

The present study, by demonstrating how cognitive determinants of teachers' professional behavior influence tendencies to action, can be useful in teacher pre-service education in the promotion of educational change. Since the study will provide the first assessment of teachers' attitudes towards volunteers it has implications for in-service education, Ministries of Education and parent-teacher associations in offering insights to these various bodies in their preparation of programs specifically designed to release human potential in the educational system.

The study has potential for theory development in the area of teachers' professional role orientation.

Theory development could be enhanced by linking various dimensions of teacher professionalism and teacher role image to teacher effectiveness.

This study points to a need to consider the teacher attitude variable in any consideration of educational change. This variable placed in the context of continuous teacher education has potential for directing change in the educational system.

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The theme, professionalism, permeates the structure and content of this book of readings. A survey approach is used to establish criteria for a model of professional behavior. Chapter one provides support for the basic dimensions of professionalism used in this study.

Central Advisory Council for Education, Children and Their Primary Schools, Vol. I, The Report, London, England, Her Majesty's Stationery Office, 1967, xxii-556 p.

A comprehensive study of the structure of English primary education. One of the major findings of the study is the correlation between parental attitudes and pupil achievement. The report, in having provided the initial stimulus for Hedges' study in the province of Ontario, cannot be overlooked for its contribution to the parental volunteer movement.

Chomchuk, N. J., "Certified Teachers and Para-professionals", A Statement of Issues in Alberta and Proposals for Policy Development, Edmonton, The Department of Education, Government of Alberta, 1973, iv-72 p.

The differences in access to educational service that may accompany extended use of auxiliary personnel are portrayed in this report. Support for the use of parental volunteers in the classroom are found in the section describing paraprofessional status, current legislation in Canadian provinces relating to instructional aides, arguments for employing auxiliary staff and the statement on teachers and teaching.

Commission on Educational Planning, A Future of Choices, A Choice of Futures, Edmonton, Alberta, Bulletin-Commercial Printers Limited, 1972, 325 p.

This report provides a rationale and framework which focuses on the attainment of life-long learning for the

citizens of the province of Alberta. It highlights the realities of economic and technological developments, social change, program costs and financial strategies. Consideration is also given to alternative approaches in education, new strategies and typical operational problems. The sections relative to the learner, the changing role of the teacher, and the proposal for involving volunteer aides in the teaching and learning process were of special import to this study.

Corwin, Ronald G., A Sociology of Education: Emerging Patterns of Class, Status and Power in the Public Schools, New York, Appleton-Century Crofts, 1965, x-454 p.

The author views the functioning school system as a complex bureaucratic organization unavoidably involved in the rapid social changes in society. His content is organized around the concepts of class, status and power. The social status of teachers, examined in chapter eight, is crucial to this study. It is the basis for the theory on the teacher's professional role orientation.

Goode, William, "Librarianship", Chapter 5, "Professional Association and Colleague Relations", p. 35-43, Professionalization, Howard M. Vollmer and Donald L. Mills, (eds.), New Jersey, Prentice-Hall, Inc., 1966, xviii-365 p.

Goode conceptualizes professionalism as a continuum along which a given occupation may move. Knowledge and service are identified as the main characteristics. This article represents one of the major works for clarifying these two dimensions of professionalism. The author carefully defines the terminology and thus provides an appropriate foundation for meaningful discussion.

-----, "Encroachment, Charlatanism, and the Emerging Profession: Psychology, Sociology and Medicine", American Sociological Review, Vol. 25, No. 6, December 1960, p. 902-914.

Professionalism as a concept is defined in this article. The author also explores the process of professionalization in the fields of sociology, psychology and medicine. He isolates the two main characteristics of a profession and delineates the ten features acquired by an occupation in the process of professionalization.

-----, "The Theoretical Limits of Professionalization", The Professional as Educator, Arthur W. Foshay, (ed.), New York, Teachers College Press, Columbia University, 1970, p. 19-61.

In this article the author explores the theoretical limits of professionalization. He elaborates on the two central characteristics of professionalism and then proceeds to examine the subdimensions of each core trait before weighing the limits of professionalization for a given aspiring semi-profession or for a range of professions.

Hedges, Henry G., Volunteer Parental Assistance in Elementary Schools, unpublished doctoral thesis presented to the University of Toronto, Ontario, 1972, viii-369 p.

The most comprehensive study available on the use of parental volunteers in the classroom. The author presents an operational model for a volunteer parents' assistance program in an elementary school and a taxonomy of classroom functions of teachers. This study provides the research rationale for the present study.

-----, Using Volunteers in Schools, St. Catharines, Ontario, The Ontario Institute for Studies in Education, Niagara Centre, 1972, 77 p.

The author presents the final report of a general model for volunteer parental involvement. He also documents the extension of the program into three particular schools. This report is basic for the research rationale for the present study.

-----, Extending Volunteer Programs in Schools, St. Catharines, Ontario, The Ontario Institute for Studies in Education, Niagara Centre, 1973, 102 p.

A report documenting a project involving three independent extensions or adaptations of the general model for using volunteers in schools. Some suggestions are given for the adaptation or application of the plan to other schools. The report is one of the main sources of information relative to the merits of a volunteer program.

-----, "Volunteer Assistance Project", Interchange, Vol. 5, No. 1, 1974, p. 8-22.

This article explicates a number of volunteer assistance projects in the Niagara Centre, St. Catharines, Ontario. It also proposes procedures for giving leadership to volunteer projects in other school systems. The problems and constraints discussed in the article are vital to the present research study.

Hrynyk, Nicholas P., Correlates of Professional Role Orientation in Teaching, unpublished doctoral dissertation for the University of Alberta, Edmonton, Alberta, 1967, xiii-274 p.

This study investigates the nature of professionalism among Alberta teachers. The relationship between teacher membership in groups is derived from school, technological, core organization and personal educational background factors. The study extends Corwin's professional role orientation scale and as such is a valuable asset to the present study.

International Commission on the Development of Education, Learning To Be: The World of Education Today and Tomorrow, Paris, France, United Nations Educational, Scientific and Cultural Organization, 1972, xxxix-313 p.

Identified global educational problems and recommendations for their solution are presented in this report. The different political and cultural viewpoints are taken into account. The recommendation which advocates greater utilization of volunteers and auxiliaries in the classroom gives support for the use of parental volunteers in a similar setting.

Lortie, Dan C., School-Teacher, A Sociological Study, Chicago, Illinois, The University of Chicago Press, 1975, xii-284 p.

Lortie presents a comprehensive description of the nature and content of the ethos of the teaching profession. In tracing the development of selected characteristics of teaching he provides the background for understanding the social system of public school teaching. The interpersonal working relationships of teachers, the meaning teachers give to their tasks, and the sentiments they generate while carrying them out, examined in chapters five through eight, are areas of concern for this study.

Maslow, Abraham H., Motivation and Personality, 2nd ed., New York, Harper and Row Publishers, 1970, xxx-369 p.

The most comprehensive work available on the fully human person. The author's basic assumption is that the actualization of a person's real potentialities is conditional upon basic-need satisfactions. The explanation and development of the hierarchy of needs in chapters four and five are of vital concern to this study.

Massé, Denis, Teacher Participation and Professional Attitudes, unpublished doctoral dissertation for the University of Alberta, Edmonton, Alberta, 1970, xii-151 p.

This study examines the perceived and preferred levels of participation by teachers in decisions of a professional nature. It also determines the relationship between teacher orientation towards professional service and knowledge and their orientation towards professional authority. It further investigates the relationship between teacher desire to participate in decisions of a professional nature and their orientation towards authority, knowledge and service. The study operationalizes Corwin's concept of professionalism in terms of the two dimensions of service and knowledge. As such, it provides the base from which the professionalism variable for this study evolved.

McGuire, William J., "The Nature of Attitudes and Attitude Change", The Handbook of Social Psychology, 2nd ed., Vol. III, Gardner Lindzey and Elliot Aronson, (eds.), Don Mills, Ontario, Addison-Wesley Publishing Company, 1954, p. 136-159.

In this article, the author presents a brief resumé of the historical trends in attitude research. The various determinants of attitudes are also reviewed. The discussion about attitudes and opinions centers around several authors' ideas concerning the nature of the distinction between the two concepts.

Morrison, A., and D. McIntyre, Teachers and Teaching, 2nd ed., Baltimore, Maryland, Penguin Books Limited, 1973, 246 p.

This book deals with the behavior of teachers in schools and classrooms. It focuses attention on empirical problems such as the most effective social skills for teachers to use, the training of teachers, social relationships in schools, the motivation of pupils, and communication with and perception of pupils by teachers. Chapters three and four on Teachers' Roles and Relationships and Classroom Management are meaningful to the present study.

Provincial Committee on Aims and Objectives of Education in the Schools of Ontario, Living and Learning, Toronto, Ontario, The Newton Publishing Company, 1968, 221 p.

The child as a human being and a learner is the emphasis of this report. The changing role of the teacher is carefully defined, and the importance of parental involvement in the school is frequently stated or implied. Four specific recommendations refer to the involvement of parents in the school program.

Robinson, Floyd et al., Volunteer Helpers in Elementary Schools, Profiles in Practical Education, No. 1, Hugh Oliver (Series ed.), Toronto, Ontario, The Ontario Institute for Studies in Education, 1971, v-33 p.

This booklet reports a survey of current practices of using volunteers in the school program in the Niagara region of Ontario. It also presents an analysis of instructional roles. The classification of volunteer functions serves to point out some of the strengths of a volunteer program in a school.

Robinson, Norman, A Study of the Professional Role Orientations of Teachers and Principals and Their Relationships to Bureaucratic Characteristics for School Organizations, unpublished doctoral dissertation for the University of Alberta, Edmonton, Alberta, 1966, xvi-240 p.

This study measures the impact of professional members in the bureaucratic structure of school organizations and the adaptations these organizations make for their members. Differences in staff professionalism between schools rather than the difference in the degree of professionalism among the teachers on a staff is measured. The importance of the study is that it views professionalism as a multi-dimensional concept based on Corwin's original four dimensions.

Rogers, Everett M., Diffusion of Innovations, London, Collier-Macmillan Limited, 1972, xiii-367 p.

The writer of this book reviews more than five hundred publications on the diffusion of innovations in an effort to synthesize the findings and theories. The main emphasis is on research findings, the data of which are analyzed in a sociological and social-psychological framework. The paradigm of the adoption of an innovation by an individual as used in this study is derived from Chapter XI.

Shaw, Marvin E., and Jack M. Wright, Scales for the Measurement of Attitudes, New York, McGraw-Hill Book Company, 1967, xxii-604 p.

This volume is a compilation of a number of attitude scales. The following information is provided for each scale: method of construction, reliability, validity, population sample on which the scale was developed, number and type of items, and advantages and disadvantages of the scale. The most essential part of this book to the present study is the detailed description of the nature of attitudes and the methods of scale construction. This provides the basic information for the construction of the attitude scale in this research study.

The Ontario Institute for Studies in Education and the United Nations Educational, Scientific and Cultural Organization, Education on the Move, A Companion Volume to Learning To Be, Toronto, The Ontario Institute for Studies in Education, 1975, xi-307 p.

This book is a collection of extracts of the reports written for the International Commission's Report, Learning To Be. The new role of the classroom teacher and the place, role and use of auxiliary personnel in teaching are examined in chapter twelve. One of the options offered for increasing the number and diversity of people who work with children is the parental volunteer.

Wilensky, Harold L., "The Professionalization of Everyone?", American Journal of Sociology, Vol. 70, No. 2, September 1964, p. 137-157.

Wilensky examines eighteen occupations in an effort to formulate a typical process of professionalization. He pinpoints barriers to professionalization and proposes that very few occupations will achieve the authenticity of the established professions. This work is used as support for Goode's dimensions of professional role orientation.

APPENDIX 1
TEACHER OPINION QUESTIONNAIRE
AND RELATED CORRESPONDENCE

2247 Lilac Drive,
Ottawa, Ontario.
K1H 6H6

April 21, 1975

Dear Principal,

I am asking your assistance in ascertaining the opinions of teachers concerning the use of parental volunteers in the classroom. This study has the approval of your Education Research Advisory Committee.

Your cooperation is urgently needed at this time in order to carry out the study. I am asking that you give each teacher on the enclosed list one set of the questionnaire form. The completed questionnaire should be returned to the office within a two-day period. I will then return to the school to pick up the completed questionnaires.

At the completion of the study, a complete report of the findings will be submitted to your Research Advisory Committee which would be available for your perusal. A summary of the findings will be mailed to you for the immediate interest of your staff.

Thank you for cooperating in this activity.

Yours sincerely,

Sr. Gerarda Pura

Dear Sir,

The following teachers have been selected to participate in the study:

(School's Name)

(Names of Teachers)

For purposes of anonymity, I would ask you to kindly return this list, with the completed questionnaires.

Thank you.

Sincerely,

Sr. Gerarda Pura

Dear Colleague,

The purpose of these questionnaires is to provide data for a research project in connection with my doctoral studies at the University of Ottawa. The study has been approved by the Education Research Advisory Committee of your school district.

These questionnaires are being distributed in approximately 40 schools. The information which you provide will be held in the strictest confidence.

You will note that a code number has been assigned to each staff member on the staff list which accompanies these questionnaires. Henceforth, in order to assure anonymity, only the code numbers will be used.

Please complete every item. Place the completed questionnaires in the envelope, but do not place your name on either the envelope or the questionnaires. Return the sealed envelope to the office. I shall return to pick up the envelopes two days after their distribution.

I want to thank you in advance for your assistance. As a former teacher I am keenly aware of the frequency with which teachers are asked to perform functions which are not directly related to their work. It is my hope that the indirect benefits to be gained by participation in research projects of this kind will, in time, make the time spent well worth while.

Sincerely,
Sr. Gerarda Pura

TEACHER OPINION QUESTIONNAIRE

INSTRUCTIONS:

The items in this questionnaire (Part A and B) concern what the classroom teacher thinks and feels about a number of important educational issues, teacher roles and related topics. The best answer to each statement below is your personal opinion. Many different and opposing views are covered; you may find yourself agreeing strongly with some of the 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 other people feel the same as you do.

Please indicate the degree to which you personally agree or disagree with each of the statements by penciling in your response on the attached computerized answer sheet. Work rapidly. First reactions are important. Please react to every item whether or not you feel that you have enough information.

PART A

Strongly Agree	A
Agree	B
Undecided	C
Disagree	D
Strongly Disagree	E

1. Parental volunteers can be used effectively in all school programs.
2. The use of parental volunteers in the classroom should result in a clearer definition of the teacher's role.
3. The use of parental volunteers in the classroom should enable teachers to devote more time to the tasks of teaching.
4. Use of parental volunteers in the classroom facilitates experimentation with new learning materials.
5. As a result of having a parental volunteer in the classroom, the teacher will experience added strain.
6. The teacher should discuss the progress of students with the parental volunteers.
7. For their experience in the classroom, parental volunteers should receive credit which would be applicable toward teacher certification.

Strongly Agree	A
Agree	B
Undecided	C
Disagree	D
Strongly Disagree	E

8. There is a danger that parental volunteers will eventually take over teaching responsibilities which have previously been within the exclusive realm of the teacher.
9. The teacher should discuss the teacher-learning process with the parental volunteer.
10. It would be detrimental to the teacher if some students were able to relate better to the parental volunteer.
11. Parental volunteers should be offered membership in professional organizations.
12. Parental volunteers should be allowed to engage directly in activities relating to the teaching-learning process.
13. Parental volunteers living in the community could be helpful in assessing the particular needs of the students of that community.
14. It is likely that parental volunteers will give teachers fresh insight into meeting students' needs more adequately.
15. Parental volunteers should be given non-teaching duties so as not to cause interference with the learning process.
16. Parental volunteers are in a good position to tap the human resources of the community in order to enrich the school program.
17. There is a possibility that the use of parental volunteers will lead to an increase in pupil-teacher ratio.
18. Parental volunteers promote positive two-way communication between the school and home.
19. Parental volunteers supplement the work of teachers in the classroom.
20. Parental volunteers should receive fringe benefits similar to those made available to professional staff members.
21. Parental volunteers tend to complicate organizational procedures in the classroom.
22. An experienced teacher seldom needs additional help with non-teaching duties in the classroom.
23. Parental volunteers help increase community understanding of educational needs and goals.

Strongly Agree	A
Agree	B
Undecided	C
Disagree	D
Strongly Disagree	E

24. Parental volunteers tend to disrupt the daily routine of the classroom.
25. Parental volunteers enlist and strengthen lay public cooperation with the school.
26. Parental volunteers could boost teacher morale by bringing experiences that the teacher does not necessarily have to the classroom.
27. Parental volunteers relieve teachers of non-professional chores.
28. Parental volunteers help to increase children's motivation for learning.
29. Parental volunteers boost teacher morale by bringing skills that the teacher does not necessarily have to the classroom.
30. Parental volunteers help the teacher put the personal touch to book learning.
31. Parental volunteers provide individual attention and assistance to children who are not performing well in a group situation.
32. Parental volunteers provide the opportunity for children to learn to respect various occupations.
33. Parental volunteers may provide children with added opportunities to learn about service to others.
34. Parental volunteers provide the opportunity for more individualized help to students in the classroom.
35. Parental volunteers provide the children with opportunities for increased personal contacts with adults.
36. Parental volunteers provide the opportunity for children to learn to respect various talents of dedicated people.
37. Parental volunteers can be an inspiration to teachers to carry out research projects within the classroom.
38. A teacher should be a member of at least one specialist council and should take an active part in it.
39. A teacher should be prepared to devote the whole of his working lifetime to the occupation of teaching.

Strongly Agree	A
Agree	B
Undecided	C
Disagree	D
Strongly Disagree	E

40. Knowledge of educational theory is vital for effective teaching.
41. A teacher has the responsibility to promote needed changes in society through his contact with students in the classroom.
42. A teacher's practice should be based primarily on his acquaintance with educational literature and research.
43. Teachers should subscribe to and read the major professional journals.
44. It is vital that a teacher possess a knowledge of subject matter.
45. Teachers should not be more concerned than they presently are about the adequacy of the schools' program for all students.
46. A teacher's primary responsibility is to serve the community in which he teaches.
47. The greatest satisfaction in teaching is seeing the success of former students.
48. A teacher should encourage as many of his students as possible to enter teaching.
49. I would rather teach than do anything else for a living.
50. Teachers should be evaluated primarily on the basis of their ability to communicate knowledge.
51. Teachers should be expected to give after hours instruction to pupils who are not doing well at their school work.
52. Because of what I am able to do for society I would continue to teach even if I could earn more money at another vocation.
53. Teachers should be equally ready to work for any school board in the province wherever their services are needed.

PART B

INSTRUCTIONS

- . Read each item carefully.
- . Think how well the statement describes your school.
- . Decide to what extent the condition described exists in your school.
- . Pencil in your response on the same computerized answer sheet you have been using. Just check to see that your first answer for this part is marked in the space provided for #54.

A Very Great Deal	A
A Great Deal	B
Quite a Bit	C
Some	D
Little or None	E

- 54. The degree to which the teachers feel the lack of direction from the administrators.
- 55. The degree to which stress is prevalent among the teachers.
- 56. The degree to which the teachers' needs are not taken into consideration.
- 57. The degree to which the teachers sense a lack of security.
- 58. The degree to which the teachers feel isolated in their job situation.
- 59. The degree to which the teachers experience confusion due to frequently occurring changes.
- 60. The degree to which the teachers feel the need for specific policies defining their position.

TEACHERS' INFORMATION AND INSTRUCTIONS

A. INFORMATION:

1. What grade level do you teach? (mark one with an "X")

- 1) K-1-2
- 2) Primary 3-4
- 3) Junior 4-5
- 4) Intermediate 6-7-8

(i) kindergarten and ☐ (ii) grades 2 or 3 ☐ ,
grade 1

(iii) junior grades ☐ (iv) intermediate, ☐ .
4, 5 grades 6, 7, 8

2. To the nearest full year, how much teaching experience do you have?

- (i) 2-years ☐ , (ii) 3-5 - years ☐ ,
(iii) 6-10 - years ☐ , (iv) 11 or more- ☐ .
years

3. To the nearest full year, how much experience do you have teaching with other adults?

- (i) 1 or 2-years ☐ , (ii) 3-5 - years ☐ ,
(iii) 6-10 years ☐ , (iv) 11 or more ☐ .
years

4. Have you ever been engaged in a team-teaching project?

Yes ☐ , No ☐ .

If yes, was the experience

unsatisfactory ☐ , satisfactory ☐ , very satisfactory ☐.

5. Have you ever taught with the assistance of a paid paraprofessional or teacher aide?

Yes ☐ ,

No ☐ .

If yes, was the experience

unsatisfactory ☐ , satisfactory ☐ , very satisfactory ☐.

6. Have you ever taught with the assistance of a parent volunteer?

Yes ☐ ,

No ☐ .

If yes, was the experience

unsatisfactory ☐ , satisfactory ☐ , very satisfactory ☐.

APPENDIX 2

TABLE VII ORIGINAL DATA

Table VII.-
Original Data.

I	II	III	I	II	III
48	27	138	43	29	153
42	20	136	52	15	120
50	31	126	46	18	132
55	10	131	41	24	116
39	16	143	38	18	127
38	22	135	50	22	116
36	20	128	51	18	135
40	9	130	41	14	117
41	16	130	49	17	122
39	19	113	38	21	143
40	17	118	38	18	128
38	22	139	50	27	114
39	19	135	42	15	130
49	10	136	47	15	129
39	24	134	57	14	143
33	10	123	36	25	165
49	19	147	38	30	136
44	24	143	53	24	136
44	26	131	43	12	134
47	8	144	39	17	142
50	19	146	38	19	139
47	14	125	31	22	117
55	24	136	51	15	144
53	29	140	36	8	117
52	20	135	29	11	119
39	10	127	41	8	137
42	7	120	39	24	128
40	20	124	47	18	120
53	15	148	39	31	129

I: Professional Role Orientation Scores

II: Situational Job Security Scores

III: Attitude Towards Parental Volunteer Scores

Table VII.- (Continued)
Original Data.

I	II	III	I	II	III
44	15	115	47	18	129
47	12	107	32	10	135
38	17	145	51	14	108
52	14	129	45	17	124
38	27	137	47	7	127
43	13	135	46	23	119
30	12	125	35	8	143
29	11	122	33	11	116
47	27	123	57	30	132
45	8	129	53	16	130
55	10	139	44	28	135
46	9	123	33	35	136
44	17	119	43	15	104
50	23	108	35	34	138
44	17	119	37	10	145
47	23	145	42	9	117
49	13	128	43	14	121
37	13	108	42*	12	150
51	10	120	39	14	134
28	13	145	55	27	150
33	10	140	36	24	147
38	14	118	52	17	129
47*	26	93	37	15	131
31	9	125	43	25	127
31	27	112	40	22	144
47	11	120	42	23	109
57	13	129	52	13	112
58	11	134	52	15	110
43	18	138	56	10	126
46	31	131	43	20	120

I: Professional Role Orientation Scores

II: Situational Job Security Scores

III: Attitude Towards Parental Volunteer Scores

* These cases were deleted from further analysis.

Table VII.- (Continued)
Original Data.

I	II	III	I	II	III
32	9	132	43	13	138
43	26	162	57	19	133
38	16	116	35	11	137
51	26	162	38	15	119
35	13	133	49	15	130
51	10	116	45	20	123
55	23	149	47	16	129
45	10	142	40	15	146
33	30	149	33	11	142
45	14	149	29	11	144
47	10	117	52	21	145
52	11	142	39	10	139
49	21	140	48	16	130
41	8	105	29	27	144
37	11	110	40	18	123
32	12	71	54	15	118
43	22	138	38	13	117
33	34	135	44	15	125
39	17	139	52	16	142
48	13	138	50	12	133
51	13	110	37	32	108
25	16	91	39	14	128
34	16	97	46	18	111
45	12	145	46	22	135
43	16	132	40	11	126
58	19	141	42*	23	96
49	13	113	43	12	121
35	18	131	34	10	123
62	33	141	39	17	135
53	20	138	54	32	101
52	15	119	38	19	102

I: Professional Role Orientation Scores

II: Situational Job Security Scores

III: Attitude Towards Parental Volunteer Scores

* This case was deleted from further analysis.

Table VII.- (Continued)
Original Data.

I	II	III	I	II	III
34	20	117	43	11	106
45	21	125	37	14	137
39	25	120	53	14	110
41	24	137	23	31	114
58	18	136	48	7	129
60	16	123	51	12	146
52	24	137	36	7	128
40	25	146	45	12	146
40	16	110	45	13	143
44	7	118	43	22	147
46	9	118	34	19	130
40	15	135	37	15	106
39	15	106	43	15	116
53	12	130	40	23	137
38	13	128	53	11	130
48	16	108	41	18	156
46	15	123	47	17	131
36	31	127	41	7	119
43	14	138	43	15	133
40	35	173	36	14	147
38	12	128	46	13	119
38	19	123	57	20	141
51	23	125	37	20	126
51	19	138	51	20	127
58	18	146	44	16	131
38	12	113	45	19	146
50	32	131	36	19	143
49	30	131	56	8	145
53	25	104	44	26	142
43	15	134	36	19	85
28	11	129	52	17	137

I: Professional Role Orientation Scores

II: Situational Job Security Scores

III: Attitude Towards Parental Volunteer Scores

Table VII.- (Continued)
Original Data.

I	II	III	I	II	III
46	35	157	46	27	118
45	19	129	42	15	83
45	25	152	35	20	139
32	25	143	43	21	123
42	26	142	46	17	115
39	16	113	53	12	137
46	26	136	50	14	116
40	19	125	42	15	118
55	16	149	35	29	113
47	21	139	36	19	135
36	15	128	52	22	136
45	12	97	59	14	140
34	10	128	51	25	122
54	8	133	50	14	127
67	18	106	49	9	101
41	30	126	39	12	118
45	16	117	44	16	122
43	20	108	46	19	141
47	12	135	28	28	133
43	30	135	50	19	139
47	13	140	47	16	141
50	12	140	50	25	123
52	9	130	38	25	149
59	26	167	36	20	128
45*	9	149	54	15	131

I: Professional Role Orientation Scores

II: Situational Job Security Scores

III: Attitude Towards Parental Volunteer Scores

* This case was deleted from further analysis.

Table VII.- (Continued)
Original Data.

I	II	III
40	16	133
43	21	123
43	21	102
37	17	108
43	16	125
43*	10	147
33	32	125
54	14	121
45	20	131
27	14	121
43	22	115
48	18	122
40	19	127
37	23	136
55	28	142
43	15	134
36	27	123
36	16	127
53	16	137
43	9	133
44	20	107
36	18	109
47	9	131
43	20	145
43	21	117
38	21	113
42	25	117
44	25	128
40	30	113
36	18	127
34	15	126
48	22	128
45	19	124
29	15	119
44	10	136

I: Professional Role Orientation Scores

II: Situational Job Security Scores

III: Attitude Towards Parental Volunteer Scores

* This case was deleted from further analysis.

APPENDIX 3

LETTER OF AUTHORIZATION FOR PROFESSIONALISM SCALE

2247 Lilac Lane,
Ottawa, Ontario.
K1H 6H6

April 24th, 1975

Dr. Denis Massé,
Faculty of Education,
University of Sherbrooke,
2975, rue Gamelin,
Sherbrooke, Quebec.

Dear Sir,

Pursuant to our telephone conversation of April 3, 1975, I wish to inform you that I will be using your Professionalism Scale as part of my instrumentation in my Doctoral dissertation for the University of Ottawa. I will be using the Professionalism Scale to determine the relationship between the professional role orientation of teachers and their attitudes towards the use of parental volunteers in the classroom.

Thank you for your interest in my study and for the permission to use your instrument.

Sincerely,

Sr. M. Gerarda O.S.B.
(Sr. Sophie Kathryn Pura)

APPENDIX 4

ABSTRACT OF

A Study of Teachers' Attitudes Towards
Parental Volunteers in the Classroom and
Their Relationships to Professional Role
Orientation and Situational Job Security

ABSTRACT OF

A Study of Teachers' Attitudes Towards Parental
Volunteers in the Classroom and Their Relationships
to Professional Role Orientation and Situational
Job Security¹

The purpose of this study was threefold: to determine the attitude of teachers towards parental volunteers in the classroom; the relationship of teachers' professional role orientation and their attitude to parental volunteers; and the relationship of teachers' situational job security and their attitude to parental volunteers.

The specific hypotheses were:

1. There are no significant differences between the attitude scores of teachers with high professional role orientation scores and the attitude scores of teachers with low professional role orientation scores.

2. There are no significant differences between the attitude scores of teachers with high situational job security scores and the attitude scores of teachers with low situational job security scores.

The sample of teachers was chosen randomly from one suburban school district in Eastern Ontario. The measuring

¹ Sr. M. Gerarda O.S.B., doctoral thesis presented to the School of Graduate Studies of the University of Ottawa, Ontario, June 1976.

instrument included The Teacher Attitude Scale, The Professional Role Orientation Scale and The Situational Job Security Scale, all combined to form the Teacher Opinion Questionnaire. A total of 327 teachers participated.

The data were analyzed by two separate univariate analyses of variance on professional role orientation and on situational job security respectively. The following conclusions were drawn from the results.

1. The distribution of teachers' attitude scores indicated that teachers' attitudes were positive.

2. Teachers with high professional role orientation scores had significantly higher attitude scores towards the use of parental volunteers than teachers with low professional role orientation scores.

3. Teachers with high situational job security scores had significantly higher attitude scores towards the use of parental volunteers than teachers with low situational job security scores.

Suggestions for further research included:

1. Examination of the attitude scale in terms of the relationships between teachers' attitudes and demographic data;

2. Replicative studies;

3. The extension of the attitudinal dimension of professionalism and its relationship to teachers' attitudes to parental volunteers in the classroom; and

4. An examination of the correlates of teachers' situational job security.