

A TEACHER'S PERCEPTION OF HIS PROFESSIONAL ROLE -

A DEVELOPMENTAL STUDY.

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" Why should a man live a hundred years? This is how it happened. Allah gave all the animals fifty years each, and that was enough. But man came last, and Allah had only twenty-five left And man started complaining it wasn't enough. Allah said "It's enough!" And man said, "No, it isn't." So Allah said, "All right, go out and ask, maybe someone has some over and will give you some." Man went off and met a horse. "Listen," he said, "my life's too short. Give me some of yours." "All right," said the horse, "take twenty-five years." Man went a bit further and met a dog. "Listen, dog, let me have some of your life." "All right, have twenty-five years." On he went. He met a monkey, and he got twenty-five years out of him, too. Then he went back to Allah, and Allah said, "As you wish, it's up to you. The first twenty-five years you will live like a man. The second twenty-five you'll work like a horse. The third you'll yap like a dog. And for the last twenty-five people will laugh at you like they laugh at a monkey..."".

A Muslim fairy tale as told by Yefrem to Ahmadjan, the Uzbek.

'Cancer Ward' Part 1. Alexander Solzhenitsyn. Bodley Head 1968.
 pp. 28-29
 Trans. Bethell, N and Burg, D.

INTRODUCTION.

The chance of early retirement after a teaching career of some twenty-five years enabled the author to indulge in a second spell of academic life at university. This resulted in the realisation, during a B. Ed. course, that a vast amount of knowledge about education and teaching had been discovered and disseminated to others during those twenty-five years. Among the new knowledge obtained was that of developmental psychology, a concept unknown to the author when he was first inducted into the teaching profession. Teachers knew through experience that children developed and changed, that they evolved from ignorant pupils into knowledgeable and civilised adults. They also knew that children went through phases particularly an 'awkward phase', which Mead had stated was such a strain and placed the child under stress. What was not realised was that it proceeded in stages, seemed so predictable and that each stage was so essential for mental development. If teachers suspected this or referred to it, it was as 'teaching lore' and 'teacher myth.'

A lecture in educational psychology, dealing with developmental psychology as applied to the life spans of teachers and detailing some of the life events and life crises that affected them A. Noble, (1979), showed that mental development did not end at adolescence. It was now realised that a further series of developmental stages similar to those of early childhood, late childhood, early adolescence, etc., were also experienced in adult life. These stages were as important to adult mental development as they were to the child. Life events and crises could also affect the development of the adult.

Being in that position, where the 'monkey years' were just

over the horizon, it was possible to look back on the 'horse' and 'dog' years and recognise those milestones and adjustment periods in one's career. One had feelings and attitudes, quite acceptable at the time, which could be irrevocably altered by some event, conversation or crisis. There were periods of high activity, low depression, great satisfaction as well as uncertainty and insecurity. This raised the question of whether the developmental phases of adulthood, described by Hurlock, Weinstock and Whitbourne, and others, were also present in a similar pattern in the career span of teachers? Perhaps, being a select group by virtue of the vocation they had chosen, Wilson & Goethals (1960), teachers reacted in different ways and at different stages in their lives. Would teachers, who spent their working life in an environment different to that of other adults (among young people) have a different pattern of change?

The attitudes and feelings one had after leaving the College of Education soon changed after the supportive atmosphere of the college was removed. Contact with experienced teachers and the positive or negative interaction with the pupils in one's class soon modified those attitudes. One could notice those changes in colleagues. New teachers joining the staff from other schools seemed to exhibit similar behaviour patterns, often trying to introduce changes with which they had felt comfortable at the previous school. Reactions of individuals to different school events, crises, 'scandals', pupil misdemeanours, were not always related to the personality of the teacher. The reactions seemed to be age and experience dependent. Their reactions may also have been different due to differing early experiences. There are also certain events and experiences common to all teachers.

The attitudes of teachers and those in other professions

change as they progress in their careers but little research literature is available to indicate how the attitudes of the experienced teacher alters. Most of the research on attitude change in teachers has centred on the student teacher and his change of attitudes while at college under the influence of different types of college, degree of supervision and the effect of teaching practice. Some investigation has been made into the attitude change in the young teacher during his first year of teaching. If any measurement of the attitudes of experienced teachers has been made it has been done for comparison with student teachers or to determine the personality of 'efficient' teachers.

This then was the object of this study, to determine

- I) whether there is a pattern of attitude change common to teachers;
- II) whether early experience brings about different patterns of change among teachers;
- III) whether specific life crises and events bring about these changes;
- IV) whether changes in attitudes occur at different stages in the teacher's career.

1. AIM OF THESIS.

1.1 THE CONCEPT OF AN ATTITUDE - THE ATTITUDE THEORY.

The attitudes of people, (Polish peasants) were being measured, by Thomas and Zaniecki as early as 1918, Triandis (1971) By the mid-thirties, psychologists were attempting to formulate a clearer idea of the concept of an attitude.

Thurstone (1931) thought of the attitude as being "... the degree of positive and negative affect, associated with some psychological object."

Cantril (1931) "An attitude is the tendency for a person to react positively or negatively to the total situation. Accordingly attitudes may be defined as the mobilisation of the will of a person".

Allport (1935) thought of the attitude being "... a mental and neural state of readiness, organised through experience, exerting a directive and dynamic influence upon the individual's response to all objects and situations, with which it is related."

These prewar social psychologists tended to regard attitudes as being behaviourally determined and being the products of directly or indirectly acquired experience. This stress on experience as being the basis for attitude learning was expanded by postwar psychologists in their definition of attitudes.

L.W. Doob (1947) stated, "An attitude is an implicit response which is both (a) anticipatory and (b) mediating in reference to patterns of overt responses, which is evoked (a) by a variety of stimulus patterns (b) as a result of previous learning of gradients of generalisation and discrimination, which is itself cue - and drive - producing and which is considered socially significant in the individual's society."

This is supported by Khan and Weiss (1973) in "... that attitudes are selectively acquired and integrated through learning and

experience; that they are enduring dispositions indicating response consistency; and that positive and negative affect toward a social or psychological object represents the salient characteristic of an attitude."

The emotional attribute of an attitude was recognised by Remmers and Gage (1965), ".... an attitude may be defined as an emotional tendency, organised through experience, to react positively or negatively toward a psychological object or ... feelings for or against something."

It was however Smith M.B. (1947) who saw an attitude as having a ".... multidimensional construct consisting of cognitive, affective and conative components."

Krech, Crutchfield, et al (1948) (1962) (1974) also support this triad structure of an attitude, "... an enduring system of positive and negative evaluations, feelings, and tendencies towards action with respect to a social object".

Weichmann and Weichmann (1973), sum up the modern view with the definition, " An attitude is a psycho-biological construct through which the human organism perceives persons, objects and ideas, interacting with them in affective, cognitive and behavioural ways.

Triandis (1971) sums up the modern view more succinctly as " An attitude is an idea, charged with emotion, which predisposes a class of actions to a particular class of social situations", where the idea represents the cognitive component, emotion the affective and the predisposition to action the behavioural component.

1.1.1. Cognitive or Belief Component.

These are the beliefs of the individual that may be based on sound factual argument, generalisation, stereotype judgement, superstitions, primitive belief (often childhood beliefs but basically beliefs with little or no supporting evidence) Krech,

Crutchfield Ballachey (1962) Krech, Crutchfield, Livson (1974).

Many of the educational beliefs held by teachers would be of this latter type e.g. 'teacher myths' based on intuitive assumptions. Under the influence of this component, individuals perceive psychological objects (stimuli) as being good/bad; favourable/unfavourable; desirable/undesirable.

1.1.2. Affective or Feeling Component.

This emotional or feeling part of an attitude influence helps the individual to evaluate objects in terms of positive or negative feelings e.g. pleasing/unpleasing; liked/disliked. It is an important component and often a major factor in determining the positivity or negativity of an attitude. Feelings and emotions may be irrational in that they are due to irrelevant events or fortuitous associations. This component may also be induced unconsciously in an individual Krech, Crutchfield, et al (1974).

1.1.3. Action-Tendency Component.

This third component is defined as the behavioural readiness of an attitude - the manner in which the individual will act towards an object. It is usually consonant with the affective and cognitive part being either :-

a) positive - tending to reward, help or support;

or

b) negative - tending to punish, harm or destroy.

While this component could be regarded as being the resultant of the other two and is strongly influenced by them it is, nevertheless, independent in its influence on the attitude and may in some cases be strong enough to override the other two components, as when it is controlled by the intensity of the environment. In this case it is said to be inconsistent or dissonant with the belief and emotional components. Krech, Crutchfield, et al.

1962, 1974) e.g. A young student teacher, on teaching practice, child-centred in his beliefs, and feeling tender-minded towards pupils, allows his pupils (maybe even encourages them) to create a fair amount of noise in the classroom, i.e. his attitude components are consonant. This same teacher during his first year of teaching, despite his beliefs and feelings, may now endeavour to keep his class quiet for he feels that the other teachers (the environment) may regard him as being an incompetent teacher if his class made the same amount of noise that he regarded as permissible on teaching practice.

Krech, Crutchfield, Livson (1974) feel that there are three possible situations where the action may be discrepant with the attitude or the belief and emotional components:-

- a) His beliefs about the consequences of acting in a certain way and the evaluation of those consequences;
- b) His belief about what he personally feels he should do and his belief about what society says he should do;
- c) His motivation to comply with the dictates of his conscience and with society's expectations.

It is therefore important to know not only the nature of the attitude component but also its intensity if predictions of behaviour are to be made. Where the intensity of the other components is strong enough they may override or insulate the environmental impact resulting in consonant action.

A total set of attitudes in an individual are said to be a constellation. The attitude constellation is made up of a number of attitude clusters. These are made up of two or more attitudes that are closely related or are relatively isolated from other clusters. Like the attitude components these may also be consonant or dissonant e.g. in a political attitude cluster the voter may have the following attitudes :-

A. Consonant Cluster

- 1) Pro party
- 11) Pro foreign policy
- 111) Pro economic policy
- IV) Pro candidate

B. Dissonant Cluster.

- 1) Pro party
- 11) Anti foreign policy
- 111) Pro economic policy
- IV) Anti candidate

The 'congruent' and 'incongruent' attitudes will have an effect on the response (action) of the individual. Krech, Crutchfield, Ballachey (1962).

It must be appreciated therefore that an agreement/disagreement response to a questionnaire statement may not necessarily be consonant with other attitudes in the cluster or components in the attitude.

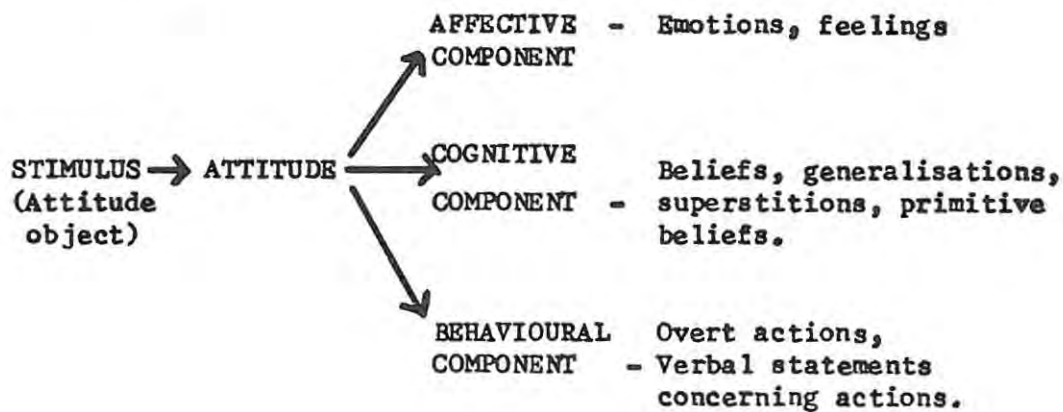


Fig.1.1 Schematic Conception of Attitudes (after Rosenberg and Hovland, 1960) (Triandis 1971)

"Thus the attitudes of a person involve the cognitive structures, affect and behavioural intentions, all of which depend on the interaction of the individual and his environment." Triandis(1971)

1.2 FORMATION OF ATTITUDES.

Triandis (1971) feels that people form and develop attitudes so that they may (I) understand the world around them; (II) to protect their self-esteem; (III) help them to adjust in a complex world; (IV) help them to express their fundamental values.

Attitudes are thought to develop in people through a want satisfaction or need i.e. a favourable attitude would be formed towards an object or person that satisfied that want, while objects or people blocking, frustrating or failing to satisfy that need would acquire an unfavourable attitude in that person's attitude constellation. (Krech, Crutchfield, Ballachey (1962))

The development or acquisition of attitudes by an individual is dependent on a number of factors such as:-

1.2.1. Experience

Few of the attitude objects, from which an attitude is formulated, are ever encountered by the individual. Actual contact may, in fact, often modify the original attitude. Most attitudes formed are through information obtained by communication with other people, reading, radio, television, films, newspapers. With the present-day mass media deluge, to which the individual is exposed, a large amount is of dubious information viz. advertising, propaganda and counter propaganda. Attitudes may therefore be formed without the information (or secondhand experience) being sifted for accuracy. The individual has every chance of being duped or fooled.

When wants are very strong information is sought from any source to support the attitude and satisfy it. Similarly when an individual cannot find these facts he may invent them. (Krech, Crutchfield and Ballachey (1962)) Attitudes may also be based on such unreliable sources as dreams, superstitions, myths, legends and delusions.

1.2.2. Individuals.

- a) Parents. Listening to the conversations of parents, their ideologies, interpretation of events, discussions with their parents may result in the adoption of their attitudes. Different types of child training can give rise to different degrees of internal control (conscience), insecurity and, consequently different attitudes. Triandis and Triandis. (1962)
- b) Teachers. Exposure to the information supplied by teachers as well as their views and attitudes, forms a major source of information during the very attitude-formative years of childhood. Attitudes formed during this period persist often into adulthood.

1.2.3. Personality.

- a) Authoritarian Personality - is thought to be induced by childhood treatment and having characteristic attitudes : conservative, rigid, highly ethnocentric Adorno R.W., Frenkel-Brunswick E., Levinson D.J., Sanford R.N. (1950)
- b) Insecurity - is often due to child training when the child is punished inconsistently and without explanation. This tends to bring about increased prejudice in attitude. Harvey et al. (1961) Prejudiced attitudes may also have their origin in frustrations, socially disapproved goals and activities and repressed activities Krech et al.(1962)
- c) Defence of Self - attitudes formed to deal with inner conflicts.
- d) Self Expression - attitudes formulated to confirm the individuals self identity or he may adopt attitudes which he feels conform with the identity or character he admires. Krech et al.(1974)
- e) Protecting the self-esteem - by developing negative and superior feelings toward some people.

1.2.4. Groups.

- a) Family. Parents and siblings views and prescriptions tend to contribute to much of the childhood attitudes.

b) Peer Group - take over from the family in their influence with the adolescent in the formulation of many attitudes. Rettig (1962) demonstrated the significance of peer group influence in the study of Israeli Kibbutz youngsters, where the family kinship groups are replaced by peer groups. He found large differences in the attitudes over three generations. Similar generations of children reared in family-centred cultures had attitudes similar to those of their parents.

Of the factors listed above those involving direct experience seem to have the greatest relevance to the cognitive and affective components, while information from other people is most relevant to the behavioural component. Each can however, influence the other components indirectly through interaction. Triandis (1971).

1.3 ATTITUDE CHANGE.

".... we can only warn the reader that attitude change is a complex area, where interactive relationships are common, and where change in one variable may have widespread results in many other variables within the system."

Triandis, H.C. : 'Attitude and Attitude Change' John Wiley & Sons (1971).

A change in attitude is thought to take place :-

- 1) Congruently - where there is an increase or change in the valence (intensity) of the attitude and in the same direction i.e. there may be an increase in the negativity or positivity.
- 11) Incongruently - where the valence of the attitudes is changed in the opposite direction to the original sign i.e. a decrease in positivity or a decrease in negativity, or changing from positive to negative, or changing from negative to positive.

It is usually more difficult to bring about an incongruent change than it is to make a congruent change in an attitude.

Attitudes, which have strong social support are the most difficult to change. Krech, Crutchfield and Ballachey (1962).

1.3.1 COGNITIVE DISSONANCE.

An important contributory factor in attitude change is that of cognitive dissonance, described by L.A. Festinger in 'Theory of Cognitive Dissonance' (1957). Cognitive dissonance occurs when there exists ".... a relationship between two cognitive elements in which the obverse of one follows from the other," in other words it is an 'uncomfortable state of being' arising in a person when he is aware that he is behaving in a manner disparate not only with his own attitudes, but with his own self-image. Mahan and Lacefield (1978). A teacher, trained in a certain methodology and one which he has found successful, might on transfer to another school or perhaps under a new head of department, experience dissonance if he was

directed to teach in some other way, one which he felt was educationally wrong.

Individuals become 'uncomfortable' when aware of cognitive dissonance and will do something to 'get rid of it' either by reducing the dissonance or avoiding an increase in it. He may achieve this by :

- 1) Behavioural change;
 - 11) Change in cognition;
 - 111) Circumspect exposure to new information.

Triandis (1971)

The individual has therefore to accept as valid only facts that will reduce the dissonance and reject as invalid any new information that might increase the dissonance. Mahan and Lacefield (1978) state that if the dissonance is of low intensity, the trend would be towards reduction. High intensity dissonance, while reduction may occur, usually results in the attitude being reinforced. The teacher, experiencing dissonance with the new teaching method may therefore:-

1. Change his 'behaviour' and conform, adopting the new teaching method i.e. a behavioural change but with the original attitude still intact, if the dissonance is high.
2. Seek new information about the teaching method, rationalise and change his attitude (Dissonance reduction).
3. Ask for a transfer to another school, resign from teaching (dissonance avoidance and attitude reinforcement).
4. Refuse to conform and wait for official reaction (Attitude reinforcement).

Other situations which may cause a change in attitude are :-

1.3.2. PERSONALITY AND IDENTITY.

Whitbourne and Weinstock (1979) in their work on the development of adults, state that the disequilibrium of childhood and

adolescence and the Piagetian accommodation and assimilation of experience continue into adulthood. Expanding the fifth stage of Erikson's 'Identity vs. Identity diffusion', they feel that self-identity established in early adulthood is not set or stabilised for the rest of the individual's life. The adult, perceiving new experience which cannot be assimilated, will still pass into a state of disequilibrium which when resolved (accommodated) will cause a change in schemata. Whitbourne and Weinstock postulate two processes, which while similar to the Piagetian assimilation and accommodation in operation, are involved with identity change rather than mental change.

The two processes involved are :-

- a) Deductive Differentiation - interpreting experience according to the identity of the individual;
- b) Inductive Differentiation - perceiving the experience as being discrepant with his identity induces change in the identity.

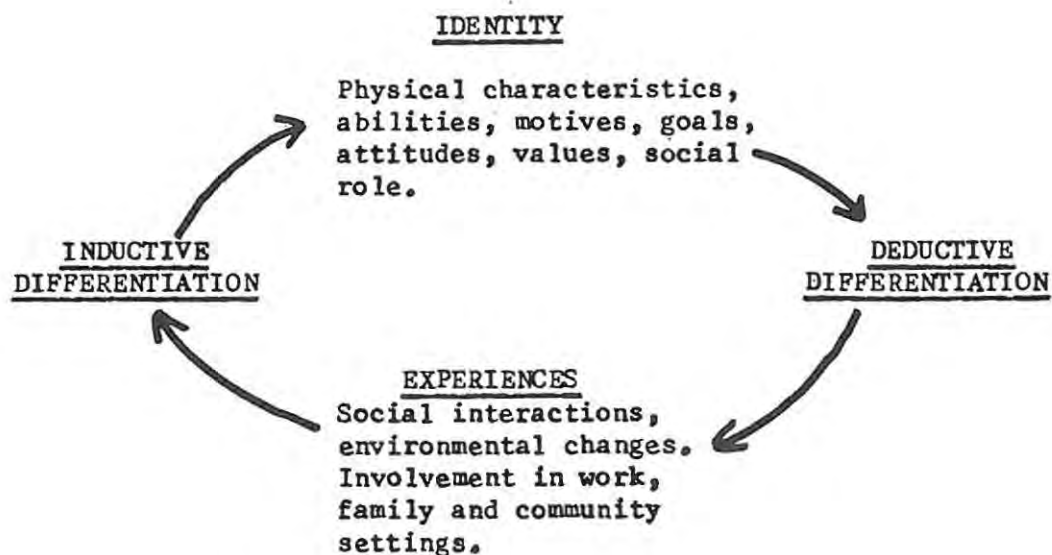


Fig. 1.2 : Whitbourne and Weinstock : 'Adult Development : the differentiation of Experience'. (1979)

Identity change, as illustrated in the flow chart above, may take place only when disequilibrium occurs. e.g. An achievement-orientated teacher applies for a promotion post but does not obtain the post. He may interpret this as non-approval of his work and perceive that further rewards will not be forthcoming.

- 1) Change may be induced in his identity, he may become a passive non-achiever or an embittered rebel.
- 11) He may continue to seek rewards in his job deduced according to identity needs. If they are not forthcoming he will become dissatisfied.
- 111) He may interpret experience more realistically and by self appraisal perceive the need for a change of identity.

Whitbourne and Weinstock see the four adolescent identity states described by Marcia (1960) as also occurring in adults, viz :-

- a) Identity-achieving Adult - a stable identity state but prepared to accept change in the light of experience. He has a realistic view of his identity.
- b) Moratorium Adult - in a state of change, disequilibrium or identity differentiation.
- c) Foreclosed Adult - denies reality, has a defensive attitude towards identity-threatening experiences. Seeks experiences to reinforce his identity. Has a fixed and rigid identity.
- d) Diffuse Identity Adult - in an unstable state like the Moratorium adult but is not concerned about achieving identity. His identity changes with the current experience. Whitbourne and Weinstock also postulate that there is not just a single identity but six separate areas of adult identity :-

- 1) Goals
- 11) Sex Role
- 111) Self concept
- IV) Work Attitude

V) Religion

VI) Politics

and that in any of these areas an adult could be in one of the four identity states at the same time.

The strength of the personality traits, the stability of the identity of an individual must therefore play an important part in the amount of attitude change occurring in an individual. The firmly fixed and rigid attitude of the authoritarian or foreclosed adult will not be easily changed, whereas the adult with a "diffuse identity", unstable personality will. Persons of the mature, identity-achieving type will also change their attitudes but only after mature consideration. Personality and identity changes will therefore affect the attitudes held by that individual. However attitudes towards self are not easily changed. Bloom (1964) found that attitudes towards impersonal objects changed more easily than those acquired in self-evaluations and self perceptions.

1.3.3. SOCIAL GROUPS.

I) Brainwashing e.g. Korean and Vietnamese P.O.W.'s Those individuals, who had previously accepted the attitude without thought or argument, were more susceptible to this psychological treatment than those who were aware of the arguments for or against the attitude. Lifton (1956).

II) Participation in the formulation of a solution made the participator more favourable to this attitude. Triandis (1971).

III) Decisions made in a group are more effective in changing attitudes.

IV) Changes in group affiliations will bring about attitude changes more appropriate to the new affiliations.

V) Similarly the attitudes of the individual change as those of his group change.

The effectiveness of the group in changing the attitudes of

the individual will however be dependent on how committed he is to the group; the policing effectiveness of the group (group pressure); the value the individual places on his membership of that group.

1.3.4. FORCED COMPLIANCE.

It is possible to change a person's attitudes by forcing them to change their behaviour by :-

- 1) Legislation (pass laws to make him comply);
- 11) Social Demand (convention);
- 111) Environmental (classrooms, school work, reward); Triandis (1971)
- 1V) Role-playing being forced to play a role, publicly display and express what is counter to his attitudes, will produce dissonance, which he can reduce by privately changing his attitudes to conform with his public attitudes (rationalisation). Krech, Crutchfield Ballachey (1962).

Krech, Crutchfield and Livson (1974) stated that while extreme threats may modify behaviour it will not necessarily alter the attitude. Mild threat, with little external pressure, producing behavioural change would have a much better chance of attitudinal change. The threat should not be so mild that no behavioural change occurs for no attitude change will then take place.

1.3.5. ATTITUDE SIMILARITY.

The meeting of two individuals, especially strangers, who are attitudinally similar, will as they interact with each other reward themselves by hearing the other agree with their views. They will seek each other out for further encounters and thus mutually reinforce their attitudes.

1.3.6. EXPERIENCE.

- a) Traumatic Experience - death, resignation, discharge, retirement of a person to whom attitudes were negative, may now that their threat is removed, become less extreme or even positive. Triandis (1971)

- b) Sociotypes and Stereotypes - attitudes, formed without actual experience, based on dubious information and hearsay, may by actual encounter with the sterotype or sociotype be altered or modified.
- c) Fait accompli - the event having taken place the attitudes may now change to fit the implications of the new situation. Triandis (1971)
- d) New Information and new experience can alter the attitudes of the individual.

1.3.7. AGEING. The ageing of an individual may result in attitude change if the objects :-

- a) are no longer seen as a threat (more position, power, security);
- b) situation has altered (e.g. retirement) - new situation, new attitudes;
- c) attitudes of youth now seen in a different light;
- d) objects formerly seen as neutral are perceived as a threat to security and way of life, may bring about a change in acceptable routine. Triandis (1971)

1.4. ATTITUDES OF TEACHERS.

1.4.1. QUESTIONNAIRE ITEMS.

The act of recording any subject's negative or positive response to an item in a questionnaire may be regarded as the action determined by the third attitude component, the behavioural or action-tendency component. While it is usually the resultant of interaction between the cognitive and affective components it may, if sufficiently intense, act independently of the other two. The subject's 'tick' in the appropriate box on the questionnaire sheet will not indicate which attitude component was largely responsible for the response recorded on the sheet. It merely indicates the response the subject made at that moment.

The action-tendency towards a questionnaire item such as "IT IS ALWAYS NECESSARY TO MAKE AUTHORITY SEEM REASONABLE TO A CHILD" may vary by being influenced by the most intense component at that time. Let us assume that the cognitive part regarded the statement as being legitimate and justified, and reflected the attitude of the individual. Would the action-tendency be the same under differing circumstances? Would the individual make the same response after a hard and trying day with difficult pupils? Would his response be the same if he knew that his response could be made known to other members of staff and he may have the chance of being ridiculed by them? If the cognitive part of the attitude is regarded as being the product of experience, beliefs, reasoned and rational thought, superstition, etc., this would make it the more stable component and would surely be the part that the investigator would try to sample and identify. The questionnaire items have therefore to be so designed that the affective component is not so strongly aroused that it masks the cognitive part of the attitude.

The atmosphere in which the subject makes his response may also have an important effect on the response he records. There

is little however, the investigator can do to control this factor. Even in a personal interview, where the interviewer may be aware of disturbing circumstances, there is little he can do other than postpone the interview or discard the results. The fact that external factors can affect the score is undoubtedly one of the weaknesses of attitude sampling. It must therefore be accepted that the questionnaire is vulnerable in this respect and that caution is needed in interpreting the scores obtained by this method. There are, however, strategies whereby the effect of these factors may be minimised.

1) Care can be taken in the framing of the questionnaire items so that the affective part of the statement is subdued.

11) The influence of the behavioural component can be minimised by assuring the respondent that his anonymity will be respected.

111) The effective or behavioural bias can be diluted by presenting a large number of items for consideration by the respondent.

Neutralisation by the unaffected responses will result in a more reliable score for the attitude cluster.

1.4.2. ATTITUDE CLUSTERS.

It is not difficult to generate a number of attitude clusters which one thinks would be useful in assessing a teacher's attitude towards his profession. It is on the second appraisal that the picture becomes confusing. One cluster seems to merge into the field of another until items appear to be able to fit two or more clusters. In the end one is not quite sure what is being measured. Two clusters or attitude categories do seem to be sufficiently independent of the others :-

a) Job Satisfaction - in any vocation the individual's attitude towards his vocation is important and is a resultant of the interaction of all the other clusters.

b) Attitude towards Pupils - the pupils are the 'work objects' and are also the products of a teacher's work. His attitudes towards his pupils should be the most sensitive and reliable measure of his attitude to the profession. The many educational theories, philosophies and methodologies that have had their impact on teachers - his own experiences, should all register themselves in this category. It is however a very broad field and many workers have proposed other categories and factors that are really minor subdivisions.

a) Authoritarian/Democratic; Conservative/Liberal Bacchus (1967);

b) Modern/traditional; Optimism-favourable/pessimism-unfavourable; Permissive/punitive concern; rejection of pupils stemming from bewilderment rather than dislike or punitiveness; Desire to maintain control vs inclination to let them run free.

M.T.A.I - Horn & Morrison (1965)

c) Security vs Change ; Individual vs Social evaluations; mens sana vs corpus sanum; intrinsic vs extrinsic motivations and satisfactions; Task orientation McLeish (1969)

d) Naturalism/idealism in Education; Radicalism/conservatism in education; Tendermindedness/toughmindedness in education
Oliver & Butcher (1962)

e) Liberalism of Teacher-pupil relations MTAI - Evans (1969)

f) Traditionalism vs Progressivism Peterson (1933) ; Oliver & Butcher (1962)

Other clusters could be :-

a) Attitude towards Professional Role;

b) Attitude towards Older Staff;

c) Attitude towards Younger Staff;

d) Attitude towards Administration.

1.4.3 DETERMINANTS OF TEACHER ATTITUDES.

A study of the previously described work on attitude formation seems to indicate that the main determinants are individuals, groups, experience and environment. Their relevancy to the formation of attitudes in teachers is as follows:

a) Individuals.

Parents; older persons (aunts, uncles, friends of the family);
Teachers; Headmasters; Scoutmasters; Sports coach.

b) Groups

School staff; Adolescent peer group (school and social); Pupils;
Social group; Sports group; University group; Socioeconomic group.

c) Experience

University training; Army; First appointment; Hierarchical position;
Teaching subject; Age; Teaching experience; Previous occupation.

d) Environment

School at which educated; Rural/urban community in childhood;
Army; School taught at; School type - private, government;
single sex, Coeducational.

Wilson and Goethals (1900) compared American teacher's educational values as against their background. They felt that there were three different sets of influence affecting the values (attitudes) of any occupational group:

- 1) Preadult socialisation;
- 11) Occupational Selection;
- 111) Professional socialisation.

They quote Linton (1945) in support of the first set of influence, that a person's values are related to previous experience and that individuals who have had different early experiences will have different values. People "who have similar values will select similar occupations or conversely, that persons who are in similar occupations will have similar values". Ginzburg et al (1951) Row (1956; Super (1953) and lastly they quote Hughes (1928) that

"there should be consensus among members of any given occupational group".

They submitted their questionnaire to 280 teachers and asked them for the following details of previous experiences:-

- I) Sex (male/female);
- II) Socioeconomic status (father);
- III) Urban-rural background;
- IV) Religion;
- V) Type of college education;
- VI) Amount of teaching experience.

Of these 'antecedent variables' they found significant relationships with religion, rural/urban community, college education and teaching experience.

A great deal of influence has been attributed to previous experience by workers in the field of attitude formation. In compiling the questions for the Personal Data section in the questionnaire therefore, a fair amount of information was requested regarding the respondent's previous experience viz :-

- I) Age;
- II) Sex;
- III) Teaching experience;
- * IV) Academic qualifications;
- * V) Professional qualifications;
- VI) Teaching subjects;
- VII) Type of school at which major part of career had been spent:
Government/Private school; single sex/coeducational;
- VIII) Teaching position;
- IX) Previous occupation;
- X) Army service;
- XI) Type of school at which they were educated.
Private school/Government school; single sex/coeducational;
atmosphere of school.

X11) Childhood rural/urban;

X111) Atmosphere of school to which first appointed.

The sample was further differentiated with regard to previous experience into teachers with a B.Ed. degree, those without and those who were studying for that degree. There were altogether seventeen variables relating to previous experience, against which attitude scores could be tested.

- * These had to be deleted in questionnaires submitted to Cape Departmental schools.

2.0. REVIEW OF RELEVANT RESEARCH.

Most of the work on the attitudes of teachers has centred on the student teacher, his attitude on entry into a College or Education, the change in attitude during the teacher training course of one or more years and finally his attitudes at the end of the course, prior to his entry into the teaching profession. Some researchers extended their enquiries into the first year of the teachers's life in the classroom. If any research has been initiated into an investigation of the practising or experienced teachers they have been as a specific group for comparison with the student teacher or divided into such groups as elementary/secondary school teachers; male/female; rural/urban; etc. Some differentiations with reference to age and experience have been made but with large groups, e.g. minus 30 years; 31-50 years; plus 50 years.

2.1. INSTRUMENTS USED IN THE MEASUREMENT OF TEACHER ATTITUDES.

Khan and Weiss (1973) described and tabulated a number of attitude-measuring instruments constructed for education purposes. Most of those listed were designed to test the attitudes of people, other than teachers, towards education e.g. attitudes of pupils or parents towards education, school subjects, etc. Those that dealt with teachers were :-

- | | |
|-----------------------------------|--|
| 1) Miller (1934) | : Attitudes towards teaching. |
| 11) Rundquist and Sletto (1930) | : The education scale. |
| 111) Mitchell (1931) | : Attitude towards education scale. |
| IV) Glassey (1945) | : Attitudes towards education. |
| V) Cooke, Leeds and Callis (1951) | : Minnesota teacher attitude inventory. |
| V1) Lindgren and Patton (1958) | : Opinionnaire on attitudes towards education. |
| V11) Kerlinger and Kaya (1959) | : Education scale. |

Descriptions of 1) 111) V1) and V11) are given by Shaw and Wright

(1967); V) by Getzels and Jackson (1963) and also the authors' own description that accompanies their questionnaire. Of the above list only the Minnesota Teacher Attitude Inventory (M.T.A.I.) has been extensively used for the measuring of student teacher and teacher attitudes. Two other instruments, which although described were not included in the above list are the Ryan 'Teacher Characteristics Schedule' (1960) and the 'Manchester Scales' of Oliver and Butcher (1962). The Ryan scales are also well described by Getzels and Jackson.

While the M.T.A.I. has been frequently used in the United States, British researchers, Herbert and Turnbull (1963) and Evans (1958, 1965, 1969) have found the M.T.A.I. unsatisfactory for populations in the United Kingdom and recommend the rewording of some of the items. Evans also found that 'faking' of the responses was comparatively easy. The 'Manchester Scales' constructed by Oliver and Butcher in 1962, are based on three categories formulated by Oliver (1953) and based on :-

- 1) the theories of educational philosophers and the philosophies of practical teachers;
 - 11) the two primary social attitudes identified by Eysenck (1951, 1954);
 - 111) an extension of the work done by Thompson (1957), Butcher (1959).
- The use of these scales in research work will be described later.

Cohen (1976) described the Manchester Scales and also those of other instruments used in sampling of teacher attitudes in the United Kingdom:-

- a) Study of Values Allport, Vernon, Lindzey (1931) modified for the N.F.E.R. by Richardson in 1965 and used by Evans (1967) and Crompton (1971).
- b) Teacher Attitudes and Values. Barker-Lunn (1970) - used to test aspects of primary school teachers.

c) Values Survey. Rokeach (1968, 1973) - besides being used in the U.S.A., it has also been used in Australia by Feather (1970, 1972) by Cohen (1975) on student teachers and headteachers in the United Kingdom.

d) Pupil Control Ideology Form (P.C.I.) Willower, Eidell and Hoy (1967) This instrument was used to test the teachers ideology in classroom control along a custodial/humanistic continuum.

The Minnesota Teacher Attitude Inventory and the Manchester Scales are to date the most frequently used of the teacher attitude measuring instruments, previously listed.

2.2. STUDENT TEACHERS.

The format of student teacher attitude testing has been on a pretest/posttest basis i.e. they are tested on entry to the College or training institution and again after they have completed their course of professional training. During the two or three years courses they were usually tested at the end of each year. In some investigations they were tested before and after teaching practice and in a few instances the same students were tested after a year of teaching.

2.2.1. MINNESOTA TEACHER ATTITUDE INVENTORY. - Cooke, Leeds, Callis. (1951)

The M.T.A.I. was "designed to measure the attitudes of a teacher, that predict how well he will get along with pupils in interpersonal relationships, and indirectly how well satisfied he will be with teaching as a vocation". British researchers like Herbert and Turnbull (1963) were of the opinion that the Inventory tended to test what students had learnt from their lecturers i.e. educational theory.

Using this instrument researchers Callis (1950), Cooke, Leeds, Callis (1951), found that College of Education students increased their MTAI scores with training.

2.2.2 MANCHESTER SCALES - Oliver and Butcher (1962)

Three attitude categories are utilised, Naturalism/Idealism, Radicalism/Conservatism and Tendermindedness/tough-mindedness. Like workers using the Minnesota Teacher Attitude inventory, most researchers found that student teachers increased their scores in all three categories during their training. Butcher (1965); McLeish (1973). McIntyre and Morrison (1969) recorded that Scottish students also showed the same increase in scores.

2.2.3. OTHER STUDIES.

Kitchen (1965) using a semantic differential technique discovered a difference between first and second year students and attributed it to first year students being more concerned with acquiring maturity while the third-years achieved a higher score as they were possibly more concerned with the responsibilities of their chosen profession. Sanford (1965) found that students became less conservative, more tolerant of individual differences and freer in their expression of impulses.

2.2.4. SEX DIFFERENCES.

Thompson (1957) determined that women students were more religious, socially-tenderminded and educationally progressive than the men and suggested that the difference was due to the different roles they played during training. Butcher (1965) confirmed that women students in his survey were more tenderminded than male students. Evans (1967) using the British version of the Study of Values of Allport, Vernon and Lindzey, as modified by Richardson (1965), found that the small differences between male and female post-graduate student teachers evened out by the end of the course. Their MTAI scores however showed marked increases.

2.2.5. GRADUATE AND NON-GRADUATE STUDENT TEACHERS.

Pienokowska & Cameron-Jones (1980) and Cameron-Jones (1980) found that graduate student teachers had higher scores in naturalism, radicalism and tendermindedness than the three-year non-graduate student teacher. This they attributed to the graduate being more open-minded and theoretical while the non-graduate student teacher was more practical and 'down-to-earth'.

2.2.6. EFFECT OF TEACHING PRACTICE.

Cohen and Finalyson (1967) revealed that students were less authoritarian in classroom behaviour in their second year but as a result of teaching practice in their third year, regressed in an attempt to bridge the narrow gap between their own views and those of the headmaster.

2.2.7. REASONS FOR CHANGE.

Most researchers feel that cognitive dissonance Kerlinger and Kaya (1959) is induced by the differences in attitude between the student-teachers and the teaching or lecturing staff. To reduce the dissonance the student adopts the attitudes of his lecturers. Hoffman (1957) felt that conforming to group opinion was a form of defence mechanism that would protect the individual against anxiety. Scott and Brinkly (1960) found that where the student had a lower MTAI score than his supervisor the score would increase during the course but when they had a higher score there was little increase, which lends credence to the theory of dissonance. McLeish in his work "College Environment and Student Attitudes" (1973) suggested that the effect of a college education was to produce an increase in openmindedness, an increase of interest in intellectual matters and greater independence of judgement in the young student and that "... some colleges are more successful in generating these changes than others - how they do it is the question"?

In 1933 Peterson found that training college lecturers, university lecturers, young lecturers with Ph.D. degrees, those who had recently taken degrees in education, all tended to aggregate around the progressive end of a traditional vs. progressive continuum. Ofchus and Gnagey (1963) state that instructors unconsciously influence students attitudes and to reduce the dissonance generated, students may:-

- I) Leave the course;
- II) Shift their attitudes towards those of the lecturer;
- III) Perceive his instructor as an inferior teacher not worthy of emulation;
- IV) Reject teaching as a long term career.

They also concluded that there was a positive correlation between authoritarian personality and the MTAI score and that the more authoritarian student teacher would make the least attitude shift. Those students, who see their instructor as more capable and competent and nearer their own attitudinal position, will make the greatest change in their attitudes.

Students in education are also thought to be different to other students of similar age and background, studying at similar institutions. The question arises however whether other students' attitudes change in the same way as those of student teachers? Evans (1969) applied personality as well as MTAI tests to Anglican and Baptist theology students, engineering students, experienced primary and secondary teachers doing B.Ed. degrees. She discovered that while the student teachers resembled the experienced teachers they differed from other vocational students. While they did not differ in their social values student teachers did have certain educational values e.g. attitude towards pupils, and these values were susceptible to influence during teacher training.

Recent workers, using a shortened version of the Manchester Scales, Oliver (1969), have not found the same response of students

to their training course as McIntyre and Morrison, Butcher discovered during the "60's". Hussell and Smithers (1974) testing second year students before and after a term of teaching practice found no change in scores in naturalism, no significant difference in the radicalism attitudes and a slight but significant decrease in the tendermindedness score. This may be due to the impact of the practical teaching situation and influence of practising teachers, whose attitudes are usually more traditional than those of the student's lecturers. Pienokowska and Cameron-Jones have found that first year students tested one year after entry, were unlike the students of Oliver and Butcher, McIntyre and Morrison less radical and differed only slightly in their naturalism, radicalism and tendermindedness scores in their third year. Comparing the 1978 and 1979 pretest scores of new students they also found that the students in 1979 were less radical than those of the previous year. Pienokowska and Cameron-Jones feel that the lower radicalism scores registered may be due to attitudinal differences in society at large i.e. different to those of society, when Oliver and Butcher, McIntyre and Morrison did their work on students.

2.3. YOUNG OR BEGINNING TEACHERS.

No record of work has been found where a researcher has reported a rise in score towards the desirable end of a teacher attitude continuum, during the first year of teaching. All beginning teachers at the start of their careers seem to record a drop in their MTAI scores. Callis (1950) found this drop significant at the 0.1% level. Steele (1958), Cooke, Leeds. Callis (1951) recorded this drop within the first six months of teaching, a reversal of the progressive attitudes acquired at Training College. Cooke et al. found the decrease in MTAI scores significant to a 1% level and that the change tended to move in an

undesirable direction in 11% of the items. McIntyre and Morrison (1963) testing students at the start of their final year, at the end of their training and a year after starting teaching, found that non-graduates showed a decrease in all the Manchester attitude categories but those of male graduates were slight and non-significant. Non-graduate female students decreases were significant only in the radicalism and tendermindedness categories. Women graduates showed a significant decrease in all categories. Men, it seems, do not show as great a decrease in their scores. This is possibly explained by the fact that the increase in their scores during training was not as high as the female student teacher.

Weaver (1969) tested students during their training course and one year after teaching and determined that students' attitudes towards the professional elements in their course changed negatively and significantly. The smallest change exhibited by these young teachers was their attitude towards educational psychology. Like McIntyre and Morrison they found that it was the female student teacher with their achievement of better attitudes during the course rather than the male student, that showed the greatest deterioration of those attitudes during the first year of teaching. Shipman (1967) observed that during the first six months of teaching, the attitudes of new teachers became more like those of their new colleagues and that, the influence of the college lecturer was only of a temporary nature i.e. ".... the college of education influence rapidly wears off when he becomes an established teacher". Hoffman (1957)

The type of school to which a teacher is first appointed can modify the shock of the practical teaching situation on the new teacher. Wiseman and Start (1965) found that the ".... better the first appointment the fewer the causes of dissatisfaction". Adjustment was found by Hermanowicz (1965) to be more difficult where

new teachers were appointed to schools of a different type to that for which they had been trained. Turner (1905) discovered that predominantly 'working-class pupil school systems' and 'middle-class pupil school systems' had different values which affected the rating of performance of new teachers. Working-class schools placed a high value on discipline while the middle class school was more concerned about personal warmth and social skills in their evaluation. Such first appointments, Turner felt, could affect the direction of the development of the beginning teacher. Although the main theme of her research was to explain the discrepant assessments by college authorities and headmasters of graduate teachers performances, Collins (1959) also felt that the choice of school on first appointment was important. "A follow-up study of those former students, who did less well or who did better than expected, seems to show that choice of school is an important factor", and that this was perhaps a partial explanation of the discrepancy between the college's assessment of the student and his assessment by the school, e.g. "... for one thing a feeling of general acceptance by one's colleagues would tend to help one teach rather better". Taylor and Dale (1973) agree in that "... it seems likely that beginning teachers in particular are lastingly influenced by the conventions and values of their first school..." and detailed some of the problems faced by new teachers : discipline; authorities and other teachers expect the new and inexperienced teacher to be in control of his classroom; teaching below-average children; being the most junior in the hierarchy, they have the worst teaching conditions to cope with, viz. substandard classrooms, equipment; etc. They also felt that because of the differences (dissonance) between the views of their new colleagues and their own more progressive attitudes acquired during their training years, the young teacher consciously or unconsciously, moved towards the more conservative

views of the experienced teacher.

2.4. THE PRACTISING TEACHER.

2.4.1. MINNESOTA TEACHERS ATTITUDE INVENTORY.

The most extensively used teacher attitude measuring device used in the United States, it was constructed by Cooke, Leeds, Callis (1951) and intended to be used for the selection of superior and inferior teachers. Getzels and Jackson (1967) state that some fifty research studies have used this instrument. Of those relevant to the present research and Cooke, Leeds, Callis (1951); Rocchio and Kearney (1955) and Beamer and Ledbetter (1957). Evans (1965, 1969) did a great deal of work with the Minnesota Teacher Inventory on teachers and students in England and Wales and concluded that while the MTAI was a useful instrument for selecting students, it was really a test of whether the students had absorbed the views of their tutors.

2.4.2. MANCHESTER SCALES.

Constructed by Oliver and Butcher (1962), it was based on three attitude categories, Naturalism/Idealism, Radicalism/Conservatism and Tendermindedness/Toughmindedness identified by Oliver in 1953. These he defined as :-

- a) Naturalism In Education (N/Ed.) - a continuum with idealism in education as the other extreme. It is a measure of the teacher's preference for spontaneity in pupil responses and their unforced development, as opposed to a rigid adherence to norms and conventions and teaching the child to accept external standards.
- b) Radicalism in Education (R/Ed.) - a measure of the number of changes in education that a teacher sees as desirable, as opposed to conservatism.
- c) Tendermindedness in Education. (N/Ed.) - a continuum of attitudes where freer discipline, a more democratic concern for the individual (pupil) is at one end and toughmindedness, placing a high value on

pupils conforming to standards, observing rules and laws in education, at the other pole.

This latter category was thought by Butcher to be better described as being of Theoretical/Practical dimensions (personal communication to McIntyre and Morrison - 1967) i.e. a theoretical viewpoint on educational issues as opposed to a practical interpretation. Young (1980) has described it as being a liberalism/utilitarianism continuum.

Use of the scales has been restricted to the United Kingdom as it appears to meet some of the criticisms made about the M.T.A.I. Besides being used by Oliver and Butcher (1962, 1968), Butcher (1959, 1965) it has also been utilised by McIntyre and Morrison (1967) and McLeish (1969, 1973). A shortened version of the scales was made by Oliver in 1969. This was used by Wilson and Bill (1976), Pfenokowski and Cameron-Jones (1979, 1980). Cameron-Jones (1980), Hussell (1973), Hussell and Smithers (1974) Young (1980) has used some of the items in his scales to test the attitudes of lecturers and tutors.

2.4.3. OTHER INSTRUMENTS - used for the determination of teacher attitudes and values are Ryans (1964) Teacher Characteristics Schedule in the USA and Barker-Lunn's (1970) questionnaire in the U.K.

2.4.4. AGE AND EXPERIENCE.

Cooke, Leeds and Callis (1951) testing teachers, on earlier forms of the Minnesota Teacher Attitude Inventory, found that teachers less than forty years of age had higher scores than those over the age of forty. These age and experience related items were later removed from the final form of the Inventory. Butcher (1965) found that "... an analysis of trends within the sample of 300 teachers,, showed no significant differences related to age between 25 and 50 on any of the three scales". Oliver and Butcher (1968) found that teachers became slightly more idealistic

and conservative with age but only on the tendermindedness scale did they become significantly more toughminded; "... teachers over 50 were significantly more toughminded than those in all the other age groups, but no other age differences were significant". Kuhlen and Johnson (1952) noted that male teachers experienced considerable job dissatisfaction and restlessness in the late 30's and 40's and did not really settle down until their 50's. Gunn, Veroff and Feld (1960) found with men that job satisfaction increased and like Kyriacou and Sutcliffe (1978) discovered that they were less likely to initiate job transition as they grew older.

Beamer and Ledbetter (1957) found, using MTAI tests, that inexperienced student teachers had higher scores than experienced teachers. McLeish (1973) discovered among his sample of experienced teachers taking advanced courses in education, that the older teacher was slightly more radical. His sample was, however, rather select in that few teachers study for further education or other degrees once they have obtained their teaching diploma. He also found that these teachers were more job satisfied. Ryan (1964) comparing young and old teachers found that those over the age of 55 years were at a disadvantage with younger teachers except in the business-like management of their classrooms and their learning-centred, traditional educational viewpoints. He also observed that female teachers in both elementary and secondary schools were business-like, responsible and systematic but that male teachers were more emotionally stable. Female teachers also obtained higher MTAI scores than males. Beamer and Ledbetter (1957)

2.4.5. TYPE OF SCHOOL.

A number of investigators have shown that differences in attitudes exist between teachers from different types of schools. Elementary school teachers had higher MTAI scores than secondary school teachers, Beamer and Ledbetter (1957). Willower and Eidell

(1976), using a questionnaire of their own construction, determined that secondary school teachers were more custodial (as opposed to humanistic) than primary school teachers. Teachers in unstreamed primary schools differed from those in streamed primary schools, Barker-Lunn (1970). Those in streamed schools favoured corporal punishment, the 11+ selection of pupils, and had more favourable attitudes to 'A' stream pupils whereas the other group were more permissive and more tolerant of classroom noise. The grammar school teachers according to Oliver and Butcher (1968), were different in that they were more tenderminded; were more job satisfied despite fewer promotion prospects according to Rudd and Wiseman (1962); and were more conservative and subject-centred according to McLeish (1973).

2.4.6. TEACHING SUBJECT.

The subject taught appears to affect the attitudes of the teacher. Elementary school teachers who taught all subjects to the same class were interested not only in the subject matter but in the pupil as an individual. On the other hand specialist teachers were more concerned with the subject matter. Kearney and Rocchio (1955) thought this was due more to the greater contact with the pupils than the type of subject taught. Teachers, teaching academic subjects had higher MTAI scores than those teaching non-academic (physical education, art, music) subjects. McLeish (1973) discovered that the amount of change in educational attitudes during teacher training was related to the subject the teacher was trained to teach. Physical education students showed the greatest change but they tended to have the lowest scores on entry to the course. Humanities, art, environmental studies teachers showed great change - mathematics and music student teachers showed the least change. He also showed that there were differences in social and educational attitudes. Beamer

and Ledbetter (1957) using MTAI questions on a variety of student teachers, experienced teachers and 'personnel in education', stated that Guidance workers had the highest scores and administrators the lowest.

2.4.7. TEACHER'S BACKGROUND.

A teacher's background, education, college, teaching environment, childhood community, religious and political inclinations, have also been shown to be related to the attitudes and beliefs held by the teacher. McLeish (1973) Wilson and Goethals (1960); Oliver and Butcher (1968).

2.4.8. JOB SATISFACTION.

Gurin, Veroff and Feld (1960) report that job satisfaction increases in males as they grow older and as they consolidate their feelings towards the job. They were also less likely to initiate job transition as they aged. Kyriacou and Sutcliffe (1978) found that this also applied to teachers in that they were more likely to leave the profession under the age of thirty and do so more frequently during the first four years of service. De Caprio (1974) indicates that job satisfaction tends to be higher among older and more experienced teachers.

From all these investigations the picture that emerges rather clearly is that the educational views and attitudes of the student teacher are changed, in the desired direction, during their professional training. They become more naturalistic, more radical and more tenderminded in their educational attitudes. These changes, however, are only of a temporary nature and within the first year of teaching become more idealistic, conservative and toughminded. As experienced teachers they seldom again attain the levels achieved during teacher training, unless they become lecturers and tutors in educational theory. There are also indications that the older and more experienced teacher is

more idealistic, more conservative and more toughminded in his attitudes towards education.

Sex differences only appear to play a part among the student teachers, the female student registering much higher scores than the male student and as a result shows greater deterioration in those attitudes when she enters the classroom as a beginning teacher. As experienced teachers however, the male appears to obtain much more satisfaction from his work than the female teacher. Environmental and early experiences seem to play a part in differentiating teachers and student teachers in their attitudes towards educational matters. The community, the type of school in which they teach and the type of impact of their first appointment appear to be significant factors.

3.0 EMPIRICAL INVESTIGATION.

3.1. METHOD OF SAMPLING.

The objectives of developmental psychology may be described as "... involving the question of how individuals change over time. Developmental psychologists are interested in identifying those factors within the individual and in the individual's environment that account for alterations in physical functioning, cognitive and intellectual abilities, personality and social behaviour throughout the life-span". (Whitbourne & Weinstock, (1979) The objectives of this developmental study are more concerned with the cognitive and intellectual abilities. It is intended to determine and describe the attitudes of various age groups of teachers towards their profession, and identify changes in those attitudes of those groups as they progress in their careers. If possible it is hoped to identify the factors that may account for these changes.

3.1.1. CROSS-SECTIONAL VS LONGITUDINAL SAMPLING.

Two methods of approach are available to the developmental psychologist:-

- a) Cross-sectional Research where the researcher collects data or measurements for a particular characteristic at a given time and with the same instrument, from groups of individuals in different age (or cohort) groups. The data collected is computed to an average value and plotted to give a developmental curve.
- b) Longitudinal Research where the researcher observes and measures the same group of individuals repeatedly over the period of development being studied. He usually uses the same instrument for measurement throughout the study.

CROSS-SECTIONAL STUDIES.

This method of sampling is quick, convenient and a less costly method of sampling. It is useful for portraying average

trends. The values computed are strictly the average measurements of different age groups and while the values obtained can be used to obtain information about age differences they are not really an accurate interpretation of developmental changes. The difference in average values between the age groups may not be due to development but to secular change which is defined as the change taking place in successive generations rather than during the course of an individual's development. Krech, et al.(1974) i.e. the differences between the age groups or cohorts may not necessarily be due to age alone but may be due to :-

- a) Cultural Differences - the quality and quantity of education, the educational opportunity available may differ between the younger and older cohorts.
- b) Historical Events - wars, economic depressions, periods of affluence may have been experienced by some cohorts and not others.
- c) Moral Environment - some cohorts may have experienced a more permissive environment than others which could affect their attitudes differentially to other age groups.

LONGITUDINAL STUDIES.

This is ideally suited for developmental research in that the problems limiting other sampling methods are avoided. It measures the actual change in the same individual over a certain period of time, thus allowing more accurate and valid predictions to be made and hypotheses formulated. There are however a number of factors that mitigate against longitudinal research being commonly used :-

- a) Costs are much higher as research extends over a longer period.
- b) Although interim reports may be made during the course of the investigation the final conclusions cannot be made except after a long lapse of time and often not by the original investigator.

- c) Research often has to be handled by different investigators as those in charge are promoted, transferred to other spheres or die.
- d) Attrition of the sample through death, accident, illness, disappearance of subjects, refusal to co-operate.
- e) The same measuring instrument has to be used for the repeated measurements, extending over a long period of time (in a career-span study + 45 years). The instrument may :-
- 1) Due to cultural changes become inappropriate;
 - 11) Subjects may through repeated sampling anticipate the answers required;
 - 111) With the lapse of time the relevance of the research may have disappeared; the cultural makeup of the subjects changed; the problem for which the research was designed dissipated or been solved.

RETROSPECTIVE STUDIES. Krech, et al. (1974)

It is essentially a longitudinal study but in reverse in that the subjects are asked to recall events and reactions that occurred in their life span and from their responses measurements are made and values constructed. While a useful and convenient method of gathering developmental data it can be unreliable in that it is dependent on the subjects' recall ability. Various researchers, quotes Krech, et al. (1974) Pyles, Slotz, McFarlane (1935); Robbins (1903); Yarrow, Campbell Burton (1970) have found that the recall of subjects is often inaccurate and that they often tend to distort values. Retrospection tends to be untrustworthy in that there tends to be a bias on the part of subjects towards reporting things as being better than they were.

TIME-LAG STUDIES.

Schaie (1955) has suggested a model combining both longitudinal and cross sectional methods in an attempt to reduce

the disadvantages of both. He suggests that the three variables, time of testing; age; time when subject was born, are combined. The subjects are sampled cross-sectionally as cohorts i.e. groups of individuals born at the same time or within a certain time period. These same groups are also studied longitudinally i.e. at specific time intervals.

Longitudinal Sampling.

<u>Cross-</u>	1960	1970	1980
<u>sectional</u>	Cohort I-persons 30 year olds at first testing	40 year olds at second testing.	50 year olds at third testing.
<u>sampling</u>	<hr/>		
	Cohort II-persons 40 years old born in 1940.	50 years old at second testing	
	<hr/>		
	Cohort III. Persons born in 1950.	50 years old at first testing.	
	<hr/>		

i.e. three different designs can be generated from this model:

- 1) Longitudinal design
 - II) Cross-sectional design
 - III) Time-lag design, where persons are of the same age but born at different times, are tested at different times and compared.
- Cohorts I, II and III could be compared at the same age, 50 years and at three different periods. Cohorts II and III can be compared at 40 years. Similar attitude changes in the different cohorts can then be safely attributed as developmental changes. The study is still spread over long periods and many of the disadvantages of the cross-sectional study are still present.

CHOICE OF SAMPLING METHOD.

As time was the deciding factor a cross sectional method of sampling was the only research design possible for this survey. Realising the disadvantages of this method for a developmental study it was decided to supplement the results obtained with a retrospective survey. This involved teachers who had retired, completed their teaching career or who were fairly well advanced along it. Recall from these subjects of their career and life events could then support or reject any conclusions reached by the cross-sectional study. The retrospective survey would also help to supplement the findings in the older cohort groups, where sample numbers were rather sparse.

It is realised however that despite these precautions the results obtained from the cross sectional survey will have to be interpreted with caution if developmental hypotheses are to be formulated.

3.1.2. POSTAL QUESTIONNAIRES VERSUS PERSONAL INTERVIEWS.

A decision on the type sampling technique to be used was aided by consultation of the work of Miller (1964), Triandis (1971) Jahoda et al (1951), Van Dalen (1973) who fully discuss the pros and cons of both methods of gathering information.

3.1.2.1. ADVANTAGES OF PERSONAL INTERVIEWS.

- a) Once appointments have been made with respondents there is a 100% return of response, whereas a return of 30% on postal questionnaires is considered good.
- b) There are no partial returns i.e. willing and unwilling subjects. The sample can be regulated so that those interviewed are representative of the sample.
- c) Questions can be explained to subjects so that there is no confusion regarding the meaning of the question.
- e) Many subjects are more communicative when able to express

themselves vocally than doing the same thing on paper.

- f) A friendly interaction between interviewer and interviewee usually elicits more information than that obtained in a written questionnaire.
- g) Interviewers may use aural and visual clues to determine whether the information being received is reliable.

3.1.2.2. ADVANTAGES OF THE POSTAL INTERVIEW.

- a) Cost of sampling is much less than that of personal interviews.
- b) Because of the lower cost it is possible to sample a large number of subjects and spread over a large area.
- c) It is not as time-consuming as the personal interview and therefore lends itself to large sampling.
- d) Can be handled by one person.
- e) Easier administration.
- f) The subject is treated more objectively i.e. uniform treatment, one interviewer and one set of questions.
- g) The interview is impersonal and there is no reaction to the interviewer's appearance, accent, class, manner, etc.
- h) Allows the respondent time to make a considered response without pressure from the interviewer.
- i) Gives the respondent a feeling of privacy and anonymity and there is little need for him to impress or give a reply which he feels the interviewer would like. His responses are usually franker and more reliable.
- j) There is no subjective interpretation of the respondent's replies or in the case of a number of interviewers a difference in their interpretation.

The main criteria determining the choice of sampling method are :-

- 1) Time;
- 11) Cost;

111) Size of sample;

IV) Response.

Time and cost were a prime consideration coupled with the fact that the sample had of necessity to be as large as possible and spread over a large area. This would help to ensure that the sample was representative of teachers as a whole. The possibility of a low response due to non-return of the postal questionnaires would possibly be offset by the fact that the sample was well educated and professional and it is hoped, interested in the research being undertaken. According to Miller (1964) they would be more likely to return a completed questionnaire. Miller reviewing research literature on the subject also noted the following means of increasing the postal return.

- a) A larger return was obtained from shorter questionnaires. A three-page questionnaire could expect a 28.3% return;
- b) An introductory letter making an altruistic appeal to the subject;
- c) A stamped pre-addressed envelope rather than a business reply envelope.

3.2. CONSTRUCTION OF THE QUESTIONNAIRE.

3.2.1. METHODS OF ATTITUDE MEASUREMENTS.

Attitude surveys have been a feature of psychological research. These surveys, common practice between wars, are now standard for 'Gallup' surveys, policy determination, advertising, political elections, opinion surveys etc. Instruments have now been constructed for the testing of beliefs and attitudes of most objects. Some 'all-purpose' instruments have even been formulated so that they may be used for almost any object e.g. "Attitude towards any Practice" Bues, H.W. (1960); "Attitudes towards any Institution" - Kelley (1934) (see Shaw and Wright - 1967).

Attitude testing instruments are basically a series of statements or items constructed by the researchers. Subjects are

asked to respond to these statements in some way that reflects their attitude towards a certain attitude object. The response is analysed and the resultant score represents the subject's attitude towards the object. Responses are scored by using measurement scales.

3.2.1.1. TYPES OF ATTITUDE SCALES.

The responses made by subjects are scored by different scoring systems called scales. These vary according to the type of attitudes being measured. Four types of scales are used.

- a) Nominal Scale. This is the crudest form of scaling where the categories are not arranged in any particular order.
- b) Ordinal Scale - where, as the name implies, the scale is based on order or ranking. The ranking may be ascendent or descendent. There is however no homogeneity in the dispersal e.g. with the five possible responses, strongly agree, agree, undecided, disagree, strongly disagree, there is order in the categories but the distance between them may be unequal.
- c) Interval Scale - where the intervals between the parts of the scale are known. "However the interval scale does not allow us to say whether one point on it is twice as high (or large) as another. For that kind of scale we need a scale that has a true zero." (Triandis 1971).
- d) Ratio Scale - has equal intervals and also has a true zero.

3.2.1.2. TYPES OF QUESTIONNAIRE.

Some twelve types of attitude questionnaire appear to have been formulated. Six of these have been described by Miller in his 'Handbook of Research Design and Social Measurement' (1964) and Triandis (1971) has described eight of them. It is however Oppenheim (1966) who gives the fullest description of the four main types of attitude scales and, more important, detailed instructions on their construction.

a) TECHNIQUE OF EQUAL APPEARING INTERVALS. (Thurstone and Chave 1929).

A number of statements, relating to the attitude object are collected to form a pool. These are handed over to 40 - 100 selected individuals who are asked to act as judges. The judges place these items into eleven piles in order of favourability to the attitude object. From this sorting a frequency distribution for each item is determined and those items receiving too wide a spread of judgements are discarded as ambiguous or irrelevant. The remainder of the items are awarded a median scale value calculated from the judge's sorting. They are now arranged in a continuum of scale values most closely approaching the values from one to eleven i.e. a scale of equal appearing intervals. Respondents are asked to select three statements that most strongly reflect their attitudes or tick those statements with which they are in agreement. A mean value of the scale values of the items selected represents the measure of the respondents attitude.

b) LIKERT SCALES OR METHOD OF SUMMATED SCALES. (Likert, Roslow & Murphy - 1934)

A large number of selected statements are assembled and submitted to groups of individuals most representative of the groups to be investigated. They are asked to respond to each item on a five-point scale of agreement/disagreement i.e. strongly agree; agree; undecided; disagree; strongly disagree. The responses for each item are recorded. The pattern of scoring will indicate whether the item is favourable or unfavourable towards the object. If it is negative, the scoring for the item is reversed i.e. for strongly agree; agree; undecided, disagree; strongly disagree the scoring would be 1; 2; 3; 4; 5 respectively. Item analysis on the basis of upper and lower percentile scorers (i.e. high and low scorers) are applied to each item and the most discriminating items selected. About 10-15 items are used to determine the subject's attitude towards an object and his score

is a summation of the score of agreement/disagreement for each item.

c) SCALOGRAM ANALYSIS (Guttman 1950)

This technique was developed to form a unidimensional scale that was strongly reproducible. Only items capable of doing this are selected. The Guttman scale enables a researcher to determine from the item selected by a subject, which items he is in agreement with and with which he disagrees. Triandis (1971) illustrates this : ". if you ask a person who weighs 175 pounds, 'Do you weigh more than 200, 180, 160 pounds?' and you get the answers 'No,' 'No,' 'Yes,' you can place him in the interval between 160 and 180 pounds without asking any more questions". The same will apply to a favourable response to an item on the Guttman scale. There will be no need to check whether he has responded or agreed with a less favourable item.

d) SCALE DISCRIMINATION TECHNIQUE. (Edwards and Kirkpatrick - 1948)

This scale uses the three selection techniques of the previous scales i.e. consistency of judgement (Thurstone); high discrimination (Likert) and falling within a unidimensional continuum (Guttman). The selected items will therefore have all the advantages of the three major scales viz. possess equal-appearing intervals, conform to a unidimensional scale and measure intensity of feeling. It is however quite a complex instrument to construct and has not had much usage despite its maturity.

3.2.1.3 DISCUSSION OF THE ABOVE METHODS OF SCALING.

Oppenheim (1966) lists the following as the attributes of a good attitude scale :-

- a) Unidimensionality or homogeneity i.e. should ensure that only one dimension is measured and not a mixture of factors.
- b) Linearity and equal Intervals - that the scale measures attitudes along a straight line continuum and at equal intervals

along that continuum.

- c) Reproducibility - that the respondent's pattern of answers can be predicted from the respondent's total score.
- d) Intensity of Feeling.
- e) Reliability - that if the same measurement was made a short time afterwards and on an identical group, the results would be the same.
- f) Validity - that the scale measures what it is supposed to measure.

The Thurstone Equal-appearing Intervals Technique, Likert and the Guttman scales are the attitude scales most commonly used scales in attitude measurement. One or more of the desired characteristics listed by Oppenheim are however lacking in each of them.

Thurstone Equal-Appearing Interval Technique. While a reliable method of scaling in a unidimensional and linear continuum it is however based on the assumption that all groups of judges will make similar judgements in sorting the items. Sherif and Hovland (1952) have found that judges with extreme views can bring about a bias in their sorting. Further, while the scales are unidimensional they do not allow the respondent to indicate the intensity of his feelings about the items.

Likert Cumulative Scales. These scales involve less work in their construction than the Thurstone scales, in that judges are not needed. It is a reliable scaling method and permits a greater range of response for each item. It has a major disadvantage in that the same total score may be obtained in different ways e.g. taking strong positive views on some items and strong negative views on others could cancel out and a respondent having a similar rating to another who was undecided. Its reliability and relative ease of construction have made it a popular choice for most attitude measurements.

Guttman Scales. The strength of these scales is their reproducibility, unidimensionality and linearity. A feature of the scales has been the assumption that the acceptance of one item implies the acceptance of some items and the rejection of others. Nevertheless Hovland and Sherif (1952) have shown that the acceptance of a highly favourable item and the rejection of a less favourable was not necessarily inconsistent behaviour among persons with extreme views, who would reject mildly favourable views. Triandis (1971)

3.2.2.4. SCORING METHODS.

The selection of items by the Thurstone method for consistency and the Likert method of 'item analysis' are recognised as efficient and reliable means of constructing an attitude scale. In both however, a weakness exists in the method of scoring the items. In the Thurstone system, while each item has a graded value according to its positivity to an attitude object, there is no indication of the extent to which the respondent agrees or disagrees with any of the items. When he indicates an item with which he is in agreement it is assumed that he disagrees with the others. Similarly, with the Likert method of scoring, an item which may have a scale value of 9 on the Thurstone scale may be awarded the same score for an item lower in the continuum, having a scale value of 0. Both items although having different degrees of favourability have the same approval/disapproval rating.

Butcher (1956)

Some investigators have constructed their scales using the Thurstone technique and scoring on the Likert system - Evans (1952, 1953); Weaver (1970). Likert, Roslow and Murphy (1934) tried to combine both scoring systems by weighting each Thurstone scaled item. Instead of scoring an item 5, 4, 3, 2, 1,

according to the degrees of agreement, the 'strongly agree' acceptance was given the Thurstone scale value for that item. The extreme disagreement acceptance, 'strongly disagree' was awarded a value of eleven (maximum scale value) minus the Thurstone scale of the item. The midpoint, the undecided choice was always given a value of 5.5 (neutral point). The intermediate choices 'agree' and 'disagree' were given values halfway between that of 5.5 and the extreme value. For example if the Thurstone value for an item was 6.5 the five choices would be valued as follows:-

	<u>Strongly agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly disagree</u>
Likert Value	5	4	3	2	1
Thurstone weighting	6.5	6.0	5.5	5.0	4.5 (11-6.5)

Eysenck and Crown (1949) proposed their Scale Product Method of scoring. Here the Thurstone scale value is multiplied by the Likert weighting. The unwieldy product obtained is reduced by division of a constant to yield a figure of manageable proportions. Unfortunately the table of values published by Eysenck and Crown does not agree with the method they advocated. Butcher (1950), who quoted the above source, stated however that ".... their account of the Scale Product method is highly condensed and forms only a small part of a long and important paper". Butcher also describes a method proposed by Castle (1953). Castle uses the Eysenck and Crown "advocated" method with only slight variations. He derives the scale product of the item by first determining the difference between the item's scale value and the neutral point of the scale (taken as 6.5) This deviation multiplied by the Likert weighting gives the scale product score.

e.g. if the Thurstone scale value for an item was 9.5 the deviation from the neutral point would be +3 and the scores for that item would be :

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
Likert Value	5	4	3	2	1
Thurstone weighting	15	12	9	6	3

Where the scale value (Thurstone) was less than the neutral point, instead of using reverse scoring viz. 1; 2; 3; 4; 5; Crown gave a minus score to those items with a negative attitude to the object. e.g. Thurstone scale value of 3.5 would give a deviation of -3 from the neutral point and give scale products of -15; -12; -9; -6; -3.

Butcher states that Oliver (1953) used the Castle scoring in Part I of a questionnaire on attitudes to education but that it differed from Castle's "... in the following respects:-

- a) the theoretical mid-point of the scale was taken to be not 6.5 but the actual value of the 30 items,
- b) reversed scoring was used for half the items in order to preserve the symmetry of the scale,
- c) the resulting Scale Product weights were scaled down....".

Butcher concluded "Thus it is possible that the Scale Product method, in the version either of Eysenck & Crown or Castle, is more reliable than Likert scoring when applied to the ordinary Thurstone scale, but not when applied to one that has been modified by item analysis as used in the Likert method of construction". Item analysis was used in the selection of items in the Oliver questionnaire but not apparently in the Eysenck & Crown nor the Castle scales. Item analysis tends to remove those items that are grouped about the neutral point i.e. are the least discriminatory (Miller - 1964).

In determining the attitudes of teachers towards their professional role it seemed that a Thurstone/Likert type questionnaire would be the most suitable in that it met most of the criteria listed by Oppenheim, viz.:

- 1) Unidimensional and homogenous - the attributes of the Thurstone scale;
- 11) Linear - another attribute of the Thurstone scale in that the items are consistently arranged along a straight line continuum and spaced at almost equal intervals;
- 111) Intensity of Feeling - by virtue of Likert scoring, a degree of agreement/disagreement along a favourableness/unfavourableness continuum would be obtained.
- 1V) Reproducibility - neither the Likert nor Thurstone scales have the reproducibility of the Guttman scales but combined, while not attaining that of the Guttman scales, high or low scores achieved by a respondent would tend to be replicated more nearly by the same respondent under this combined method of scoring.
- V) Reliability and Validity - both scales have been shown to be reliable and valid in what they were supposed to measure.

It was decided to use the Eysenck and Crown method of scoring in the questionnaire i.e. the Scale Product of the Thurstone scale value and the Likert weighting. As reversed scoring would be used there would be no need for minus scores. The products would be rounded off and a summation of the scale products for each item would represent the score of the respondent.

3.2.3. METHOD OF SELECTING STATEMENTS.

A pool of some 303 questionnaire items was gathered together. These were either self-generated or culled from various related and often unrelated questionnaires, using the following sources :-

- 1) Shaw, M.E. & (1967) ; Scales for the Measurement of
Wright, J.M. Attitudes. McGraw Hill.

- 11) Miller, D.C. (1964) : Handbook of Research Design and
Social Measurement. David MacKay.
- 111) Cooke, W.W., : Minnesota Teachers Attitude Inventory
Leeds, C.H. and Manual.
Callis, R.
- IV) Wolfe, M.C. and (1979) : Dimensions of opinion about teacher-
Engel, J.D. pupil relations. Jr. Exp. Ed. Vol.46,
No. 3 Spring 1979 pp 41-45.
- V) Coulson, A.A. (1976) : The attitudes of primary school heads
and deputy heads towards deputy head-
ship. Br. J.Ed. Psychol.
Vol.46, pp. 244-252.
- VI) Rudd, G.A. and(1962) : Sources of dissatisfaction among a
Wiseman, S. group of teachers. Br. J. Ed. Psychol.
Vol 32, pp. 275.

3.2.3.1. ATTITUDE CATEGORIES.

Before any list of questionnaire statements could be drawn up, a clear concept of what was to be assessed; what was going to change and what remain stable, had to be formulated. The title of the thesis made one category imperative viz. job satisfaction. A second category, the 'work objects' of his profession, was also self-evident. How would his attitudes towards his pupils alter as he became older and more experienced? The other categories were not so clearly defined and reference was therefore made to earlier work involving teachers attitudes. A variety of possible categories was available.

GLASSEY (1945) 'The attitude of Grammar school pupils and their parents towards education, religion and sport.

- 1) Usefulness of Education;
- 11) Power in character building;
- 111) Influence on community purpose.

THOMPSON (1957) ' A Factorial study of the values and attitudes of graduate teachers in training.'

- 1) Tendermindedness vs. toughmindedness;
- 11) Aesthetic tidiness vs. creative untidiness;
- 111) Aesthetic religious and social values vs economic theoretical and practical values;
- IV) Progressive education;
- V) Intellectual values vs. bodily welfare;
- VI) Desire for recognition vs. desire for security (in teaching profession)
- VII) Teacher/pupil relationship :- Gentle authoritarianism vs. democracy (in classroom).
- VIII) Tendency (as a teacher) to conform vs. disposition towards adventure;
- IX) Transcendentalism vs naturalism;
- X) Religious and social vs remainder of Allport Verney values.

KITCHEN (1965) 'Investigation into attitudes of first year students in a training college using semantic differential techniques.'

- 1) Attitudes to the teaching profession;
- 11) Attitude to training;
- 111) Attitude to self;
- IV) Attitude to teachers as people;
- V) Attitude to abstract values.

OLIVER & BUTCHER (1965) 'Teachers attitudes to education : the structure of educational attitudes.'

- 1) Naturalism vs. idealism;
- 11) Radicalism vs. conservatism;
- 111) Tendermindedness vs. toughmindedness.

WILLOWER, EIDELL & HOY (1967) 'The School and pupil control ideology.'
Custodial vs. humanistic.

McLEISH (1969) 'Teacher attitude : a study of national and other differences.'

- 1) Security vs. change;
- 11) Individual vs. social evaluation;
- 111) Mens sana vs. mens corpora;
- IV) Intrinsic vs. extrinsic motivation and satisfaction;
- V) Task orientation.

BARKER-LUNN (1970) 'Streaming in the Primary School.'

- 1) Attitudes towards streaming;
- 11) Attitudes towards less-able children;
- 111) Attitudes towards punishment;
- IV) Attitudes towards classroom atmosphere;
- V) Attitudes towards A-stream children;
- VI) Attitudes towards 11+ selection.

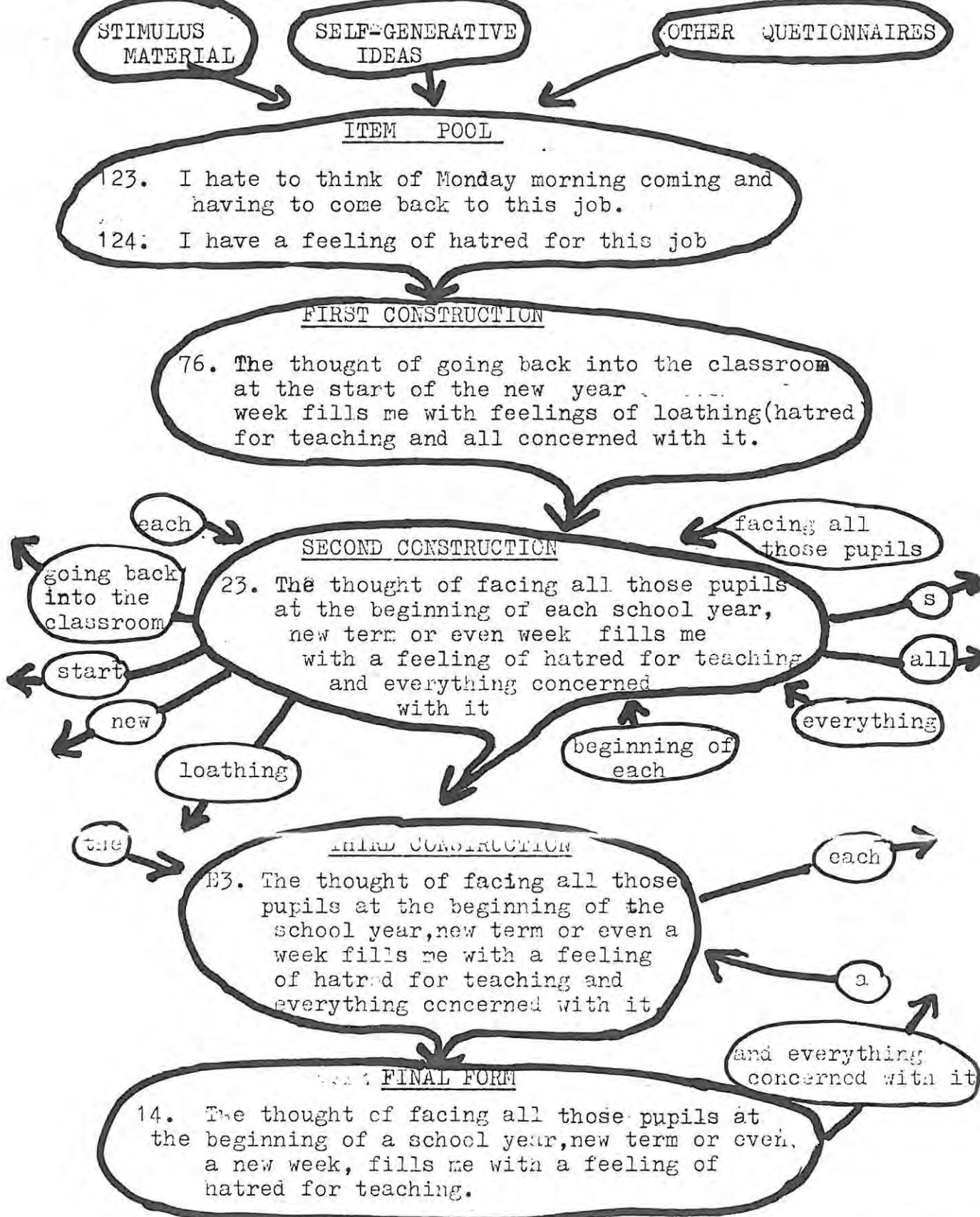
WOLFE AND ENGEL (1978) 'Dimensions of opinion about teacher pupil relations.'

- 1) Children's irresponsibility and need for control;
- 11) Personal adjustment and social learning;
- 111) Children's need for love;

BEECHER (1978) 'An evaluation of selected aspects of the 'Young' Teacher Inventory.'

- 1) Attitude towards the appropriateness of educational change;
- 11) Attitude towards personal change;
- 111) Attitude towards decision-making;
- IV) Attitude towards one's planning horizon.

Two further attitude categories 'attitude towards the professional role' and 'attitude towards members of staff' were added to those of 'job satisfaction' and 'attitude towards pupils'. The staff category was later dichotomised into 'attitudes towards older staff' and 'attitudes towards younger staff'.



Stimulus material for the 'Job Satisfaction' section was taken from the following sources :-

- "Attitudes towards any Occupation" -Burns, Thurstone, Moore & Baehr. Items 11 and 12. (Miller - 1964)
- "Sources of Dissatisfaction among a group of teachers" Item 1. (Rudd & Wiseman - 1962)
- " Attitude towrd any Occupation" Miller H.E. . Items 6,11 & 14 (Shaw and Wright -1967)
- " The (work related) Change Scale" - Trumbo. Item 9. (Shaw and Wright - 1967)
- "Attitude toward Teaching" - Miller, F.D. Item 20. (Shaw and Wright - 1967)

3.2.3.2. CONSTRUCTION OF THE STATEMENTS.

The pool of 303 questionnaire statements collected from other sources was used as stimulus material from which 248 statements or items were constructed, relevant to the four attitude categories :-

- 1) Attitudes towards members of staff;
- 11) Attitudes towards pupils;
- 111) Attitudes towards professional role;
- IV) Job satisfaction.

These 248 items were then typed onto slips of paper that they could be easily sorted into the above categories. Many items were found to be relevant to more than one category. There seemed no reason why an item should not figure in more than one category and so these items were duplicated. The items were also examined and reworded using some of the criteria suggested by Triandis :-

- a) Relevance to the attitude category;
- b) Ambiguity of statement;
- c) Clear, simple and direct language;
- d) Simple sentence structure;
- e) Possession of only one idea or thought to which comment could be invited. Triandis (1971)

Thus by selection and combination the number was reduced to 122.

3.2.3.3. JUDGEMENT OF THE STATEMENTS (OR ITEMS)

The selected statements were printed on judgement slips. These slips also contained the item number, the attitude category, the continuum along which the item was to be judged and also a space for the judge to record in what pile he had placed the item (see fig 1.) The judgement slips were colour coded to prevent an item being sorted in the wrong category.

ITEM NO. A 21	<u>Attitude towards Professional Role</u> Child centred/ subject centred	FILE NO. 61.
	TEACHERS ARE BETTER ABLE TO ADVISE PUPILS ON LIFE IN THE OUTSIDE WORLD IF THEY HAVE HAD SOME EXPERIENCE OF EARNING A LIVING OUTSIDE OF THEIR PROFESSION.	<div style="border: 1px solid black; width: 100%; height: 50px;"></div>
ITEM NO. B 23.	<u>Attitude towards Pupils.</u> Integrative/dominative	FILE NO.
	TEACHERS SHOULD BE PREPARED TO GIVE REASONS TO THEIR PUPILS FOR THE RESTRICTIONS THEY IMPOSE ON THEM.	<div style="border: 1px solid black; width: 100%; height: 50px;"></div>
ITEM NO. C 2.	<u>Attitude towards Older Staff.</u> Favourable /unfavourable	FILE NO.
	MOST OLDER TEACHERS ONLY HELP YOUNGER TEACHERS SO AS TO BOOST THEIR OWN EGOS AND STRESS THEIR SENIOR STATUS.	<div style="border: 1px solid black; width: 100%; height: 50px;"></div>
ITEM NO. D 2.	<u>Attitude towards Younger Staff.</u> Favourable/unfavourable	FILE NO.
	YOUNG TEACHERS, WITH THEIR BOUNDLESS ENERGY AND ENTHUSIASM, PROVIDE A CHALLENGE AND SO TEND TO STIMULATE AND REVITALISE OLDER MEMBERS OF STAFF.	<div style="border: 1px solid black; width: 100%; height: 50px;"></div>
ITEM NO. E 21.	<u>Job Satisfaction.</u> Satisfied/dissatisfied.	FILE NO.
	TEACHING IS A SATISFYING PROFESSION ENABLING A TEACHER TO UTILISE ALL HIS TALENTS HELPING PUPILS TO DEVELOP THEIR POTENTIAL AND PERSONALITY.	<div style="border: 1px solid black; width: 100%; height: 50px;"></div>

Fig 3.1. Judgement slips used for first questionnaire.

The categories, continuums and the number of items in each category were as follows:

- A. Attitude towards professional Role; child centred/subject centred : 20 items
- B. Attitude towards pupils : Integrative/dominative : 37 items;
- C. Attitude towards older staff : favourable/unfavourable:14 items;
- D. Attitude towards younger staff; favourable/unfavourable: 19 items;
- E. Job satisfaction; satisfied/dissatisfied: 20 items.

Dept. of Education,
Rhodes University,
Grahamstown,

Dear

Re. : M.Ed. Thesis - " The Teacher's perception of his Professional Role - a developmental study.

Would you be so kind as to assist me in the above research project. I would be grateful if you would act as a judge to evaluate some statements on education, I have assembled, before incorporating them into a questionnaire. This questionnaire is to be submitted to teachers to determine whether there is a pattern of change in their attitudes towards education as they progress through their career. The attitudes to be tested are the five categories listed below and you are asked to judge the statements and arrange each set of statements into a descending continuum for that category. Your evaluation will be used to select the statements (items) and also give them a value for scoring the responses.

The statements have been printed on separated slips of paper with a different colour for each attitude category. This will aid in easier sorting. You are asked to judge the statements according to the continuum range indicated for each attitude category viz. :-

- (i) Attitude towards Professional Role - Child centred/subject centred;
- (ii) Attitude towards Pupils - Intergrative/dominative;
- (iii) Attitude towards Younger Staff - Favourable/unfavourable ;
- (iv) Attitude towards Older Staff - Favourable/unfavourable ;
- (v) Attitude towards Occupation (Job satisfaction) -
Satisfied/dissatisfied.

The statements, coloured differently, are sorted separately for each attitude category.

I find it easiest to place all the slips of paper for that category on a table and then move the slips around until I have roughly arranged them in descending order. The order is usually modified with further inspection after which one can allocate the statements into the eleven piles required. I suggest that you do a ' dummy run' on the least controversial category - 'Job Satisfaction' to acquaint yourself with the judgement procedure.

Please note that some of the statements have been duplicated, i.e. appear in more than one category. It is not an error. Please judge these statements in relation to the other other statements in that category.

Thanking you for your cooperation,

Yours sincerely,

G.E.Morwood.

Fig. 3.2 : Covering letter sent to judges.

Judgement packs with judgement slips, envelopes in which to place piles, covering letter and instructions were distributed to 48 judges. These were composed of headmasters, retired teachers, practising teachers, lecturers in education, B.Ed. and M. Ed. students and H.D.E. students. Twenty-three completed sets were returned of which nineteen were usable.

INSTRUCTIONS TO JUDGES

1. On the enclosed paper slips (a separate colour for each attitude category) you will find sets of statements. These statements are in no particular order, but they range from extremely favourable to extremely unfavourable (or the range indicated on each statement slip). Before starting your judgement in each category read through all the items (statements) in that category.
2. Note that there is only one item on each slip, that the item number is on the left and that the space for recording your judgement on the right.
3. Sort out the items into eleven piles. Into Pile No. 1 you should place those items that, in your opinion, would reflect the most favourable attitude. In Pile No. 2 will be those that you would regard as slightly less favourable. Thus each successive group of statements should be slightly less favourable (less intergrative; less child-centred; less satisfying -according to the category) than the preceding one, until you reach Pile No. 6, which should contain those statements that show a neutral attitude. In Pile No. 7 should go those items that you regard as slightly unfavourable, and so on until you reach Pile No. 11, which should contain only the most rejecting or hostile items in the pool of statements.
Please note that your agreement or disagreement with these items must be disregarded. Your assembling of the items into the different piles must be based purely on your judgement of the item to the attitude continuum - favourable/unfavourable; intergrative/dominative; etc.
4. Write on each item slip, in the space provided, the number of the pile you placed it in.
5. Feel free to use any of the eleven points on the scale, but do not attempt to get the same number of slips in each pile.
6. After recording your judgements place all the slips into the envelope provided.

Thank you for your cooperation.

Fig 3.3. Instructions to Judges on the sorting of Questionnaire Statements.

3.2.3.4. CALCULATION OF THE MEDIAN AND 'Q' VALUE OF THE ITEMS.

The returned judgement slips were sorted according to their

item numbers and checked to ensure no errant slips were present. The slips for that particular item were now sorted into the eleven piles according to the judgements made by the judges. The number of items in each pile was recorded in a table illustrated below (Fig.3.4) From these frequency figures the percentage frequency and the cumulative percentage frequency for each judgement pile was determined.

ITEM NO. ...5..... Attitude Category No. .E..... Ref. No. 21.....

PILE NO.	1	2	3	4	5	6	7	8	9	10	11	Total
FREQUENCY	15	4	-	-	-	-	-	-	-	-	-	19
PERCENTAGE	79	21.0	-	-	-	-	-	-	-	-	-	100.0
CUMMULATIVE PERCENTAGE	79	100	100	100	100	100	-	-	-	-	-	100

$$Q = \frac{1}{2} (\text{3rd. Quartile} - \text{1st Quartile})$$

$$= \frac{0.9 - 0.3}{2}$$

$$= \frac{0.6}{2}$$

$$\text{MEDIAN} = 0.6$$

$$\text{"Q" VALUE} = 0.3$$

ITEM NO. ...2.... Attitude Category No. .E..... Ref. No. 19.....

PILE NO.	1	2	3	4	5	6	7	8	9	10	11	Total
FREQUENCY	-	-	3	2	4	2	4	3	-	1	-	19
PERCENTAGE	-	-	15.8	10.5	21.0	10.5	21.0	15.8	-	5.3	-	99.9
CUMMULATIVE PERCENTAGE	-	-	15.8	26.3	47.3	57.8	78.8	94.6	94.6	99.9	99.9	99.9

$$Q = \frac{1}{2} (\text{3rd. Quartile} - \text{1st Quartile})$$

$$= \frac{6.7 - 3.9}{2}$$

$$= \frac{2.8}{2}$$

$$\text{MEDIAN} = 5.3$$

$$\text{"Q" VALUE} = 1.4$$

ITEM NO. ...10.8.. Attitude Category No. E..... Ref. No. 17.....

PILE NO.	1	2	3	4	5	6	7	8	9	10	11	Total
FREQUENCY	-	-	-	-	-	-	-	1	-	5	13	19
PERCENTAGE	-	-	-	-	-	-	-	5.2	-	26.3	68.4	99.9
CUMMULATIVE PERCENTAGE								5.2	5.2	31.5	99.9	99.9

$$Q = \frac{1}{2} (\text{3rd. Quartile} - \text{1st Quartile})$$

$$= \frac{10.6 - 9.7}{2}$$

$$= \frac{0.9}{2}$$

$$\text{MEDIAN} = 10.3$$

$$\text{"Q" VALUE} = 0.45$$

Fig. 3.4 : Tables for calculating the Median and the 'Q' values.

A graph of the cumulative percentage frequency was plotted for each item (fig 3.5 - 3.7) The cumulative percentages were plotted along the vertical axis and eleven piles situated along the horizontal axis. Lines were drawn horizontally at the 3rd. Quartile (75%), median (50%) and the 1st. Quartile (25%) The median for the item was determined from the intersection of the median line and the graph.

The 'Q' value was calculated by halving the interquartile range (difference between the two quartile values)

$$Q = \frac{1}{2} (3\text{rd. quartile} - 1\text{st quartile})$$

The items were again placed on slips of paper and the item number, median and 'Q' value recorded on the slip, as well. These slips of paper were arranged in ascending order. As a higher score is usually associated with the positive side of the continuum the scale values for the item were determined by subtracting the median value from eleven (the highest scale value).

3.2.4. PILOT STUDY.

The 118 items (four of the items appeared in more than one category) were arranged in random order and printed as a questionnaire. This questionnaire, with covering letter and instructions on how to answer the questionnaire had a section at the end asking for personal details :-

- a) Age
- b) Sex
- c) Teaching experience
- d) Type of school where major part of career had been spent
- e) Teaching positions held
- f) Teaching subjects
- g) Type of school at which he was educated
- h) State of health and major illnesses, injuries.

Fig. 3.5: Cumulative Frequency Graph for Item No. 108... Category No. E... REP. No. 17... 66.

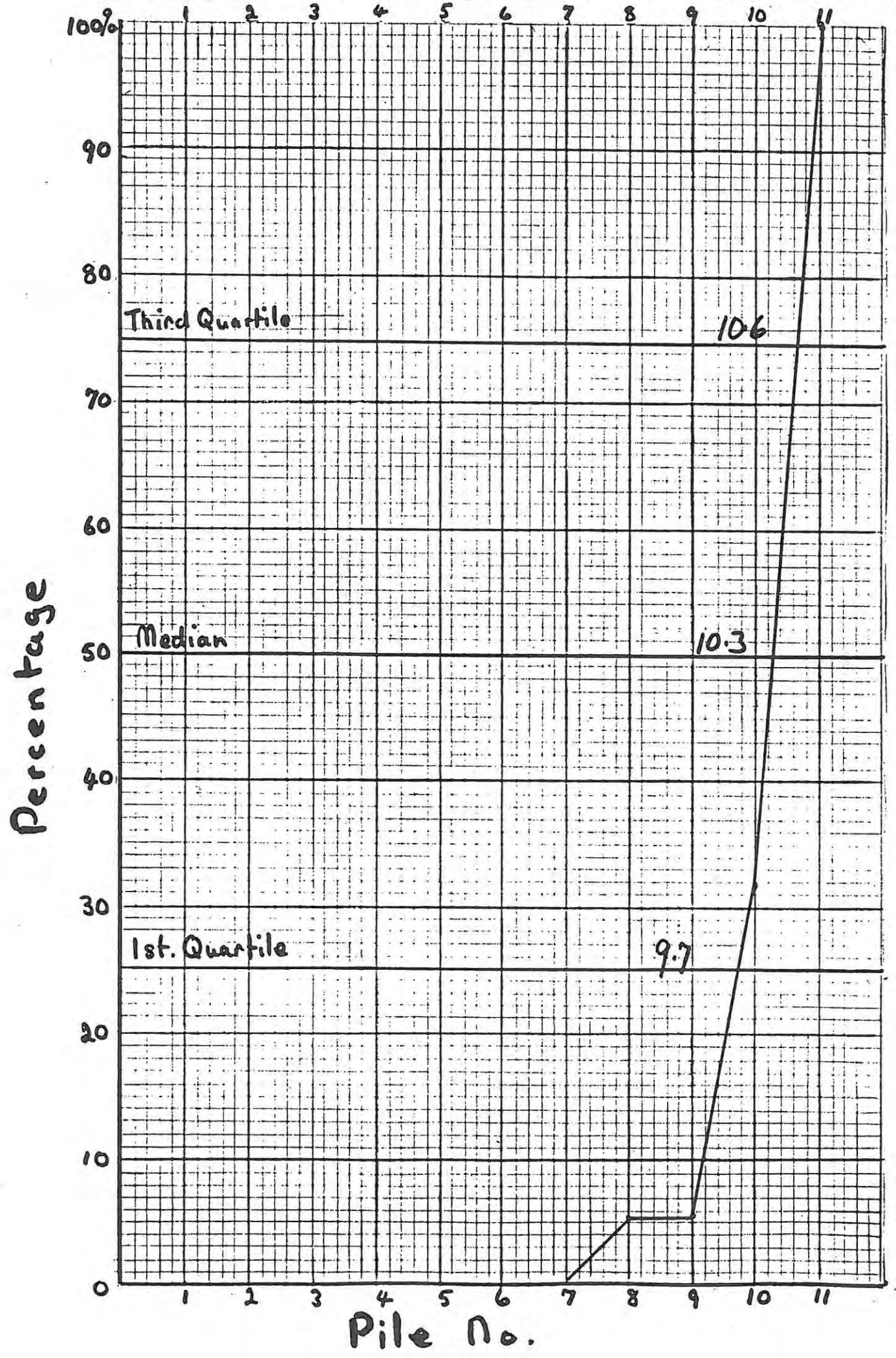


Fig. 3.6: Cumulative Frequency Graph for Item No. 2... Category No. 19... 67. Rep. No. 19...

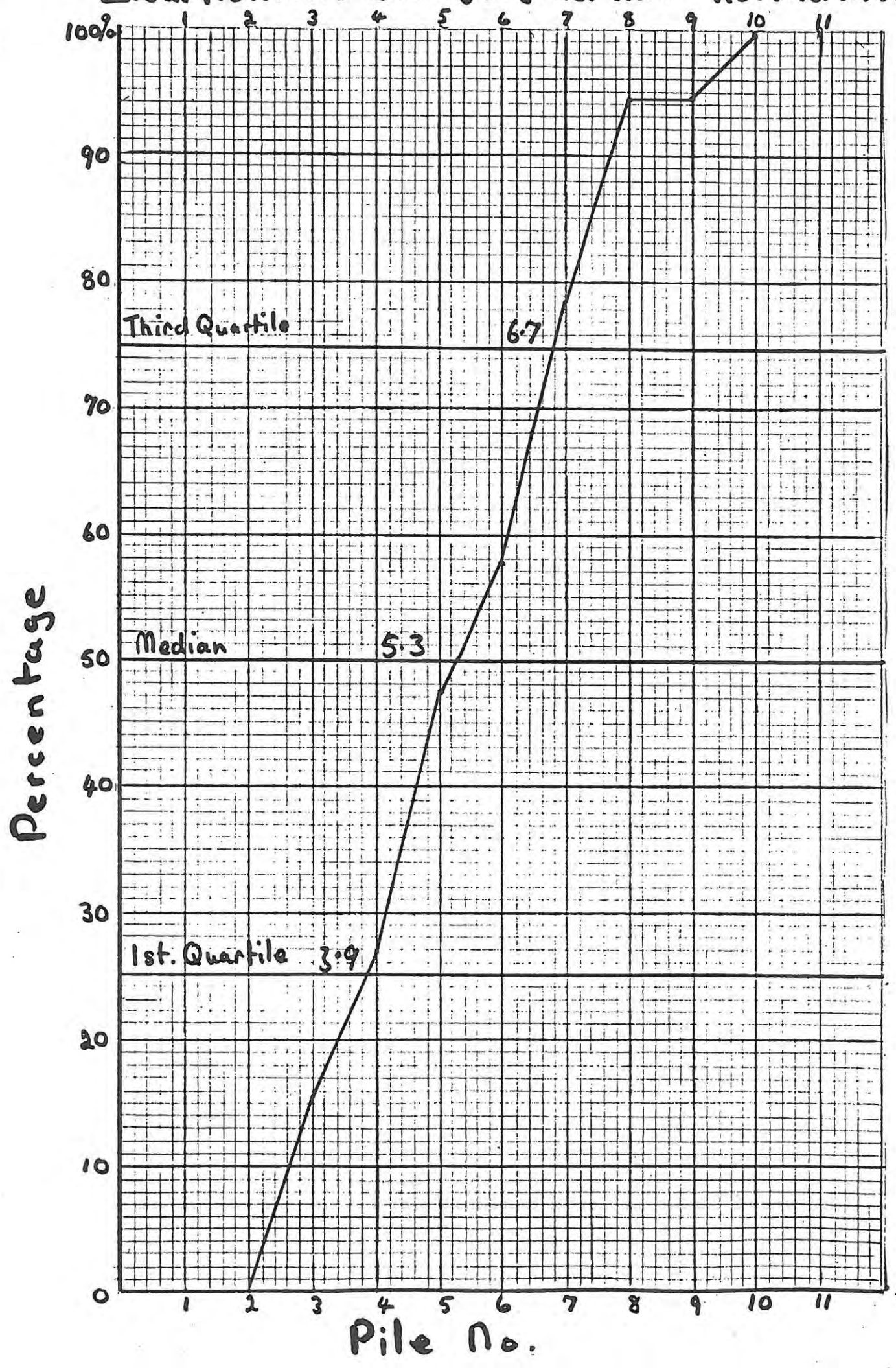
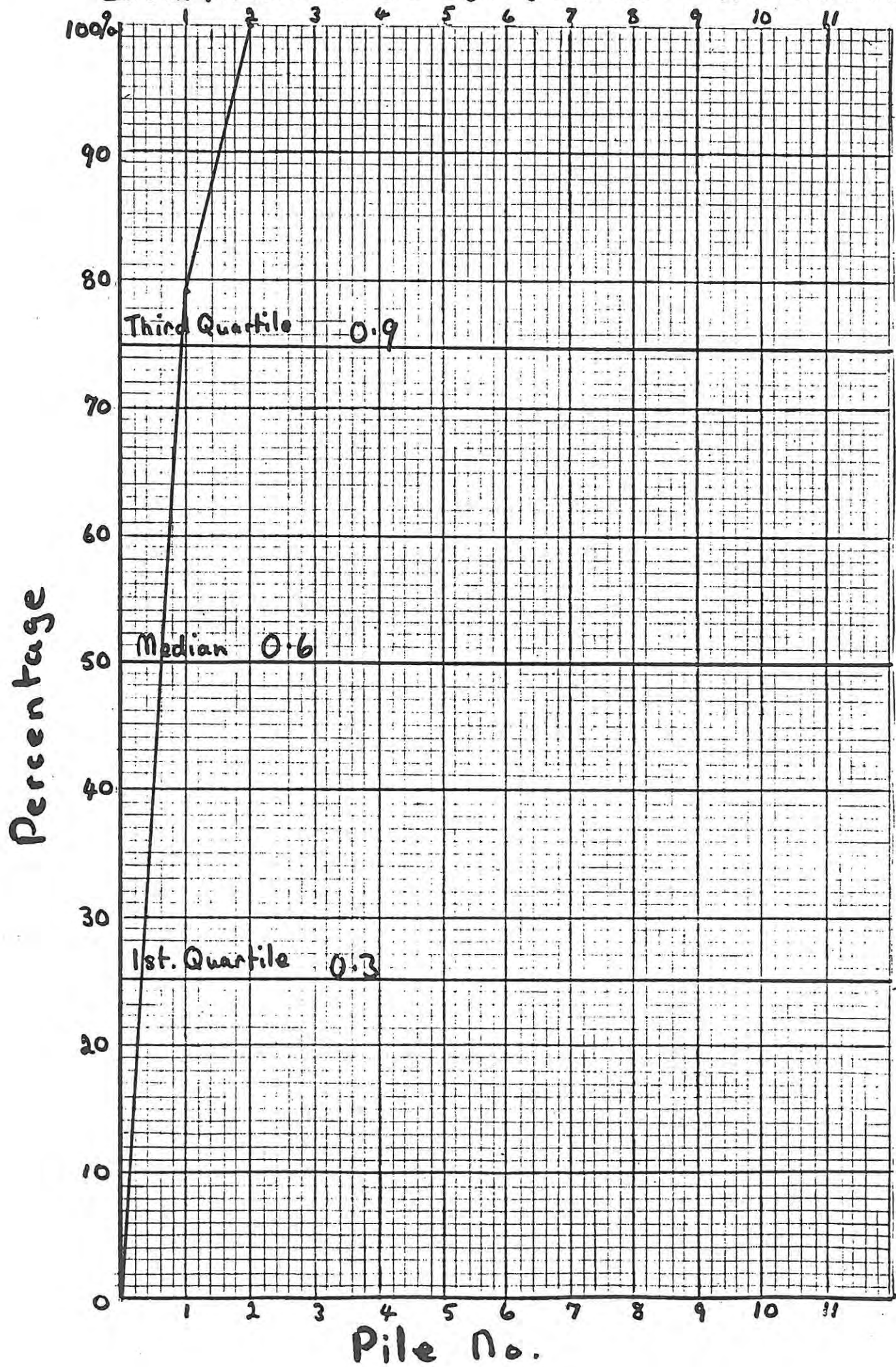


Fig. 3-7: Cumulative I-frequency Graph For Item No. 5... Category No. A... Rep. No. 21... 68.



09.

Respondents were also asked to reply to a number of open-ended questions.

- a) Reasons for becoming a teacher
- b) Desire to change vocation
- c) Major events or experiences affecting attitudes to teaching
- d) Difficulties experienced at the start of career
- e) Factors found helpful at start of career
- f) Asked to add any other attitudes towards teaching not covered.

The questionnaire was circulated among the H.D.E. (post graduate) student teachers in the Education Department. These students were completing their final year of study and it was important to sample their attitudes at that stage of their career so that a comparison could be made with their attitudes towards education during their first year of teaching. It was anticipated that they might not have sufficient experience to answer some of the statements. Completed questionnaires were received from 43 HDE's, 11 B.Ed. students and 0 local teachers.

3.3. RESTRUCTURING OF THE QUESTIONNAIRE.

3.3.1. CONSTRUCTION OF THE ATTITUDE CATEGORY CONTINUUM AND SELECTION OF ITEMS.

The median and 'Q' values having been determined, these values were placed on slips of paper on which the item was printed. In all attitude categories it was planned that a positive response towards the various educational objects would carry a high score and a negative response a low score. The median values determined for each item were therefore subtracted from the maximum Thurstone value of eleven. These represented the scale values for each item and the item slips were arranged in order of favourability, satisfaction or positivity.

The items were selected according to:-

- 1) their proximity to the ideal scale value viz. 11.0; 10.5; 10.0 etc.
- 11) The 'Q' value. A low 'Q' value indicated a narrow inter-quartile range, the result of greater uniformity among the judges in their evaluation of the item.
- 111) Item Analysis. Edwards and Kirkpatrick (1948) used the Likert method of item analysis to further refine the quality of the item for discrimination. Miller (1964) on page 95, cautions however against the use of item analysis stating that it tends to remove those items not showing great discrimination, i.e. it tends to remove those items that centre around the neutral point. Charlton, Stewart and Paffard (1958) support this view and quote Butcher (1956), who stated the Scale Product Method of scoring was probably "... more reliable than a Likert scoring when applied to one that has been modified by item analysis as used in the Likert method of construction".

A rough form of item analysis was attempted to study the responses made in the pilot study. The responses for each item were checked on a form as seen in Fig. 3.5. This gave a response pattern for both H.D.E. students (43) and practising teachers (20). It was interesting, but a rather inconclusive method of item selection. The disparity in numbers between student and practising teacher also mitigated against its use as a means of selection. Items were therefore selected using the first two criteria.

- IV) Where two items were similar in scale value and 'Q' value the item was chosen on the content of the item.

The final structure of the questionnaires was of two scales containing 20 and 21 items with 0.5 intervals and three of 10,9 and 10 items with intervals of 1.0. Some continuums were incomplete in that items could not be found with scale values approximating the ideal scale value.

Item Analysis of Pilot Study Responses

ITEM NO.	Attitude Category No. E....					Ref. no.
..5....						21...
X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	S.A. 12
X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	A. 18
X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	U. 8
X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	D. 4
X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	S.D. 1
S.A.	A.	U.	D.	S.D.		
X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	S.A. 6
X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	A. 6
X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	U. 3
X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	D. 5
X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	S.D. 1
S.A.	A.	U.	D.	S.D.		
SA...18..	A...24...	U...11....	D...9....	SD...1.....		Total 63

ITEM NO.	Attitude Category No. E....					Ref. No.
..2...						19
X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	S.A. 1
X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	A. 11
X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	U. 16
X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	D. 12
X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	S.D. 4
S.A.	A.	U.	D.	S.D.		
X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	S.A. 3
X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	A. 2
X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	U. 3
X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	D. 9
X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	S.D. 3
S.A.	A.	U.	D.	S.D.		
S.A. 3...	A. 13...	U. 19...	D. 21...	S.D. 7....		Total 63

ITEM NO.	Attitude Category No. E....					Ref. no.
..108..						17....
X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	S.A. 1
X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	A. 1
X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	U. 8
X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	D. 18
X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	S.D. 15
S.A.	A.	U.	D.	S.D.		
X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	S.A. 1
X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	A. 1
X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	U. 1
X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	D. 12
X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	S.D. 6
S.A.	A.	U.	D.	S.D.		
S.A. 2...	A.	U. 8....	D. 30...	S.D. 21..		Total 61

Fig. 3.8 : Method of Item Analysis used in Pilot Study.

ATTITUDE CATEGORY : ATTITUDE TOWARDS PUPILS - Scale Values.

	<u>ITEM NO.</u>	<u>IDEAL SCALE</u> <u>VALUE</u>	<u>ACTUAL SCALE</u> <u>VALUE</u>	<u>'Q' VALUE</u>	<u>COMMENTS</u>
1.	81	10.5	10.05	1.01	
2.	69	10.0	10.05	0.77	
3.	106	9.5	9.43	0.80	
4.	98	9.0	9.05	0.82	
	19	8.5	8.70	0.82	Rejected
	10	8.50	8.70	1.25	Rejected
5.	49	8.50	8.58	1.01	
6.	78	8.00	8.15	1.2	Rejected
	53	8.0	8.10	1.15	
7.	46	7.5	7.50	0.65	
8.	117	7.0	7.15	1.36	
9.	63	6.5	6.2	1.56	
10.	13	6.0	5.9	2.51	
11.	51	5.5	5.60	1.26	
R E V E R S E S C O R I N G					
12.	109	5.0	5.3	1.43	
13.	25	4.5	5.15	2.07	
14.	17	4.0	3.65	1.9	
15.	54	3.5	3.30	0.85	
16.	71	3.0	3.20	1.35	
17.	59	2.5	2.40	1.2	
18.	102	2.0	2.25	0.92	
19.	6	1.5	1.65	1.02	Rejected
	97	1.5	1.30	0.62	
20.	28	1.0	0.80	0.65	
21.	105	0.5	0.58	0.30	

ATTITUDE CATEGORY : ATTITUDE TOWARDS PROFESSIONAL ROLE - Scale Values

Child centred/subject centred.

	<u>ITEM NO</u>	<u>IDEAL SCALE VALUE</u>	<u>ACTUAL SCALE VALUE</u>	<u>'Q' VALUE</u>	<u>COMMENTS</u>
1.	18	10.0	10.05	1.9	
2.	98	9.00	9.4	1.8	
3.	53	8.0	8.10	0.48	
4.	62	7.0	7.0	1.18	
	82	7.0	7.25	1.32	Rejected
5.	55	6.0	5.80	1.15	
6.	91	5.0	5.36	3.6	

R E V E R S E S C O R I N G

7.	72	4.0	3.20	1.51	Rejected
	43	4.0	4.08	0.87	
8.	114	3.0	2.50	1.82	
9.	58	2.0	1.70	1.2	Rejected
	107	2.0	1.58	0.77	
10.	29	1.0	0.70	0.89	

ATTITUDE CATEGORY : ATTITUDE TOWARDS OLDER STAFF. Scale Values

Favourable/unfavourable.

	<u>ITEM NO.</u>	<u>IDEAL SCALE VALUE</u>	<u>ACTUAL SCALE VALUE</u>	<u>'Q' VALUE</u>	<u>COMMENTS</u>
1.	27	10.0	9.65	0.46	
2.	12	9.0	9.50	1.33	Rejected
	23	9.0	8.80	0.85	
3.	57	8.0	8.70	1.39	
	--	7.0	--	--	
4.	48	6.0	5.22	1.57	

R E V E R S E S C O R I N G

<u>ITEM NO</u>	<u>IDEAL SCALE VALUE</u>	<u>ACTUAL SCALE VALUE</u>	<u>'Q' VALUE</u>	<u>COMMENTS</u>
5. 89	5.0	4.43	1.86	Rejected
90	5.0	4.43	1.86	
6. 31	4.0	4.36	1.9	
7. 110	3.0	3.00	1.25	
86	3.0	2.90	1.25	Rejected
64	3.0	2.65	1.64	Rejected
8. 39	2.0	2.29	1.46	Rejected
50	2.0	2.00	1.5	
9. 11	1.0	1.30	0.8	

ATTITUDE CATEGORY : ATTITUDE TOWARDS YOUNGER STAFF - Scale Values

		Favourable/unfavourable			
	<u>ITEM NO.</u>	<u>IDEAL SCALE VALUE</u>	<u>ACTUAL SCALE VALUE</u>	<u>'Q' VALUE</u>	<u>COMMENTS</u>
1.	45	10.0	10.36	0.35	
	73	10.0	10.08	1.03	Rejected
2.	47	9.0	8.58	0.55	
3.	16	8.0	8.36	0.72	Rejected
	37	8.0	8.36	1.08	
	44	8.0	7.70	1.11	Rejected
4.	20	7.0	7.10	1.23	
5.	65	6.0	5.29	1.15	
	92	6.0	5.9	1.65	Rejected
R E V E R S E S C O R I N G					
6.	68	5.0	4.8	0.75	
	66	5.0	5.2	5.8	Rejected
7.	33	4.00	4.15	1.17	Rejected
	112	4.0	4.00	1.07	Rejected
	70	4.00	3.95	0.77	
	7	4.0	3.65	1.64	Rejected
8.	87	3.0	3.43	1.14	
9.	15	2.0	1.90	0.79	
	36	2.0	1.55	0.95	Rejected
10.	21	1.0	0.80	1.0	

x Item No. 10 was rejected despite the higher 'Q' value of Item No. 37. The content of No. 16 was too similar to that of Nos. 47, 20 and 10.

ATTITUDE CATEGORY : JOB SATISFACTION - Scale Values

Satisfied/unsatisfied

	<u>ITEM NO.</u>	<u>IDEAL SCALE</u> <u>VALUE</u>	<u>ACTUAL SCALE</u> <u>VALUE</u>	<u>'Q' VALUE</u>	<u>COMMENTS</u>
1.	5	10.5	10.4	0.3	
2.	34	10.0	10.2	0.45	
3.	67	9.5	9.6	0.88	Rejected
	103	9.5	9.6	0.53	
4.	94	9.0	9.5	0.93	
5.	101	8.5	8.3	1.0	
	115	8.5	8.6	0.66	Rejected
6.	83	8.0	8.3	1.38	
7.	4	7.5	7.3	1.1	
8.	30	7.0	6.9	0.77	
9.	52	6.5	6.3	1.3	
	22		6.3 * (3.3)	1.11	Rejected
10.	95	6.0	5.7	1.58	
R E V E R S E S C O R I N G					
11.	2	5.5	5.7	1.4	
	--	5.0	no item for this scale	--	
12.	9	4.5	4.2	1.15	
13.	1	4.0	3.8	1.1	
14.	75	3.5	3.4	1.1	
	74	3.5	3.4	1.0	Rejected
15.	85	3.0	2.8	1.12	
16.	113	2.5	2.7	0.81	
	118	2.5	2.5	1.18	Rejected
17.	24	2.0	2.5	0.89	
18.	38	1.5	1.4	0.75	
19.	108	1.0	1.1	0.54	
20.	77	0.5	0.7	0.36	
	93	0.5	0.7	0.48	Rejected

* For explanation see Item No 2.

Item No. 2. Section A of the Second Questionnaire.

"TEACHING IS A PROFESSION WHICH IS ONLY INTERESTING IN THE INITIAL YEARS."

This item, (listed as item no. 22 on the previous list of scale values) was included in error in the second questionnaire sent out to respondents. This was due to an inexplicable miscalculation, where the median value of 7.7 was subtracted from fourteen instead of eleven (the maximum Thurstone scale value). This gave a false scale value of 6.3 instead of 3.3, which placed it in competition with item no. 52 and no. 22 having a lower 'Q' value, displaced it. Item no. 2 of Section A. of the second questionnaire should therefore read, "PROVIDING THEY SEE ADMINISTRATIVE INSTRUCTIONS AS EDUCATIONALLY VALUABLE, MOST TEACHERS WILL WORK TO ENSURE THEIR SUCCESS". The error was only discovered during the scoring of the second questionnaire, when responses for this item were found to be more extreme than could be expected for an item situated so close to the neutral point.

After the error was traced back to its source, the scores for this item were altered by recording an 'undecided' response for all respondents. Accordingly all respondents received a scale product score of 19.5 (6.5 x 5; Thurstone scale value x Likert score). The errant item has been removed from the copy of the questionnaire printed in the appendix and the correct item and score replaces it.

3.3.2. MODIFICATIONS OF THE QUESTIONNAIRE.

Experience with the scoring of the items in the questionnaire distributed in the pilot study, the study of remarks made by respondents, resulted in a number of alterations being made in the second questionnaire.

a) Scoring. The randomisation and mixing of the items from the

five categories, while being a good strategy to prevent the 'faking' of responses made scoring more difficult and time-consuming. Five separate scoring templates were constructed so that the items of each category could be identified and scored.

b) Scale Product Scores. These scores, calculated by multiplying the actual scale values by the Likert score gave rise to a variety of decimal values. This made summation difficult and so to facilitate the compilation of the scores, the ideal scale values were used. This resulted in scale products in multiples of 0.5 decimals and easier summations of the total score.

c) Remarks and Criticism by Respondents. Where attention was drawn to ambiguity, content or lack of clarity in an item, weak items were deleted and others reworded if this was warranted.

d) Open-ended questions. The items in this section were reorganised. Some items were deleted, some reworded and a few added.

e) Provision was made for space in which to record the different total scores of the attitude categories.

3.3.3. EVALUATION OF THE QUESTIONNAIRE.

The previously listed weaknesses in the questionnaire were easily rectified. Other weaknesses shown up by the pilot study were more serious. It was difficult to satisfactorily separate the attitude categories of the Pupil/Professional role and also the Younger staff/Older staff, as was shown by some of the items being used in either of the groups. The 'Job Satisfaction' group of items seemed to be better defined in their relation towards the educational object.

The main weakness was the incompatibility of the questionnaire with the Manchester Scales. Bibliographic research

had shown that extensive work had been done in the United Kingdom using the Manchester Scales. This was closely related to the work it was intended to do in the Eastern Cape Province and Border. There are also strong similarities in the culture, teacher types and educational systems in both countries. The work of Oliver and Butcher and successive workers appeared seminal to the work being done with the practising teacher. It was hoped to relate the two questionnaires by matching similar items and so obtain ratings in Naturalism, Radicalism and Tendermindedness in Education. Difficulty was experienced in obtaining a copy of the Manchester Scales. Requests made to authorities in the United Kingdom did not produce any positive response. A copy of McLeish's "Teacher Attitudes : A study of national and other differences" (1969) was obtained about the time returns from the pilot study were being received. The required items were found in sections VII, VIII and IX Appendix III, pgs 81-84.

The structure and the method of scoring of the Oliver and Butcher questionnaire was such that it was impossible to equate the two by pairing the items. It was decided therefore to incorporate the three sections of the Manchester Scales into the current survey and scrap the four attitude categories : Attitudes towards Pupils; Professional Role, Younger Staff; Older Staff. The section on 'Job Satisfaction' was retained as it was felt that teachers attitudes in this category were important and related to the other three categories. It seemed important that a vocational developmental study would contain a measure of the subjects satisfaction in his vocation during the course of his career.

The McLeish publication did not contain the scoring system used for these sections. It was hoped, however, to obtain the system at a later stage. What was important was to quickly make a decision on the change in the format of the questionnaire

at this stage (during the Christmas vacation) so that the questionnaire could be set out and printed. This was important for a number of reasons:-

- 1) A copy had to be forwarded to the Cape Provincial Department of Education so that permission could be obtained to sample departmental schools.
- 11) Questionnaires had to be ready for distribution to the 1979 HDE students to sample their attitudes before they started teaching.
- 111) The 1980 HDE students had to be sampled before they started their professional course.
- IV) Questionnaires had to be distributed to three universities so that copies could be handed to their B.Ed. students at their registration.

3.3.4. FINAL FORMAT OF THE QUESTIONNAIRE.

It is based very much on the style of McLeish (1909) viz. a number of sections each examining a particular facet of educational attitudes. Thus scoring would be easier and the questionnaire would only have to be marked once as opposed to five times as in the pilot study. It was also decided to place the easier and more interesting sections first (to try and capture the interest of the subject) and the more controversial items requiring more thought at the end. The biographical section was also placed at the end. It was hoped that the respondent would have been committed at this stage to completing the questionnaire Van Dalen (1973).

The five sections making up the questionnaire were :

SECTION A. : OPINIONS ABOUT TEACHING.

This was composed of 20 items. Respondents were asked to answer all the items on a five-point Likert scale. The total score would indicate the measure of the subject's job satisfaction.

The items were scored on the scale product system.

SECTION B. : EDUCATIONAL MOTIVES.

This section was composed of thirteen sub-sections, each containing four items. These gave the respondent four possible reasons for the teaching of different subjects, the handling of certain topics or adoption of certain procedures, e.g. Physical Education, Religious knowledge, favouring corporal punishment, etc. The respondent was asked to consider each of the reasons given and rate each of them on a five-point scale of 'very good', 'fairly good', 'have no opinion', 'not good', 'thoroughly bad'.

Although all four reasons were required to be rated, only two of the reasons in each group were scored. The headings 'English Language' and 'English Literature' in groups 2 and 3, were altered and made more suitable for South African conditions. They read 'English/Afrikaans Literature' (or Language)

Total scores in this section gave a measure of Tendermindedness in Education.

SECTION C. : OPINIONS ABOUT EDUCATION.

Respondents were asked to indicate their degree of agreement/disagreement on a five point scale, on 21 items, which expressed controversial opinions about education. They were asked to rate all items. The total score was a measure of the respondent's Naturalism in Education. (N/Ed.)

SECTION D. : CHANGES IN EDUCATION.

In this section respondents were asked to express an opinion about certain 'desirable changes' in education. The original rubric of this section referred to 'proposed changes'. Some of these had already taken place but were recent enough to be worthy of comment. The rubric was therefore altered to read, "You are asked to express an opinion about certain changes in

education. Some of these changes may be (may have been) desirable, other undesirable". They were asked to indicate their opinion on a five point scale of agreement. The total score was a measure of Radicalism in Education. (R/Ed.)

SECTION E. : GENERAL INFORMATION.

The respondent was asked to give biographical data, which it was hoped would be used to explain why certain groups of teachers obtained low scores and others high scores. Similar research has indicated that environment, individuals and groups, previous experience, etc., play a part in the formation of attitudes.

Wilson and Goethals (1960) found that religious, rural/urban backgrounds, types of college, education and length of teaching experience were significant in their effect on the educational values held by teachers. Beamer & Ledbetter (1957) McLeish (1973), Cooke, Callis and Leeds (1951) all found that teachers of differing subjects had differing values about educational matters. Many researchers, including Butcher (1965) discovered that different educational attitudes were held by graduate and non-graduate teachers. McLeish (1973), Oliver and Butcher (1968), Rudd and Wiseman (1962), Rowan and Rodgers (1977), Wiseman (1969), Wiseman and Start (1965) found that grammar school teachers differ in their educational attitudes from those of teachers in other schools. The type of education in school and college is thought by Wilson and Goethals (1960), Bacchus (1967) and McLeish (1969, 1973) to affect teacher educational values.

The importance of the part played by the experiences of the beginning teacher in his first appointment is stressed by Ryan (1964), Collins (1959), Hermanowicz (1965), Turner (1965), Tuppen (1965) Taylor and Dale (1973), Wiseman and Start (1965). The type of school, type of staff and headmaster also appear to

play an important role in the formation of attitudes. It seemed important therefore that the information about the respondent's background should be fairly extensive.

Based on the study of previous work in this field, respondents were therefore asked to supply information to the following questions in this section.

1. Age Sex
2. Teaching Experience (continuous and broken service)
It was later realised that it was unnecessary to split this question and total experience was all that was needed.
3. Academic and Professional Qualifications.
The Cape Education Department asked that this item be deleted from questionnaires submitted to departmental schools.
4. Teaching Subjects.
5. Type of school at which the major part of the respondent's career had been spent.
6. Teaching positions held.
7. Previous Occupations (army and civilian)
8. Type of School at which respondent had been educated. The respondent as in no. 5, was asked to indicate whether it was private or government, single sex or coeducational. They were also asked to describe the atmosphere of the school and from the remarks made it was hoped to classify the schools as authoritarian/rigid; friendly/democratic.
9. Childhood. They were asked to state whether it was spent in a rural or urban environment, and were also asked to make further comments.
10. First Appointment. They were again asked to rate the atmosphere of the school and list any helpful factors and difficulties experienced.
11. Major Satisfaction.

12. Major Difficulty.
13. Change of Vocation. Teachers were asked whether they would like to change their vocation, give a reason for wanting to change and indicate the vocation they would like to change to.
14. Life Events and Experiences. Respondents were asked to list any events, crises or experiences which they felt had affected their attitude towards teaching.

3.3.5. SCORING SYSTEM.

Some difficulty was experienced in obtaining the scoring system for the Manchester Scales from the United Kingdom. Eventually through Prof. A.T. Morrison's referral to Mrs. M. Cameron-Jones, Director of the Pedagogics Project at the Moray House College of Education, Edinburgh, a copy of the Oliver scoring system was kindly forwarded. This was the first occasion that it was learnt that the scales had been revised in 1969. No record of this was found in any of the literature studied. The number of items had been reduced from 94 to 59 items in the revised scales. This had been done by ".... retaining only those items which on technical grounds (e.g. factor loadings) were most satisfactory". Oliver (1969). Of the 59 items, only 38 from the old scales were retained. It was, therefore, not possible to use this revised scoring system. This was not only because of the smaller number of items, but also because it was necessary to know which items in the old scales were scored and which were reverse scored. Mrs. Cameron-Jones once again solved the problem by stating that McLeish's "Student Attitudes and College Environments" contained some information about scoring of the older scales. This publication was located and while it did not give the scale product values, it did indicate which items were scored and which were the negative items. Fortunately the Manchester Scales can be scored

using either the factor loadings (scale products) or Likert values.

It was disturbing to learn from some Pedagogics Project publications that not only had the older scales been superseded by a later version, but also that recent workers felt that some of the scales (N/Ed., R/Ed.) were not as discriminating as in earlier investigations. This they attributed to the changed social climate of the country. Wilson & Bill (1976); Pienowski & Cameron-Jones (1979); Hussell and Smithers (1974). It was however, felt that the older version of the Manchester Scales could still be a viable instrument for the purposes of the present research in that :-

- 1) Most of the items were concerned with educational matters that were still live and topical issues in South Africa;
- 11) While many of the educational reforms had been incorporated into the educational systems, they were of recent introduction;
- 111) One of the reasons for replacing the original questionnaire with the Oliver and Butcher scales was that the results could then be directly compared with the work of Oliver and Butcher, McIntyre and Morrison and McLeish.

The system of scoring used for the questionnaire was as follows:-

SECTION A. OPINIONS ABOUT TEACHING. (Job Satisfaction)

<u>Item No.</u>	<u>Scale Value</u>	<u>Scoring Pattern</u>	<u>Scale Product Values.</u>				
			<u>S.A.</u>	<u>A.</u>	<u>U.</u>	<u>D.</u>	<u>S.D.</u>
1.	1.5	RS	1.5	3.0	4.5	6.0	7.5
2.	6.5		32.5	26.0	19.5	13.0	6.5
3.	10.0		50.0	40.0	30.0	20.0	10.0
4.	2.5	RS	2.5	5.0	7.5	10.0	12.5
5.	3.0	RS	3.0	6.0	9.0	12.0	15.0
6.	9.5		47.5	38.0	28.5	19.0	9.5
7.	7.5		37.5	30.0	22.5	15.0	7.5
8.	6.0		30.0	24.0	18.0	12.0	6.0
9.	8.5		42.5	34.0	25.5	17.0	8.5
10.	3.5	RS	3.5	7.0	10.5	14.0	17.5
11.	10.5		52.5	42.0	31.5	21.0	10.5
12.	7.0		35.0	28.0	21.0	14.0	7.0
13.	2.0	RS	2.0	4.0	6.0	8.0	10.0
14.	0.5	RS	0.5	1.0	1.5	2.0	2.5
15.	4.5	RS	4.5	9.0	13.5	18.0	22.5
16.	1.0	RS	1.0	2.0	3.0	4.0	5.0
17.	4.0	RS	4.0	8.0	12.0	16.0	20.0
18.	8.0		40.0	32.0	24.0	16.0	8.0
19.	5.5	RS	5.5	11.0	16.5	22.0	27.5
20.	9.0		45.0	36.0	27.0	18.0	9.0

RS = Reverse scoring. Maximum score=552.5. Minimum score = 110.5

SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree;

SD = Strongly disagree.

SECTION B. EDUCATIONAL MOTIVES (T/Ed.)

Note : Although the respondent was asked to respond to all the items, only certain items were scored viz. Item No. 1b, 2a, and 2d, 3c and 3d, 4a and 4b, 5c and 5d, 6c, 7 a and 7b, 8c and 8d, 9a, and 9b, 10c, 11b and 11c, 12b and 12c, 13b and 13d.

Maximum score = 115. Minimum score = 23.

SECTION C. OPINIONS ABOUT EDUCATION. (N/Ed.)

Items 3, 5, 6, 9, 12, 14, 16, 17, 19 and 20 are reversed scored i.e. 1, 2, 3, 4, 5, while the balance are positively scored i.e. 5, 4, 3, 2, 1.

Maximum score = 105. Minimum score = 21.

SECTION D. CHANGES IN EDUCATION. (R/Ed.)

All the items in this section are positively scored i.e.

5, 4, 3, 2, 1.

Maximum score = 100. Minimum score = 20.

Item no. 21, where the respondent was asked to indicate his general attitude towards changes in education by placing a tick in the appropriate box, was not scored.

3.3.6 METHOD OF ANALYSIS.

It was decided to analyse the attitude scores of the teacher respondents by sorting them into groups, initially according to age and later by the amount of teaching experience. The age cohorts were to have a range of five years so that the smaller age range might make the method of analysis more discriminative to trends in attitude change. It was intended to use the amount of teaching experience as a alternative means to determining developmental change.

Respondents were to be sorted into various groups, the scores recorded and the totals, medians for each group computed. These median values were to be plotted against the age or experience groups on graphs. From this graphical representation it was hoped to detect the differing patterns of attitude change and developmental trends.

Early experience has been listed by many researchers as having an important effect on teacher's attitudes. It was therefore proposed to sort teachers into groups according to their various experiences e.g. rural/urban childhood, good or bad experiences on their first appointment. It was hoped that by this method, it would be possible to detect attitude differences between the different groups of teachers and also, where numbers permitted, developmental differences. Data cards were designed and printed to compact concisely the codified biographical data and the scores of each respondent.

Most biographical data was easily codified and recorded on the cards. The open-ended questions and the variety of responses they gave rise to, however, proved difficult. A system of codification, similar to that employed by Rudd and Wiseman (1962) for the analysis of causes of dissatisfaction among teachers, was used. The variety of responses was recorded and then grouped according to similarities in their content. A code letter (indicating the group) and a number (indicating the type of response) were allocated and recorded on the data card. (see chap. 7).

Problems also arose in classifying the 'atmosphere' of the school at which (1) the respondent was educated, and (11) to which he was first appointed. In the questionnaire it was hoped that the respondent would use the terms 'authoritarian, rigid, democratic, friendly, laissez faire' as suggested in the question.

From this it was hoped that a simple continuum ranging from 'Democratic and friendly' to 'authoritarian and rigid' could be constructed. Respondents unfortunately qualified these terms by adding other qualifications and gave such responses as 'authoritarian but friendly', 'rigid but fair', 'democratic but chaotic'. A simple but subjective system of assessment of the respondents attitude towards the school had to be made. The responses were classified as positive or negative and were based on the type of response and any additional comments made. Thus 'authoritarian but friendly', 'authoritarian but fair', 'democratic and friendly' were regarded as positive and 'authoritarian and rigid', 'laissez faire and chaotic' as negative, i.e. it was an assessment of the respondent's own reaction to the school.

3.4. SAMPLING TECHNIQUE.

3.4.1. TIME OF SAMPLING.

One reason for speed in preparing the restructured second questionnaire for print was the need to sample the 1979 HDE students. Although they had been sampled at the end of their course, this had been with the old questionnaire. A comparison between their scores at the end of their professional course (or in this case before they started teaching) and their scores after a few months of teaching would have to be made using the same instrument. Schools in the Cape Province opened towards the end of January and the questionnaires were sent out to as many ex-students as could be traced before they started their careers. Start-of-year activities delayed the return of the questionnaires and most were answered a fortnight or more after they had started teaching.

The 1980 HDE students were to be sampled as they came to be registered as students for their professional teachers course. They were to be sampled again at the end of their course. Bachelor of Education students, some of whom were in the second year of part-time study, were also sampled as they registered. There were first-year full-time as well as part-time students amongst the sample. Questionnaires were forwarded to the Education Departments of two other universities for completion by their B.Ed. students. Like the HDE students, these experienced teachers were to be sampled again at the end of (or halfway through) their course. It was hoped to detect any possible change in their educational attitudes as a result of the course.

It was decided to send out questionnaires to the schools in two batches. The first was to be sent to the private schools during the middle of the first term of their three term school year. It was hoped that this would be a period when extra work pressure from examinations, end-of-term reports would not prevent them from

completing the questionnaires. Likewise the Cape Departmental schools were to be sampled soon after the start of the second term of their four-term school year.

3.4.2. SAMPLING PROCEDURE.

Permission was obtained from the Cape Provincial Education Department to sample the teachers in the schools under their jurisdiction. A proviso was made that item 3, of Section E was deleted. A letter (Fig 3.9) asking permission to sample his school was forwarded to each headmaster/headmistress with a batch of questionnaires. The letter also explained the nature of the research. They were asked that a copy of the questionnaire with stamped, addressed envelope and covering letter stapled to it, be placed in the pigeonhole of each member of staff. The headmaster and deputy headmaster were also specifically asked for their views on the job demands, difficulties and satisfactions facing teachers. A photostat copy of the departmental letter, giving permission to sample, was also enclosed.

Very good cooperation was obtained from the heads of the schools contacted. Many of them acknowledged receipt of the forms and returned unused forms. Only one headmaster refused to allow his school staff to be sampled, citing as his reason a panel inspection and examinations to follow. Only two schools made no response.

A month was allowed to elapse before a follow up letter was sent to the head of the school thanking him for his cooperation and asking permission for a cartoon-type poster (fig. 3.11) to be placed on the staff noticeboard. This was an appeal to the staff to complete and forward the questionnaire.

3.4.3. RESPONSE.

Some 1669 forms were sent out to the schools. Fifty-nine of these were returned incomplete. It is assumed that the two

Dept. of Education,
Rhodes University,
P.O. Box 94,
Grahamstown,
6140,

The Headmaster,

Dear

QUESTIONNAIRE: ATTITUDES OF TEACHERS TOWARDS THEIR
PROFESSION.

I am conducting research on the attitudes of secondary school teachers, for a M.Ed. thesis, investigating their attitude change as they progress in their careers and ascertain :-

- i) whether there is a pattern of change common to such teachers;
- ii) whether specific life crises and events influence these changes
- iii) whether early experiences and events bring about different patterns of change among these teachers.

Would you be so kind as to allow me to sample the attitudes of the teachers at . Permission to undertake this research has been granted by the Cape Education Department (letter ref. no. L.15/73/7 d/d 27/2/80). A photostat copy of the letter is enclosed.

Each questionnaire has an introductory letter, explaining the nature of the research, and a stamped addressed envelope. Could these be placed in the pigeonholes of the members of your staff. A synopsis of the results of the survey will be forwarded to your school once the investigation is complete.

I am forwarding, under separate cover, copies of the questionnaire. I would be most obliged if you and your deputy would also complete one of the questionnaires, especially the last section. With your experience of the various posts in a school I am most interested in your views on the job demands, difficulties and satisfactions a teacher experiences in these posts.

Thanking you for your co-operation,

Yours faithfully,

G.E.Morwood.

Dept. of Education,
Rhodes University,
P.O. Box 94,
Grahamstown,
6140,
16th. May 1980.

Questionnaire: Attitudes of Teachers towards
their profession.

Thank you very much for distributing the above questionnaire to your staff. I do appreciate your co-operation. I have had a fair response but for my findings to be significant I need as high a response as possible from teachers.

May I prevail on you once more ? Could the enclosed poster be pinned on the staff notice board as a gentle reminder to those staff , who may have forgotten to post the questionnaire.

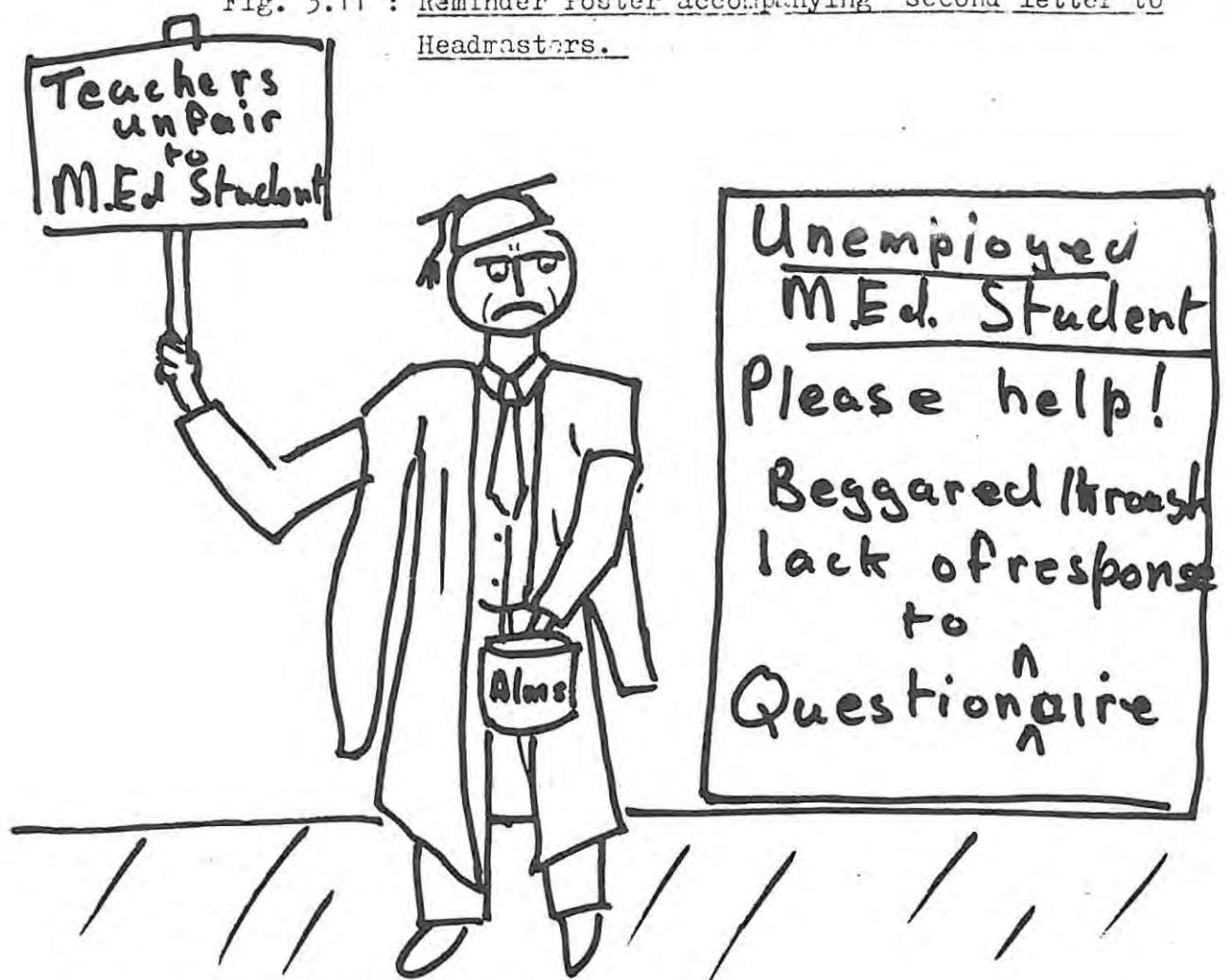
My thanks once again,

Yours sincerely,

G.E.Morwood.

Fig. 3.10 : Follow-up letter to Headmasters.

Fig. 3.11 : Reminder Poster accompanying second letter to Headmasters.



THE SITUATION IS NOT QUITE AS BAD AS THIS YET
BUT IT COULD BE !

IF YOU HAVEN'T POSTED YOUR RESPONSE TO THE

'Attitudes of Teachers towards their Profession'

QUESTIONNAIRE OR (HORRORS) YOU HAVEN'T FILLED IT IN YET
PLEASE DO SO SOON AND PREVENT THE ABOVE SITUATION.

MY SINCERE THANKS TO ALL THOSE WHO HAVE SENT IN THEIR
QUESTIONNAIRES. THE REPLIES ARE MOST INTERESTING AND USEFUL.

GARTH MORWOOD

schools that did not respond did not hand the forms out to their staff. The balance of 1550 forms were distributed as follows:-

<u>Respondents</u>	<u>No. of forms sent</u>	<u>Response</u>	<u>Percentage Return.</u>
Government Schools	795	330	41.5%
Private Schools	450	142	31.5%
HDE Students (1979)	34	16	47.1%
HDE Students (1980)	59	13	22.0%
B.Ed. Students	133	48	36.1%
Rhodesian Schools	79	57	72.2%
Total	1550	606	39.1%

Repeat samplings were made on the B.Ed. and HDE students towards the end of their courses. The response from the B.Ed. students was disappointing, there being only seven second respondents. The HDE students response was better in that twice the number (25) responded the second time.

To determine reliability of the questionnaire, three schools in Rhodesia (pre-independence Zimbabwe) were also sampled.

3.4.4. ANALYSIS OF RESPONDENTS.

TYPES OF SCHOOLS SAMPLED (including Rhodesian)

	<u>No.</u>	<u>Boys</u>	<u>Girls</u>	<u>Coed</u>	<u>Urban</u>	<u>Rural</u>
Private	14	8	5	1	7	7
Government	28	7	6	15	15	13
Total	42	15	11	16	22	20

SEX OF TEACHERS.

Total Sample	597
Male Teachers	358
Female Teachers	239

SCHOOL IN WHICH TEACHER TAUGHT AT TIME OF SURVEY.

Private School teachers	162 (total sample)
Government School Teachers	435 (total sample)
Rhodesian School Teachers	57
S.A. Private Schools Teachers	146
Cape Ed. Dept. Teachers	390
Primary School Teachers	36
Secondary School Teachers	561

TYPE OF SCHOOL WHERE MAJOR PART OF CAREER SPENT.

Private School	144
Government School	403
Coeducational School	228
Single Sex School	336

POSITIONS HELD BY TEACHERS.

Inspectors	8
Headmasters	42
Deputy Headmasters	27
Housemasters	77
Heads of Departments	97
Assistant Teachers	393

SUBJECTS TAUGHT BY TEACHERS.

Arts	258
Science	109
Mathematics	36
Commerce	26
Fine Arts (also music)	34
Physical Education (also Home economics, typing, Technical Education)	62
Guidance	27

<u>AGE GROUPS</u>	<u>No. of Teachers.</u>
20 - 25	107
26 - 30	90
31 - 35	100
36 - 40	90
41 - 45	63
46 - 50	47
51 - 55	35
56 - 60	48
60 +	17

COMPARISON OF DISTRIBUTION OF AGE GROUPS WITH UNITED KINGDOM SURVEY x

<u>Age Group</u>	<u>S.A. Survey</u>	<u>United Kingdom Survey.</u>	
	<u>1980</u>	<u>1972</u>	<u>1977</u>
Up to 24 years	17.9%	22%	9%
25 - 34	31.8%	30%	34%
35 - 44	25.6%	24%	26%
45 - 54	13.7%	16%	21%
55 - 64	10.9%	7%	10%
65 +	--	1%	0.5%

+ Rowan, P. and Rodgers, L. (1977) "What teachers think" A newspaper survey which appeared in the Times Educational Supplement, 2.9.77, pg. 0.

The comparison of the distribution of ages in the three surveys shows a comparable pattern of distribution with the United Kingdom surveys particularly up to the middle years and especially with the 1972 survey. The large difference between the youngest group of the South African survey and the youngest group of the 1977 U.K. survey is possibly due to the lower demand for teachers in the United Kingdom, after the post-war bulge had passed.

PART 114.0 THE DEVELOPMENTAL SURVEY :1: THE EFFECT OF AGE.4.1 AGE/EXPERIENCE INCOMPATIBILITY.

A preliminary survey was made with the scores obtained from the Job Satisfaction section of the second questionnaire. This was done to uncover and solve any problems that might plague the main survey. The scores for job satisfaction were averaged for the nine age groups. Respondents were grouped into five-year cohorts as it was felt that these would give a better spread than age groups in decades. It was also felt that a ten years grouping was too long a period. A number of attitude changes could occur undetected during that time.

Similar sets of scores were extracted for experience groups. These were also in semi-decades. A major problem now emerged. It was found that teachers did not progress smoothly and without interruption through their careers. The careers of male teachers were interrupted by army training and wartime service. Resignation and re-entry into the profession was characteristic of the female teacher who left the profession mainly to marry or for a change of vocation, returning later because of divorce, loss of spouse or the need to increase the family income to cope with the education costs of older children. This led to such anomalies as a teacher of fifty years of age with five years teaching experience being grouped in the 0-5 year experience group with teachers of ages ranging from twenty-one to thirty. Would such teachers have similar educational attitudes? Similarly, would a teacher in the 40-45 year cohort group who had taught for five years, resigned to marry, raised a family and then returned to teaching at the age of forty-three years, have the same attitudes as another teacher in that age group with continuous teaching experience of twenty years?

It had been anticipated that there would be teachers to whom teaching was a second vocation and who for various reasons entered the teaching profession at a later age than most teachers. They, like the regular teacher, would however, have consecutive years of teaching experience, and it was not expected that the 'Late Vocationers' would deviate very much from the norm, except in extreme cases.

It was decided to separate the two groups so that the scores of these 'age deviants' could be compared with the scores of teachers who had progressed through their careers within accepted age norms. A list of the expected average age for each experience group was drawn up for both the sexes based on the following criteria.

Female Teachers. It was expected that these teachers would leave school at age eighteen, proceed straight to university where they would spend three years at undergraduate study and one year of professional study. Most female teachers would therefore be ± 24 years of age when they started teaching. The average age of the female teacher in the 0-5 years of experience group was therefore estimated to be 24.5 (22 + 2.5) years.

Male Teachers. These teachers might, on leaving school at the age of eighteen years, opt to do their compulsory army training of two years before entering university or elect to do their training after graduating from university as a trained teacher. No matter what option they exercised it was estimated that they should be twenty-four years of age when they started teaching. The expected average age of a male teacher in the 0-5 years of experience group was estimated to be 26.5 years (24 + 2.5) years.

Further investigation was made into this disconformity between the expected average age and the actual age of teachers. An effort was made to refine the sample of male and female teachers so that they would be more homogenous with regard to age. Age ranges of 6, 8, 10 and 12 years i.e. ± 3 ; ± 4 ; ± 5 ; ± 6 years of the expected

average age, were applied to each experience group. The six year age range refined the sample too drastically so that few teachers were left to be analysed. The 10 and 12 year age range was too large and few deviants were screened from the sample. An eight year range, i.e. four years of the expected average age of each experience group, was found to be most suitable.

e.g. <u>Year of Teaching</u>	<u>Expected average age</u>	<u>Age Range.</u>
1st	22 years	18 - 26 years
2nd	23	19 - 27
3rd	24	20 - 28
4th	25	21 - 29
5th	26	22 - 30
etc.	etc.	etc.

The 'age deviants' among the female teachers number 72 out of the total female sample of 237 i.e. 30%, whereas only 19 of the 371 male teachers (5.1%) deviated from the age norm.

The mean scores of job satisfaction were computed for the total sample and the refined sample for each year of experience group for the male and female teacher. These values were plotted as a graph.

Little difference was apparent between the two samples of male teachers. There was a difference between the two samples of female teachers but this was more a matter of degree rather than direction except in the 21-25 year experience group. It was decided to apply the same test to the three other attitude scales Naturalism in Education (N/Ed.), Radicalism in Education (R/Ed.) and Tendermindedness in Education (T/Ed.) (see Figs. 4.1, 4.2, 4.3). Little difference is noticeable in the male sample and again amongst female teachers it was a matter of degree. The total sample of teachers showed only slight difference between the refined and undifferentiated samples. It was therefore decided that, as the direction of attitude change was basically the same

Fig. 4.1: CORRELATION OF THE AVERAGE AGES OF MALE AND FEMALE TEACHER EXPERIENCE
GROUPS WITH THE EXPECTED AVERAGE AGE.

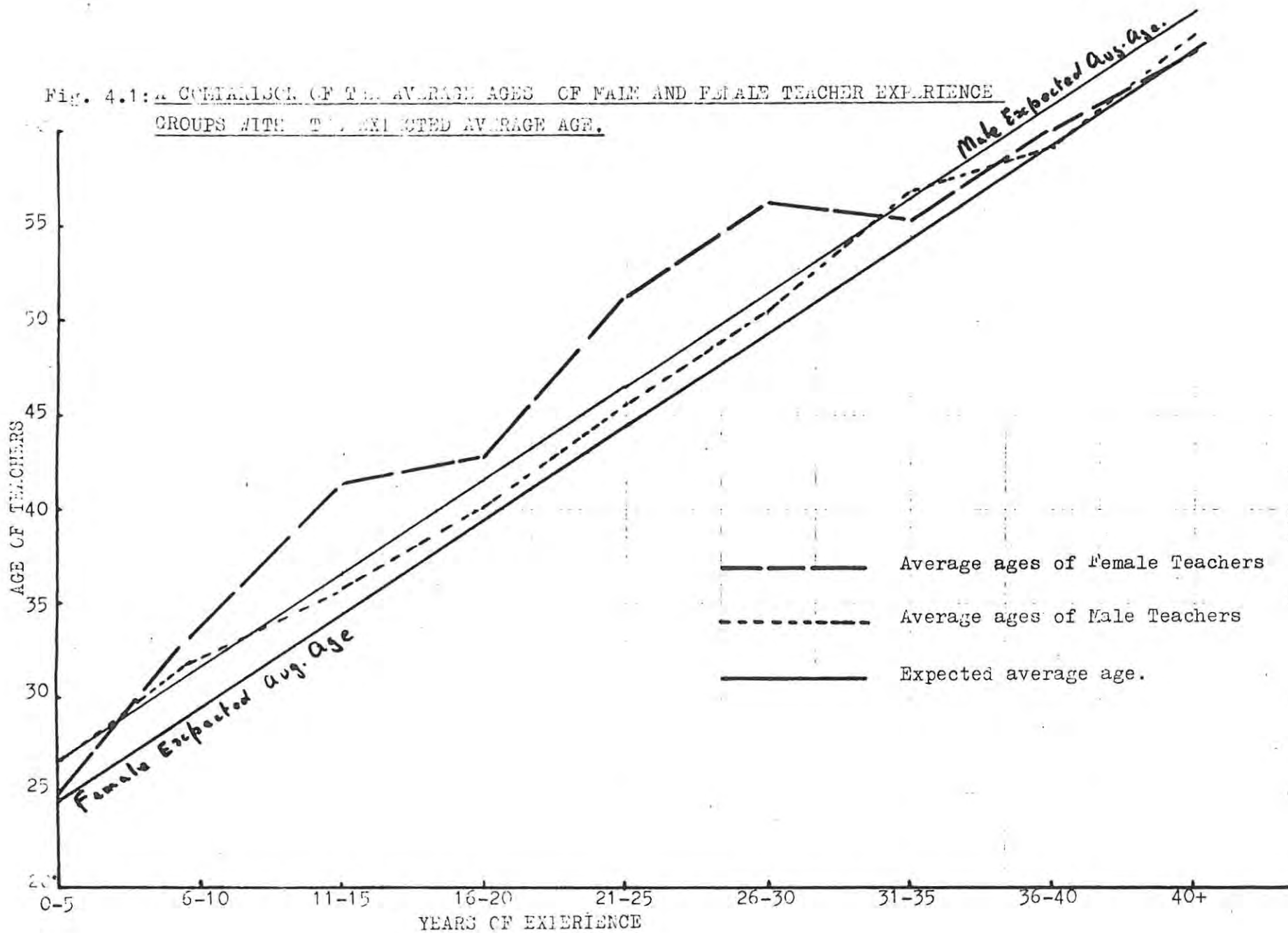


Fig. 4.2 :

A COMPARISON OF THE AVERAGE SCORES OF THE AGE-DIFFERENTIATED AND UNDIFFERENTIATED SAMPLES OF FEMALE TEACHERS.

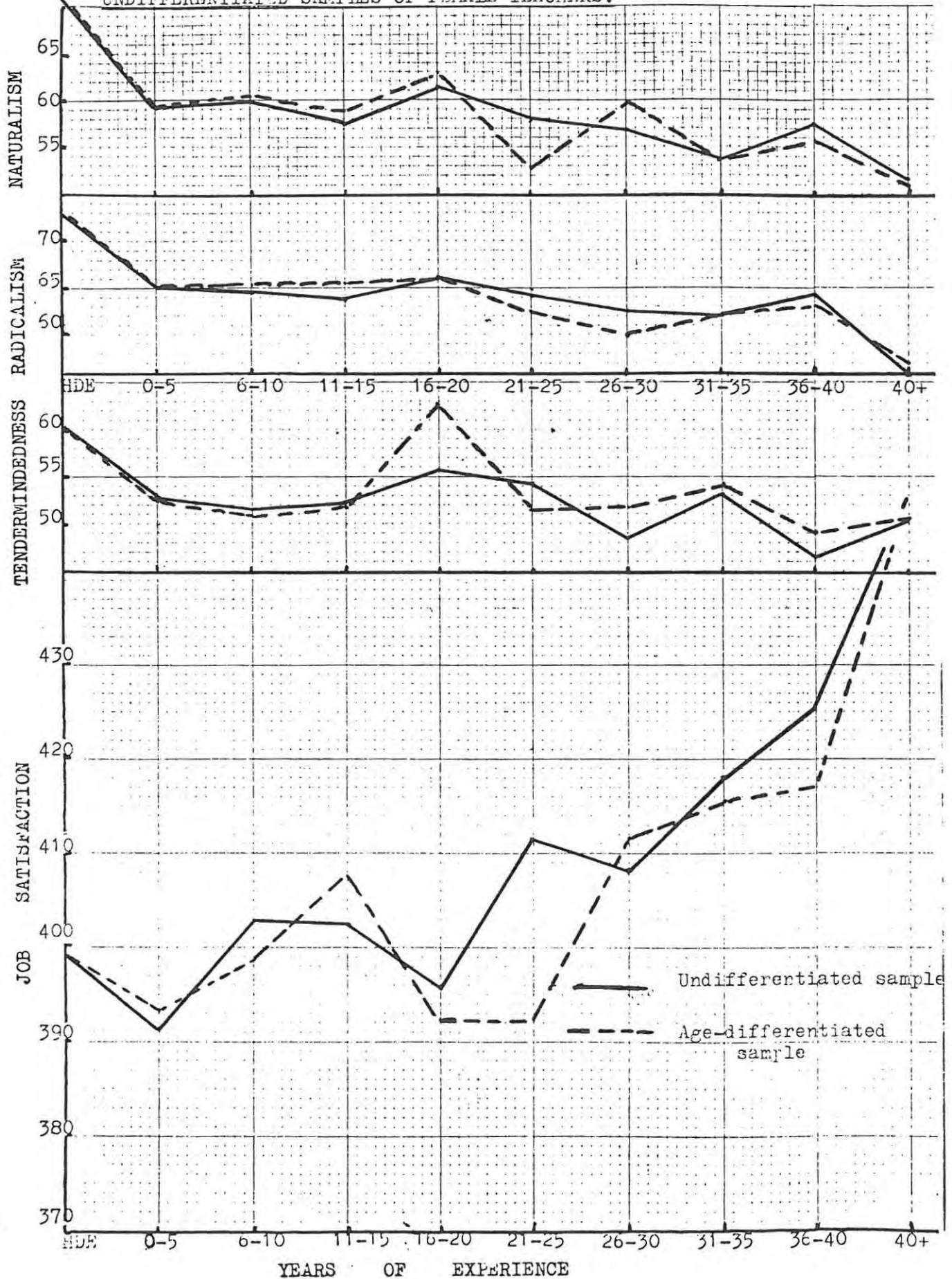
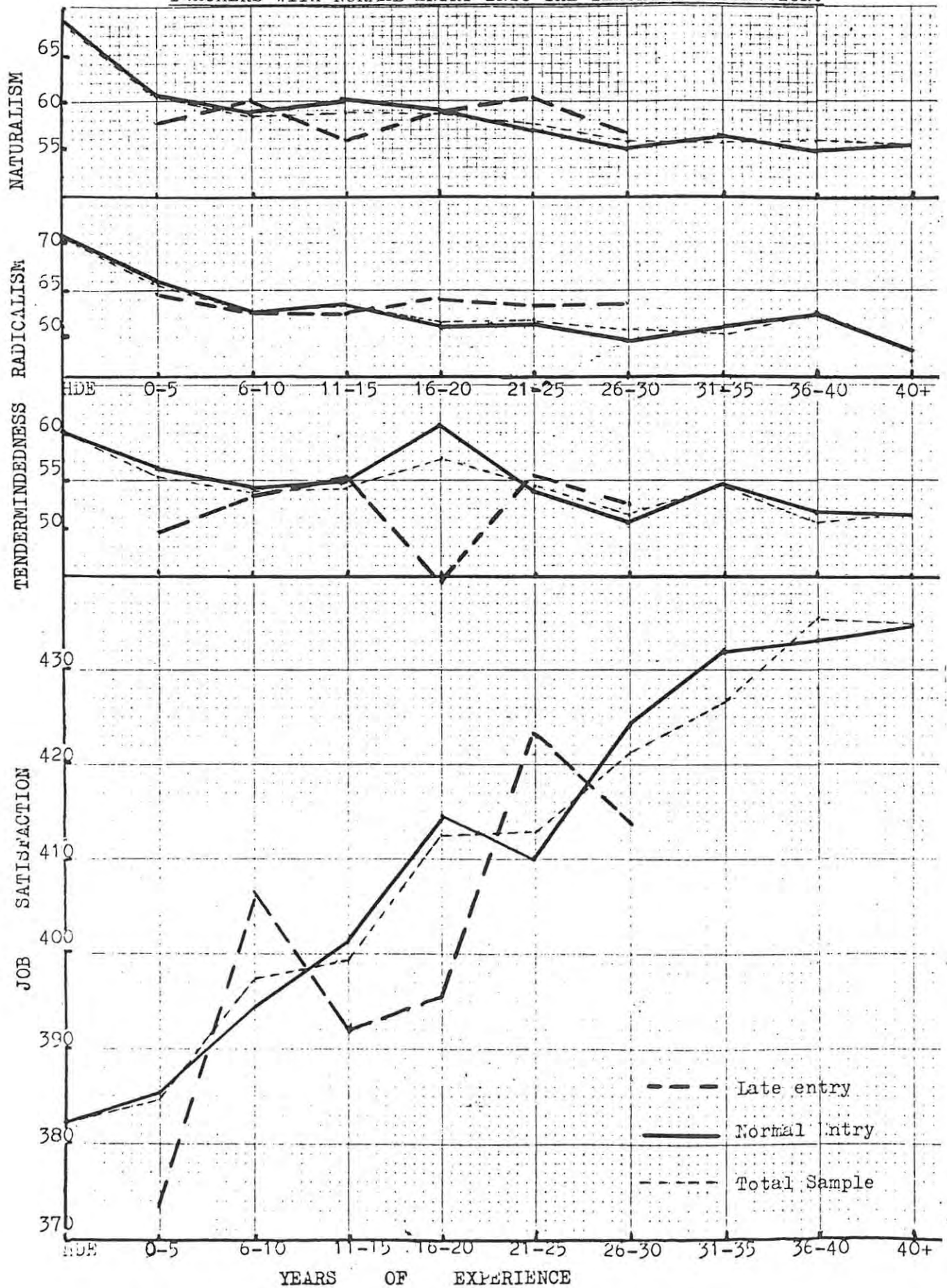


Fig. 4.3; A COMPARISON OF THE ATTITUDES OF 'LATE ENTRY' TEACHERS AND TEACHERS WITH NORMAL ENTRY INTO THE TEACHING PROFESSION.



between age deviant and non-differentiated samples of female teachers and that this difference was diluted by the male sample when dealing with all the teachers, the age disconformity could be ignored but that care would have to be observed when interpreting the mean scores of female teachers. Cognizance would also have to be taken of the fact that some attitudes might be affected by absence from teaching during the 'domestic period' of the female teachers life.

4.2 THE RELATIONSHIP OF AGE WITH THE ATTITUDE DEVELOPMENT OF ALL TEACHERS.

4.2.1 THE RELATIONSHIP OF AGE.

The sample numbers, totals, means and standard deviations for each age group are listed in the four attitude categories of all teachers. These are as follows:

ALL TEACHERS

<u>Age Group</u>	<u>20-25</u>	<u>26-30</u>	<u>31-35</u>	<u>36-40</u>	<u>41-45</u>	<u>46-50</u>	<u>51-55</u>	<u>56-60</u>	<u>60+</u>	<u>Total</u>
<u>i) NATURALISM IN EDUCATION (N/Ed.)</u>										
n	108	90	100	90	63	47	35	48	17	598
Total	6454	5389	5828	5367	3583	2730	1941	2746	906	34944
Mean	59.7	59.9	58.3	59.6	56.9	58.1	55.5	57.2	53.3	58.4
S.D.	7.0	7.9	6.7	5.8	6.7	6.9	4.6	5.4	10.2	
<u>ii) RADICALISM IN EDUCATION (R/Ed.)</u>										
n	108	90	100	90	63	47	35	48	17	598
Total	7164	5798	6324	5683	3878	2873	2152	2959	992	37823
Mean	66.3	64.4	63.2	63.7	61.6	61.1	61.5	61.6	58.4	63.2
S.D.	6.9	7.4	7.6	6.2	7.1	9.1	8.6	5.8	8.3	

Naturalism in Education.

Initially fairly stable but after the 36 - 40 year age group there is a gradual decline. This occurs in a series of fluctuations.

Radicalism in Education.

A steady decline in radicalism as the teacher grows older.

iii) TENDERMINDEDNESS IN EDUCATION (T/Ed.)

n	108	91	99	90	63	47	35	48	17	598
Total	5883	5150	5404	5094	3427	2447	1720	2437	905	32567
Mean	54.5	56.6	54.6	56.6	54.4	52.1	49.1	52.9	53.2	54.5
S.D.	10.1	13.0	11.4	10.8	9.5	13.7	9.3	12.6	10.9	

iv) JOB SATISFACTION

n	103	91	100	90	63	47	35	48	17	594
Total	39611	35545	39480	36853	25424	19706	14526	20695	6990	238530
Mean	384.6	390.6	394.8	409.5	403.6	419.3	415.0	422.8	411.2	401.6
S.D.	47.4	43.7	49.5	40.9	36.9	37.1	34.8	31.1	63.3	

Tendermindedness in Education.

Values remain stable during early adulthood but after the 36-40 year age group teachers appear to become more toughminded until late adulthood (50-60 years) when there is an increase in tendermindedness.

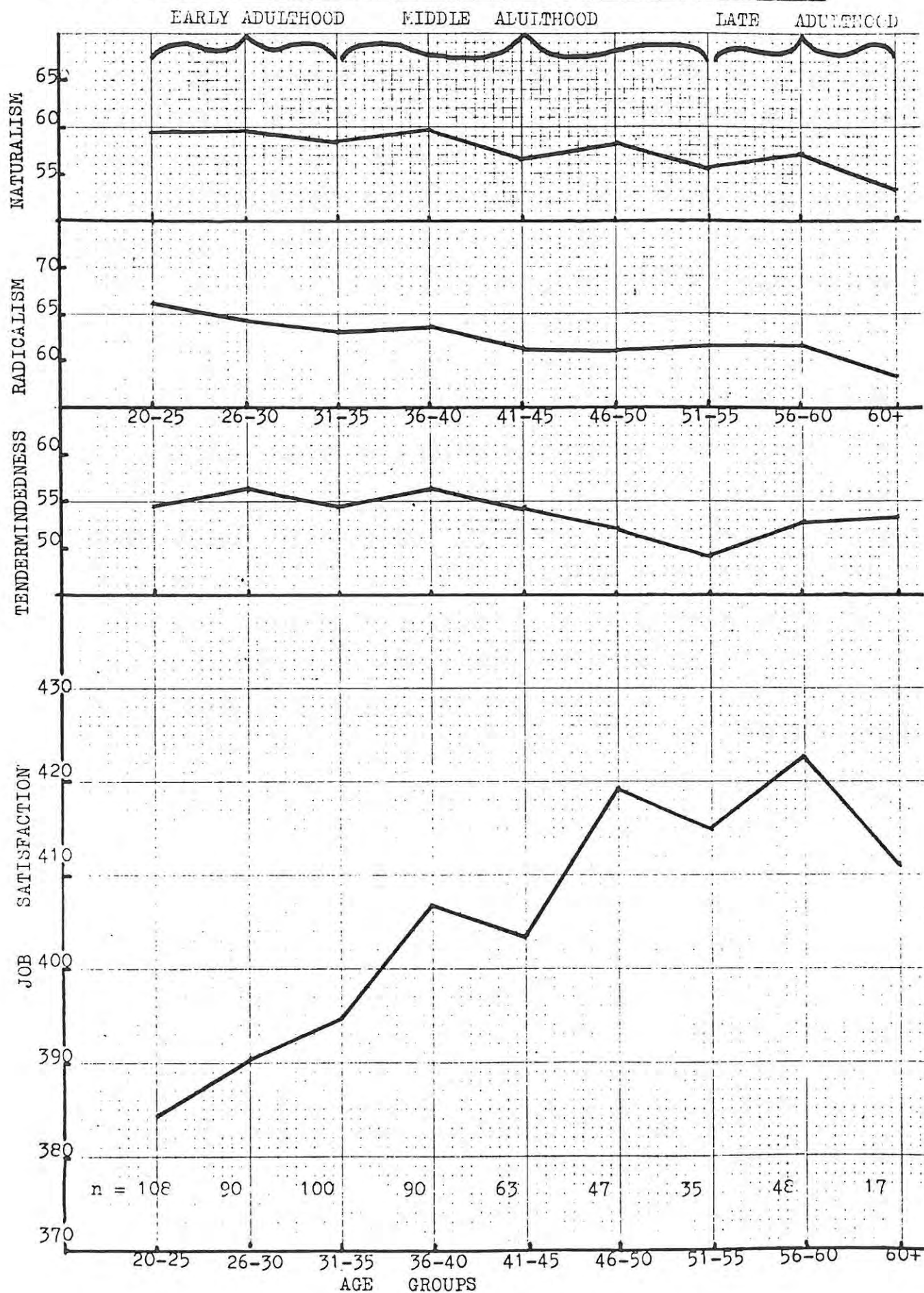
Job Satisfaction.

There is a steady rise in the job satisfaction of teachers as they grow older. This levels off in late adulthood.

A disconformity in the plotted graph occurs in the 36-40 year age graph i.e. the graph at this stage does not conform to the path it could be expected to follow. This occurs in all four attitude categories.

It would appear that the young teacher is fairly stable in his educational values but during middle adulthood (after 36-40 years) there is a steady decline in naturalism, radicalism and tendermindedness. Only in the latter category is there an increase in tendermindedness during late adulthood. Job satisfaction increases as the teacher grows older. This increase fluctuates during middle and late adulthood. (see graph. Fig 4.4)

Fig.4.4 : THE RELATIONSHIP OF AGE WITH THE ATTITUDES OF TEACHERS : I.



4.2.2 DIFFERENCES IN THE ATTITUDE DEVELOPMENT OF MALE AND FEMALE
TEACHERS AS THEY GROW OLDER.

FEMALE TEACHERS

i) NATURALISM IN EDUCATION (N/Ed)

Age Group	20-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	60+	Total
n	72	33	31	24	17	16	13	25	8	239
Total	4328	2009	1784	1435	1006	975	734	1454	412	14137
Mean	60.1	60.9	57.5	59.8	59.2	61.1	56.5	58.2	51.5	59.2
S.D.	6.6	8.6	4.9	5.1	7.6	6.3	4.1	6.3	5.5	

ii) RADICALISM IN EDUCATION (R/Ed.)

n	72	33	31	24	17	16	13	25	8	239
Total	4777	2201	1990	1526	1091	1022	849	1553	470	15479
Mean	66.3	66.7	64.2	63.6	64.2	63.9	65.3	62.1	58.8	64.8
S.D.	6.5	6.5	7.6	6.8	3.6	10.6	9.7	5.1	5.4	

iii) TENDERMINDEDNESS IN EDUCATION (T/Ed)

n	72	33	31	24	17	16	13	25	8	239
Total	3800	1870	1594	1288	917	867	621	1270	396	12623
Mean	52.7	56.7	51.6	53.7	53.9	54.2	47.8	50.8	49.5	52.8
S.D.	9.1	12.5	11.7	10.1	11.7	19.2	9.9	11.0	13.8	

iv) JCB SATISFACTION

n	70	33	31	24	17	16	13	25	8	239
Total	26910	12848	12416	9720	6712	6590	5296	10511	3324	94327
Mean	384.4	389.3	400.5	405.5	394.8	411.9	407.4	420.4	415.5	398.0
S.D.	46.4	42.8	39.4	42.3	35.1	43.9	39.5	28.6	52.3	

MALE TEACHERS

Age Group	20-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	60+	Total
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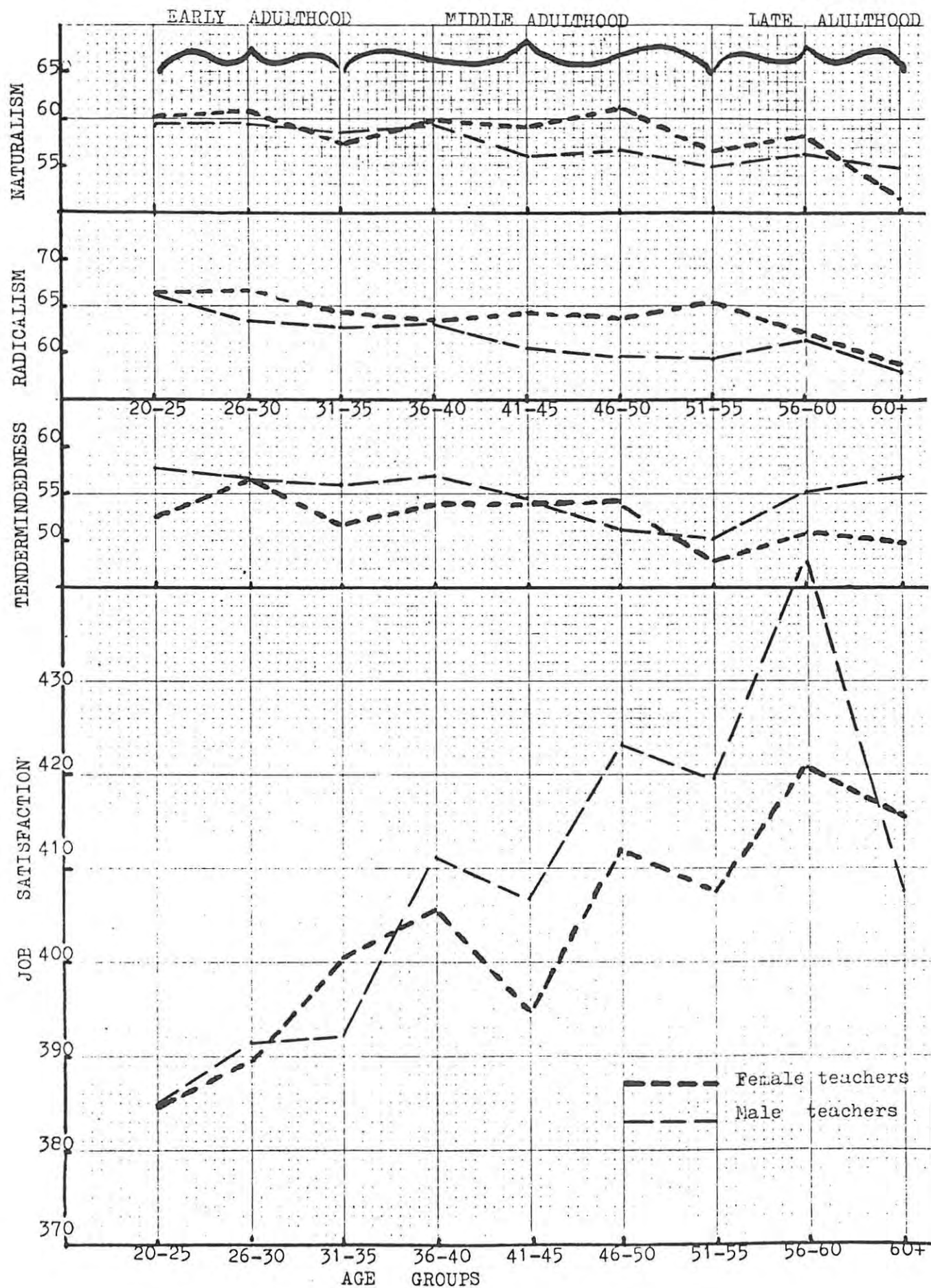
i) NATURALISM IN EDUCATION (N/Ed.)

n	36	57	69	66	46	31	22	23	9	359
Total	2126	3380	4044	3932	2597	1752	1207	1292	494	20824
Mean	59.1	59.3	58.6	59.6	56.0	56.5	54.9	56.2	54.9	58.0
S.D.	7.7	7.5	7.3	6.1	6.3	6.8	4.9	6.5	13.3	

ii) RADICALISM IN EDUCATION (R/Ed.)

n	36	57	69	66	46	31	22	23	9	359
Total	2387	3597	4334	4157	2787	1851	1303	1406	522	22344
Mean	66.3	63.1	62.8	63.0	60.6	59.7	59.2	61.1	58.0	62.2
S.D.	5.7	7.6	7.5	6.0	7.9	8.1	7.3	6.5	10.5	

Fig. 4.5 : THE RELATIONSHIP OF AGE WITH THE ATTITUDES OF TEACHERS : II.



<u>Age</u> <u>Group.</u>	20-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	60+	Total
iii) <u>TENDERMINDEDNESS IN EDUCATION (T/Ed.)</u>										
n	36	58	68	66	46	31	22	23	9	359
Total	2083	3280	3810	3806	2510	1580	1099	1267	509	19944
Mean	57.9	56.6	56.0	57.7	54.6	51.0	50.0	55.1	56.6	55.6
S.D.	11.1	13.3	12.6	10.9	8.7	10.0	9.1	14.0	6.7	

iv) JOB SATISFACTION

n	33	58	69	66	46	31	22	23	9	357
Total	12701	22697	27064	27133	18712	13116	9230	10184	3606	144443
Mean	384.8	391.3	392.2	411.1	406.8	423.1	419.5	442.8	407.3	404.6
S.D.	51.0	44.5	53.5	40.7	37.4	33.2	31.8	30.0	74.8	

There appears to be little difference between the sexes during their early adulthood. (see graph Fig 4.5) The attitudes of male and female teachers seem to differentiate only after the 36-40 year age period. The female teacher becoming more naturalistic than the male teacher. Throughout her teaching career, the female teacher is more radical in educational matters. The male teacher is surprisingly more tenderminded or child concerned except for a brief period during the 40's. After the age of 30, the male teacher obtains greater satisfaction from his teaching than does his female counterpart. The latter's satisfaction also increases with age, but the gap in job satisfaction scores increases as the male and female teachers grow older. (see also Graph Fig. 5.2)

4.2.3 THE RELATIONSHIP OF MAJOR LIFE EVENTS AND CRISES WITH TEACHER ATTITUDES.

The open-ended question in Section E of the questionnaire, "Are there any major events or experiences, which you feel may have affected your attitude towards teaching?" produced 340 individual comments. The four main groups of factors, apparently affecting teacher's attitudes towards education, were parenthood, promotion, marriage and the example of another teacher. Most respondents

felt that parenthood affected their attitudes positively and that having their own children made them more understanding and tolerant of their pupils. Promotion or lack of promotion could positively or negatively affect the attitude of the teacher. Marriage, many teachers felt, gave them a more positive attitude towards educational matters and made them more stable and balanced in their attitudes. Some 11.7% of the comments were related to the example of another teacher either when they were pupils or as a fellow teacher. A spouse or parents being teachers also had a positive effect.

MAJOR LIFE EVENTS AFFECTING TEACHER ATTITUDES.

<u>Ranking</u>	<u>Comment Groups</u>	<u>Percentage of Total Comments.</u>
1	Parenthood.	18.1%
2	Promotion.	14.3
3	Marriage.	11.7
	Example of another teacher.	11.7
5	Advice of an Older Person.	5.0
6	Spiritual Growth.	4.9
7	Emotional disruption.	4.1
8	Friendship.	3.5
9	Death.	3.2
10	Maturity.	2.9
11	Relationship with Headmaster.	2.3
12	Attitude of Society to teachers.	2.0
	Left teaching and returned.	2.0
14	Health.	1.2
	Finance.	1.2

RANKING OF INDIVIDUAL COMMENTS WITHIN THE FIRST FOUR GROUPS.

<u>Ranking.</u>		<u>Percentage of Total Comments.</u>
A.	<u>PARENTHOOD.</u>	
1	Parenthood (unspecified).	11.7%
2	Understand pupils better.	3.5
3	More tolerant with pupils.	2.3
4	Want to spend more time with own child than on schoolwork.	0.6
	18.1% of comments.	
B.	<u>PROMOTION.</u>	
1	Unspecified.	7.0%
2	Reinforced confidence in self.	3.8
3	Lack of promotion.	3.5
	14.3% of comments.	
C.	<u>MARRIAGE.</u>	
1	Unspecified.	11.1%
2	More stable - not concerned solely with school affairs.	0.3
	More stable.	0.3
	11.7% of comments.	
D.	<u>EXAMPLE OF ANOTHER TEACHER.</u>	
1	As a pupil.	3.8%
2	Parents were teachers.	3.5
3	Unspecified.	2.3
4	As a teacher.	1.2
5	Spouse a teacher.	0.9
	11.7% of comments.	

4.2.4 THE RELATIONSHIP OF PREVIOUS EMPLOYMENT WITH THE ATTITUDES
TEACHERS.

Question 7 of the General Information section of the question asked respondents to state whether they had been employed in any occupation other than teaching. They were also asked whether they had had any army service. Four groups of teachers were separated out from the 594 teachers who responded to this question:-

1) Straight from University	- 33.8%	(n = 201)
11) Army service	- 40.0%	(n = 277)
111) Previous Occupation	- 12.1%	(n = 72)
IV) Army service + Previous Occupation	- 7.4%	(n = 44)

The total sample therefore contained 19.5% of teachers who had had previous occupations before entering the teaching profession. Only after analysing these responses was it realised that the fulltime occupation of a housewife should also be considered as an occupation and would affect the attitude of the female teacher in some way. Regrettably the female teacher was not asked to state whether she was married or, whether she had left teaching for this 'other vocation' and had returned to teaching. It was therefore decided to limit this survey to the male teacher and include the female teacher only in the 'late vocation' study.

4.2.4.1 LATE VOCATIONERS.

LATE VOCATIONERS.

	<u>Naturalism in Education.</u>	<u>Radicalism in Education.</u>	<u>Tendermindedness in Education.</u>	<u>Job Satisfaction.</u>
n	91	91	91	91
Mean	57.9	62.8	53.1	401.7

NORMAL ENTRY.

n	527	532	531	528
Mean	59.1	63.4	52.0	382.3

From these figures (see also histograms Fig. 5.12) it seems that, as a group, those that enter the teaching profession later are slightly more idealistic, more conservative and slightly more tender-minded. They appear to be very much more satisfied in their jobs as teachers than those who entered the profession at the normal age. This is not evident with male teachers who have had previous occupations only among male teachers who have had army service and a previous occupation (see histograms Fig 4.9). Included among the sample of teachers who had previous occupations only, are those who may have been employed only for short periods in an occupation.

This would seem to indicate that it might not be the experience of the previous occupation that affects the attitude of the teacher but the age or maturity of the teacher. This is, however, rather inconclusive, the sample numbers being too small to make more than a tentative conclusion.

4.2.4.2 THE RELATIONSHIP OF ARMY SERVICE WITH THE ATTITUDE
DEVELOPMENT OF MALE TEACHERS (see graphs Fig.4.6)

<u>Age</u> <u>Group</u>	<u>NATURALISM IN EDUCATION</u>									<u>Total</u>
	<u>20-25</u>	<u>26-30</u>	<u>31-35</u>	<u>36-40</u>	<u>41-45</u>	<u>46-50</u>	<u>51-55</u>	<u>56-60</u>	<u>60+</u>	
i) <u>Straight from University.</u>										
n	7	11	17	31	29	11	4	4	6	116
Mean	56.9	68.3	56.7	62.9	56.0	57.6	57.5	46.3	50.7	59.8
ii) <u>Army Experience</u>										
n	26	39	37	16	4	11	12	12	2	158
Mean	59.7	59.4	57.3	52.1	59.3	54.2	54.3	58.0	51.5	57.3
iii) <u>Previous Occupation</u>										
n	1	2	6	14	7	6	3	1	---	40
Mean	68.0	57.5	57.2	60.1	56.4	58.2	53.0	50.0	---	57.8
iv) <u>Army plus previous occupation.</u>										
n	2	6	10	5	6	3	3	6	1	42
Mean	55.5	61.2	61.8	61.0	56.7	57.7	55.6	60.1	87.0	60.2

<u>Age</u> <u>Group</u>	<u>RADICALISM IN EDUCATION</u>									<u>Total</u>
	<u>20-25</u>	<u>26-30</u>	<u>31-35</u>	<u>36-40</u>	<u>41-45</u>	<u>46-50</u>	<u>51-55</u>	<u>56-60</u>	<u>60+</u>	
i) <u>Straight from University.</u>										
n	7	11	17	31	29	8	4	6	6	119
Mean	67.9	60.7	63.9	62.9	64.0	71.8	60.0	62.0	56.7	63.5
ii) <u>Army Experience</u>										
n	26	39	36	16	4	11	12	10	2	156
Mean	65.7	63.4	62.0	63.6	59.0	55.6	58.8	59.9	54.5	62.1
iii) <u>Previous Occupation.</u>										
n	1	2	6	14	7	6	3	1	--	40
Mean	70.0	58.5	64.8	64.4	56.4	60.8	64.7	50.0	---	62.1
iii) <u>Army plus previous occupation</u>										
n	2	6	10	5	6	6	3	6	1	45
Mean	77.5	66.7	61.8	59.0	56.7	50.0	54.3	64.2	73.0	60.2

<u>Age</u> <u>Group</u>	<u>20-25</u>	<u>26-30</u>	<u>31-35</u>	<u>36-40</u>	<u>41-45</u>	<u>46-50</u>	<u>51-55</u>	<u>56-60</u>	<u>60+</u>	<u>Total</u>
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TENDERMINDEDNESS IN EDUCATION

i) Straight from University.

n	7	11	17	31	29	11	4	6	6	122
Mean	65.0	58.5	55.9	59.0	51.2	48.1	50.0	41.2	56.8	54.8

ii) Army Experience

n	26	38	34	16	4	11	12	10	2	153
Mean	56.7	55.6	60.0	57.6	57.5	54.0	52.8	58.5	55.0	56.2

iii) Previous Occupation

n	1	2	5	14	7	6	3	1	--	39
Mean	60.0	67.5	53.6	54.6	62.7	56.0	47.3	36.0	---	55.0

iv) Army plus previous occupation.

n	2	6	10	5	6	3	3	6	1	44
Mean	65.0	58.5	55.9	59.0	51.2	48.1	50.0	41.2	56.8	54.8

JOB SATISFACTION.

i) Straight from University

n	7	11	17	31	29	11	4	6	6	122
Mean	403.1	403.4	402.0	410.5	409.6	419.7	407.8	434.3	391.7	409.0

ii) Army Experience

n	23	39	36	16	4	11	12	10	2	153
Mean	381.5	379.5	388.7	408.2	418.0	417.3	432.8	442.0	398.5	394.8

iii) Previous Occupation

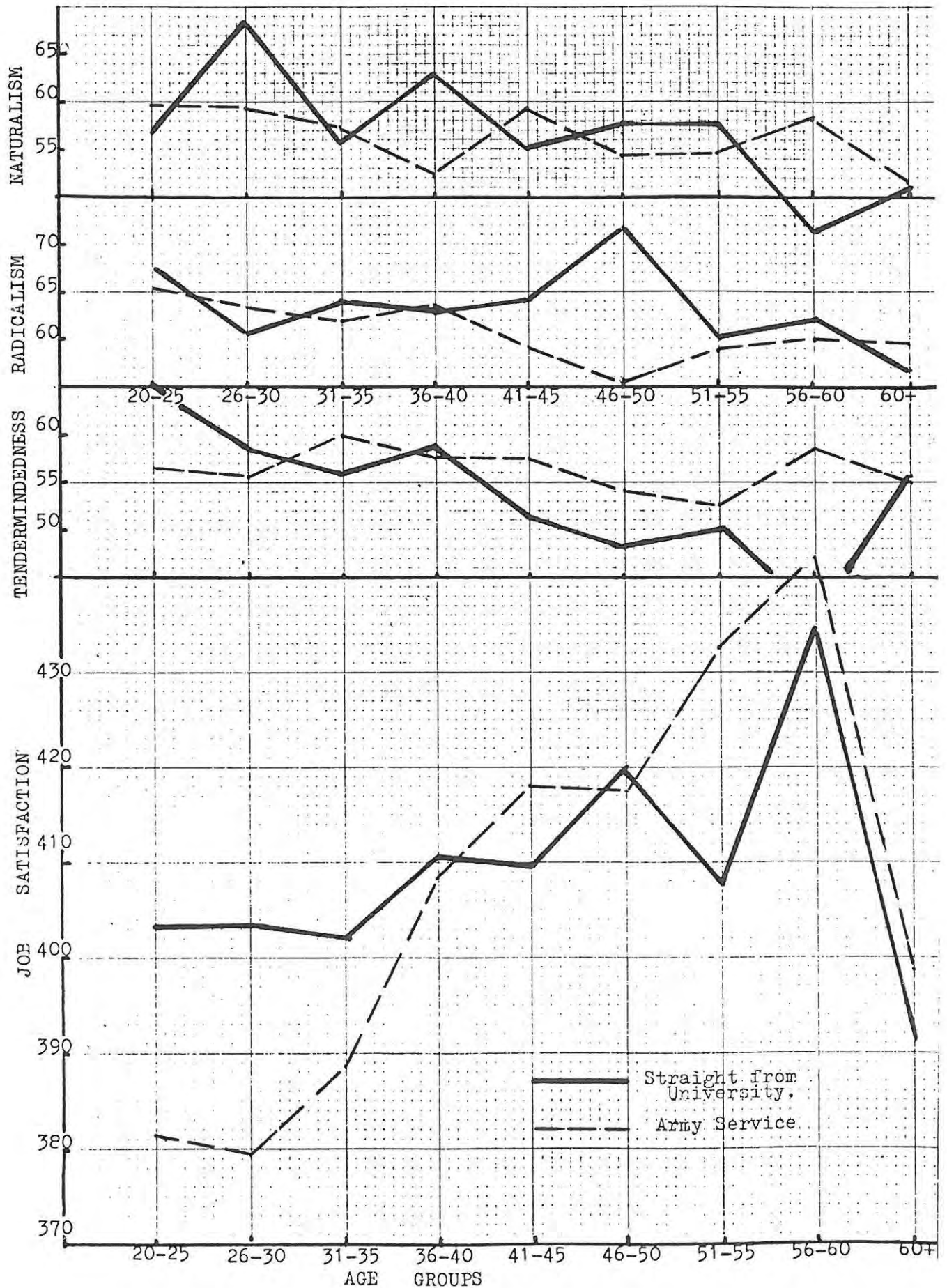
n	1	2	6	14	7	6	3	1	--	41
Mean	372.0	357.5	383.3	409.1	397.0	443.0	391.7	459.0	---	394.8

iv) Army plus previous experience

n	2	6	10	5	6	3	3	6	1	42
Mean	366.5	416.0	393.6	429.4	397.2	417.0	410.0	449.8	459.0	412.7

The developmental graph for male teachers passing straight from university into teaching and those who had army service indicate differences and reversals of attitudes in early and later adulthood (i.e. after the 36-40 year age period). The army service group of teachers are more idealistic, toughminded and less job satisfied in the early years. This situation is apparently reversed in late adulthood, when the teacher with army service is more naturalistic, radical, tenderminded and more job satisfied. A study of the means

Fig. 4.6 : THE RELATIONSHIP OF ARMY SERVICE WITH THE ATTITUDE DEVELOPMENT OF MALE TEACHERS.



for the whole group (see histograms, Fig 4.9) shows that teachers with army experience are on average

- I) more idealistic (i.e. expect rigid adherence to rules and norms);
- II) more educationally conservative;
- III) more tenderminded (more child or pupil concerned);
- IV) less job satisfied.

However, a study of the developmental graphs and tables shows that these mean averages are influenced by the larger number of young teachers in the sample and that while this situation exists initially in early adulthood the effect of the army (radicalism excepted) wanes as the teacher with army experience grows older.

4.2.5 THE DIFFERENCE IN ATTITUDES BETWEEN TEACHERS TEACHING IN PRIVATE AND GOVERNMENT SCHOOLS.

Age Group	<u>NATURALISM IN EDUCATION</u>									Total
	20.25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	60+	
i) <u>Private School Teachers</u>										
n	7	15	32	26	21	17	14	13	2	146
Mean	65.1	58.6	60.4	62.8	56.7	59.2	54.6	55.4	72.5	59.3
ii) <u>Government School Teacher</u>										
n	99	66	58	53	33	24	16	28	14	435
Mean	59.5	60.8	57.3	58.2	58.0	58.3	55.2	58.0	50.4	58.4
iii) <u>Rhodesian Teachers</u>										
n	2	9	10	12	9	6	5	7	1	61
Mean	55.5	55.2	57.3	59.3	55.2	53.7	58.8	57.6	55.0	56.8

Age Group	<u>RADICALISM IN EDUCATION</u>									Total
	20.25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	60+	
i) <u>Private School Teachers.</u>										
n	7	15	32	25	21	17	14	13	2	146
Mean	67.1	60.9	62.9	62.0	61.1	62.9	59.7	61.7	65.5	62.1
ii) <u>Government School Teachers</u>										
n	99	66	58	53	33	24	16	28	14	391
Mean	66.4	65.9	63.6	63.5	62.2	61.4	62.6	61.2	57.1	64.0
iii) <u>Rhodesian School Teachers</u>										
n	2	9	10	12	9	6	5	7	1	61
Mean	59.0	59.3	62.0	63.9	60.3	66.2	62.8	63.4	61.0	61.2

TENDERMINDEDNESS IN EDUCATION

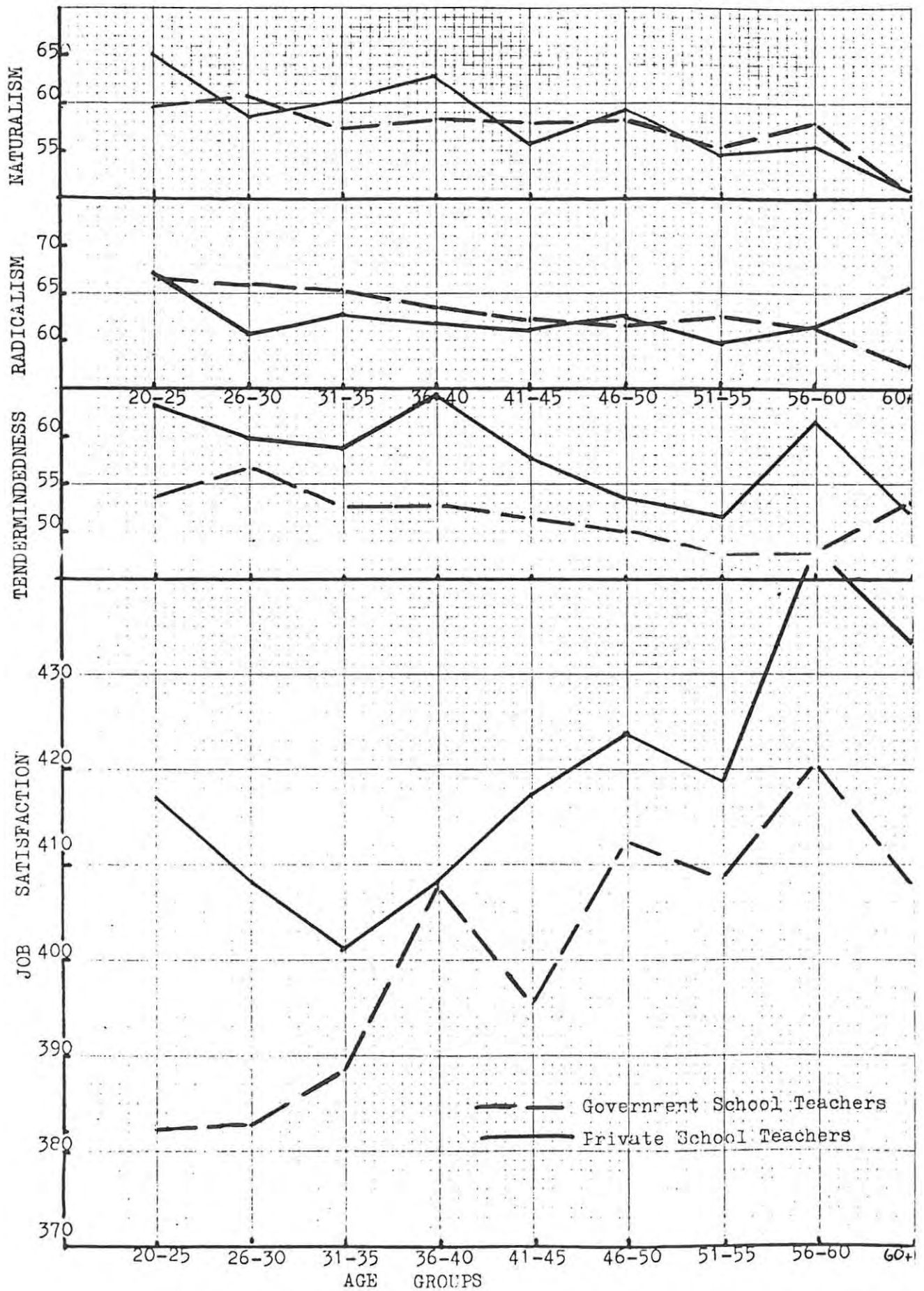
Age Group	20-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	60+	Total
i) <u>Private School Teachers.</u>										
n	7	15	31	25	21	17	14	13	2	145
Mean	63.1	59.8	58.8	64.3	57.6	53.5	51.6	61.6	52.0	58.7
ii) <u>Government School Teachers.</u>										
n	99	67	58	53	33	24	16	28	14	392
Mean	53.7	56.8	52.5	52.8	51.6	50.0	47.7	47.9	53.0	52.8
iii) <u>Rhodesian School Teachers.</u>										
n	2	9	10	12	9	6	5	7	1	61
Mean	63.5	49.6	54.5	57.1	57.3	56.0	47.0	55.4	59.0	54.7

JOB SATISFACTION.

Age Group	20-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	60+	Total
i) <u>Private School Teacher.</u>										
n	7	15	32	25	21	17	14	13	2	146
Mean	416.7	408.3	401.2	408.2	417.2	423.8	418.7	443.5	433.5	414.7
ii) <u>Government School Teacher</u>										
n	94	67	58	53	33	24	16	28	14	387
Mean	382.2	382.6	388.2	407.6	395.2	412.5	408.5	420.6	408.1	394.4
iii) <u>Rhodesian School Teacher</u>										
n	2	9	10	12	9	6	5	7	1	61
Mean	384.5	421.0	412.9	420.3	402.3	433.3	425.6	450.6	350.0	419.4

It was possible to identify the teachers who were teaching in private schools by marking the questionnaires sent to private schools. A comparison of the mean attitude scores for the different age groups shows that there is not much difference developmentally between the two groups in their N/Ed. and R/Ed. scores. Private school teachers are initially more conservative in their educational attitudes and also as a group. Private school teachers as a group, are more tenderminded and more job satisfied than government school teachers. Throughout their life span, the private school teacher appears more tenderminded and job satisfied as a teacher. While

Fig. 4.7 : A COMPARISON OF THE ATTITUDE DEVELOPMENT OF TEACHERS IN GOVERNMENT AND IN PRIVATE SCHOOLS.



the government school teacher becomes more job satisfied during early adulthood the private school teacher, it is interesting to note, becomes less satisfied than he was at the start of his career. After this initial drop in satisfaction however, they become progressively more satisfied due possibly to adjusting their values, finding more rewards in their work, promotion and possibly receiving more recognition for their services to their pupils.

Teachers at three Rhodesian (Pre-independence Zimbabwe) schools were also sampled and it is interesting to note they were the most job satisfied of the teachers sampled. They were also the most conservative.

4.2.6 THE RELATIONSHIP OF PROFESSIONAL TRAINING WITH THE ATTITUDES OF TEACHERS.

Little difference is evident between teachers who have Bachelor of Education degrees, the B.Ed. student and those teachers without a B.Ed. degree in their mean N/Ed., R/Ed. and T/Ed. scores. They are however much more job satisfied than teachers who do not have the degree.

<u>Age</u> Group	<u>NATURALISM IN EDUCATION</u>									<u>Total</u>
	20-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	60+	
i) <u>B.Ed. Graduate Teacher</u>										
n	2	2	14	9	7	6	4	4	--	48
Mean	68.0	54.5	56.1	60.3	57.7	60.2	55.3	57.5	---	58.1
ii) <u>B.Ed. Student Teacher</u>										
n	6	15	9	11	3	1	2	2	--	49
Mean	58.3	62.2	64.8	54.5	58.7	68.0	51.5	55.5	---	59.8
iii) <u>Non- B.Ed. Teacher</u>										
n	100	73	77	70	53	40	29	42	17	501
Mean	59.6	59.5	57.9	60.4	56.7	57.5	55.8	57.3	53.3	58.3
<u>Age</u> Group	<u>RADICALISM IN EDUCATION</u>									<u>Total</u>
	20-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	60+	
1) <u>B.Ed. Graduate Teacher.</u>										
n	2	2	14	9	7	6	4	4	--	48
Mean	70.5	69.5	64.9	61.2	61.0	60.6	65.3	65.3	---	63.6

ii)	<u>B.Ed. Student Teacher</u>									
n	6	15	9	11	3	1	2	2	--	49
Mean	65.2	64.9	67.1	64.4	63.0	90.0	54.5	53.0	--	64.7
iii)	<u>Non-B.Ed. Teacher</u>									
n	100	73	77	70	53	40	29	42	17	501
Mean	66.3	64.2	62.5	63.2	61.5	60.5	61.4	61.7	58.4	63.1

TENDERMINDEDNESS IN EDUCATION

<u>Age Group</u>	<u>20-25</u>	<u>26-30</u>	<u>31-35</u>	<u>36-40</u>	<u>41-45</u>	<u>46-50</u>	<u>51-55</u>	<u>56-60</u>	<u>60+</u>	<u>Total</u>
i)	<u>B.Ed. Graduate Teacher</u>									
n	2	2	14	9	7	6	4	4	--	48
Mean	63.5	58.0	54.8	56.9	58.0	47.5	51.3	60.5	---	55.4
ii)	<u>B.Ed. Student Teacher</u>									
n	6	15	9	11	3	1	2	2	--	49
Mean	55.8	61.3	60.6	50.4	48.0	35.0	50.0	42.5	---	55.4
iii)	<u>Non- B.Ed. Teacher</u>									
n	100	73	77	70	53	40	29	42	17	501
Mean	54.2	56.4	53.1	57.5	54.3	53.2	48.8	52.6	53.2	54.3

JOB SATISFACTION

i)	<u>B.Ed. Graduate Teacher</u>									
n	2	2	14	9	7	6	4	4	--	48
Mean	395.0	406.0	390.0	422.6	427.0	417.3	415.8	437.0	---	411.7
ii)	<u>B.Ed. Student Teacher</u>									
n	6	15	9	11	3	1	2	2	--	49
Mean	393.5	399.1	451.9	412.1	389.7	437.0	415.0	419.0	---	412.8
iii)	<u>Non-B.Ed. Teacher</u>									
n	100	73	77	70	53	40	29	42	17	501
Mean	364.5	393.8	389.0	407.5	401.2	419.1	414.9	431.2	411.2	396.9

It was hoped to pretest and posttest Bachelor of Education students to determine whether exposure to this professional course brought about a change in educational attitude similar to that experienced during the H.D.E. or U.E.D. student years. (see chap. 2.2) The numerical response was very disappointing. Only seven post-test returns were received compared to twenty-four pretest responses. While only 12 pretest HDE returns were obtained at the beginning of the year, more than twice that number (25) of returns were obtained from these students at the end of the year.

H.D.E. STUDENTS

	<u>NATURALISM IN EDUCATION</u>		<u>RADICALISM IN EDUCATION</u>	
	<u>Pretest</u>	<u>Posttest</u>	<u>Pretest</u>	<u>Posttest</u>
n	12	25	12	25
Total	777	1709	875	1767
Mean	64.8	68.4	72.9	70.7
S.D.	8.2	6.9	7.4	8.3

	<u>TENDERMINDEDNESS IN EDUCATION</u>		<u>JOB SATISFACTION.</u>	
	<u>Pretest</u>	<u>Posttest</u>	<u>Pretest</u>	<u>Posttest</u>
n	13	25	12	25
Total	749	1505	4645	9555
Mean	57.6	60.2	387.1	382.2
S.D.	15.9	8.6	45.0	52.8

B.ED. STUDENTS.

	<u>NATURALISM IN EDUCATION</u>		<u>RADICALISM IN EDUCATION</u>	
	<u>Pretest</u>	<u>Posttest</u>	<u>Pretest</u>	<u>Posttest</u>
n	7	7	7	7
Total	437	426	443	445
Mean	62.4	60.8	63.3	63.5
S.D.	9.4	11.2	7.0	6.3

	<u>TENDERMINDEDNESS IN EDUCATION</u>		<u>JOB SATISFACTION</u>	
	<u>Pretest</u>	<u>Posttest</u>	<u>Pretest</u>	<u>Posttest</u>
n	7	7	7	7
Total	388	374	2717	2832
Mean	55.4	53.4	388.1	404.6
S.D.	13.0	12.9	37.0	44.1

The rise in HDE scores for N/Ed. and T/Ed. agreed with results obtained for students in the United Kingdom (Butcher; Oliver and Butcher; McIntyre and Morrison - Chap. 2.2). The gains are not very great and this seems to indicate that after three years of the university environment, post graduate student teachers have already developed positive attitudes towards education. Their professional training course therefore would not be able to boost their attitude scores much higher. This might also explain in part the drop in the R/Ed. scores at the end of the course. The usually radical post graduate student would in all probability be in strong agreement with suggested changes in education at the beginning of the course.

At the end of the course, when he is better informed about educational matters, he may view these changes differently. He may also view more critically and from a more practical standpoint innovations in education, with which he will soon be intimately concerned.

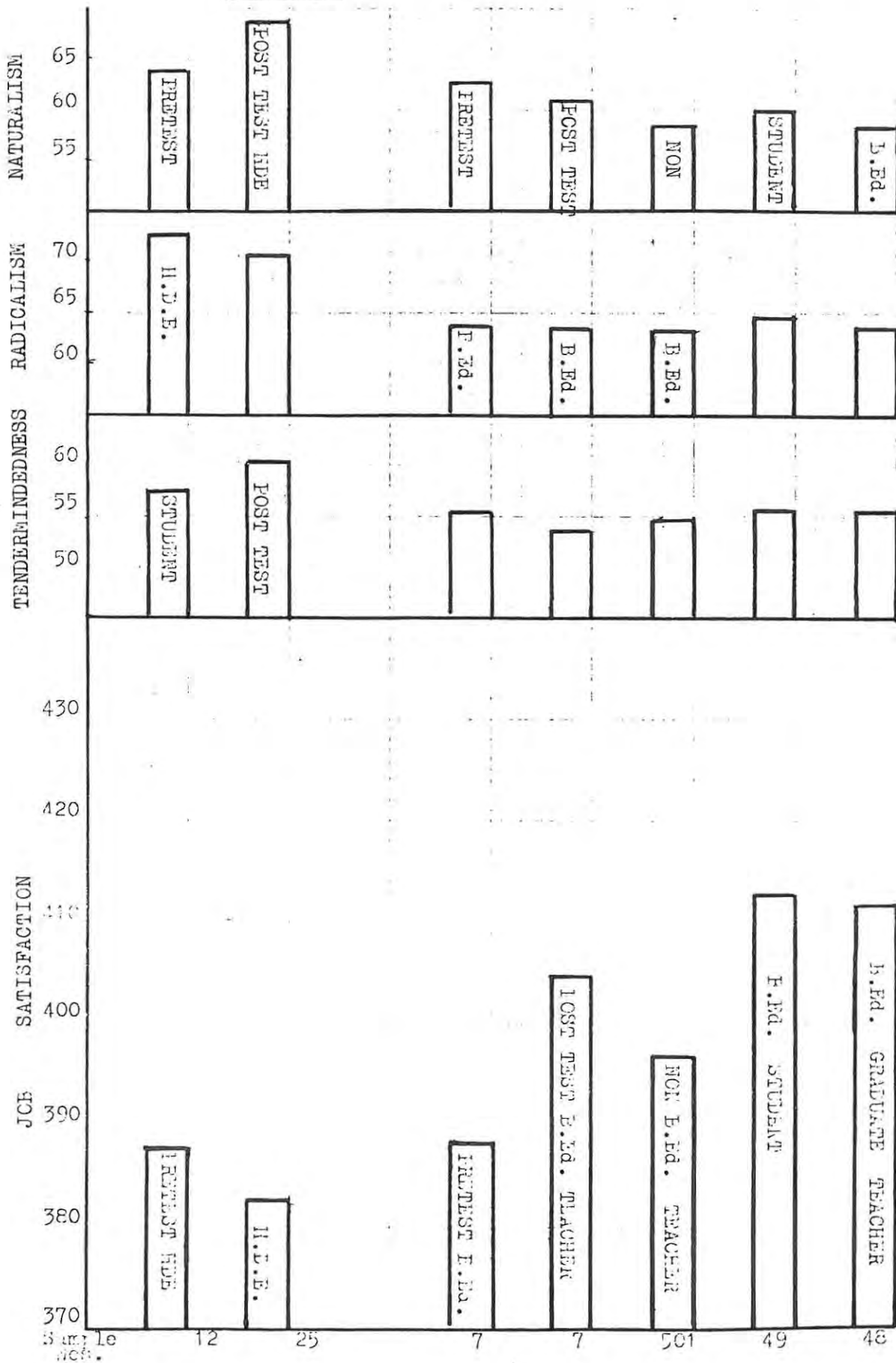
The B.Ed. pretest and posttest average scores are sparse in number but have value in that the same seven respondents are involved. The scores appear to indicate that this professional course, has little effect in changing N/Ed. and R/Ed. attitudes of practising teachers. It does seem to boost their concern for pupils as individuals i.e. their T/Ed. scores (see Histograms fig. 4.9) It must be noted that this T/Ed trend is not confirmed by the mean scores of B.Ed. Students and B.Ed. graduates compared with non-B.Ed. teachers (see Histograms Fig 4.8). The B.Ed. course does not appear to have much effect in changing the attitude of the practising teacher other than make them more job satisfied. This may be due to the educational attitudes of the practising teacher being fairly set and rigid by the time they undertake the B.Ed. course in mid-career. The average age of the B.Ed. student is 34.6 years and he has usually had fifteen years of classroom experience by the time he starts the course. Attitude change among practising teachers might, after nearly fifteen years in the classroom, be difficult to effect.

It would be interesting to conduct further investigation in this field. Despite the paucity of respondents and bearing in mind the gradual decrease in scores in all three 'Manchester' attitude categories, it is logical to assume that teacher's attitudes, like those of other adults, might be more difficult to change as they grow older or become more experienced.

4.2.7 PRIMARY AND SECONDARY SCHOOL TEACHERS.

It was not intended to sample the attitudes of the primary school teacher in this survey. Some 36 primary school teachers nevertheless completed the questionnaire and returned it. This

FIG. 4.6 : THE RELATIONSHIP OF PROFESSIONAL TRAINING WITH THE ATTITUDES OF POST GRADUATE STUDENT TEACHERS AND PRACTISING TEACHERS.



ories during early adulthood, but after the 36-40 year period these values tend to drop. The job satisfaction of teachers increases steadily as they grow older.

* The adjective 'idealistic' in this context is not derived from the noun 'ideal' but the philosophical 'idealism'. "Sir John Adams, for example, in *The Evolution of Educational Theory*, has described the more or less consistent and distinguishable system he names humanism, naturalism, idealism and mechanism." (Oliver - 1954). Oliver uses it in his attitude category Naturalism in Education as the negative end of his continuum. He derives its meaning from idealist philosophy which holds that "order in this universe is unchanging" and that "there are absolute standards of truth, goodness and beauty to which human experience and behaviour can approximate". 'Idealistic' would therefore describe a teacher, who would insist "on disciplined work and high-thinking". He would look on teaching as being "the transmission and augmentation of our cultural heritage". He would "require high standards of his pupils" but "may do so without arrogance".

Differences in the attitudes of male and female teachers only really show up after the 30-40 year period, i.e. during middle and late adulthood, when the female teacher remains more naturalistic, more radical and more tenderminded, while the male teacher increases in idealism but becomes more conservative and more toughminded in his educational attitude. The job satisfaction of both sexes tends to increase during early adulthood and the female appears to obtain more satisfaction from her work than the male teacher. This situation is reversed after the 36-40 year period - probably due to the dissatisfaction of the married teacher, now re-entering the profession, and the uncertainty and insecurity that temporary appointments bring about.

Being in a different occupation before joining the teaching

profession does not appear to affect the male teacher's attitudes very much, unless, it is surmised, he was in that occupation for some length of time. If however he has had army service as well as experience in another occupation then he appears to be more job satisfied, naturalistic and tenderminded. He is however more conservative in his attitudes on education. Army service seems to affect the male teacher initially but after the 36-40 year period the effect of this experience appears to dissipate and his attitudes move in the opposite direction i.e. more conservative, more tenderminded and more job satisfied.

The most striking difference in attitudes appears to be in the attitude scores of private and government school teachers. Private school teacher's attitudes differ in that they are strikingly more tenderminded or child concerned and are more job satisfied than the government school teacher, who is more radical in educational matters.

There are indications, based on the evidence of a small sample, that professional training late in a teacher's career does not have apparently the same impact in changing educational attitudes as occurs when the teacher is a young student.

5.0 DEVELOPMENTAL STUDY:11.

5.1 THE RELATIONSHIP OF TEACHING EXPERIENCE WITH ATTITUDE DEVELOPMENT.

5.1.1 ANALYSIS OF THE WHOLE SAMPLE.

ALL TEACHERS.

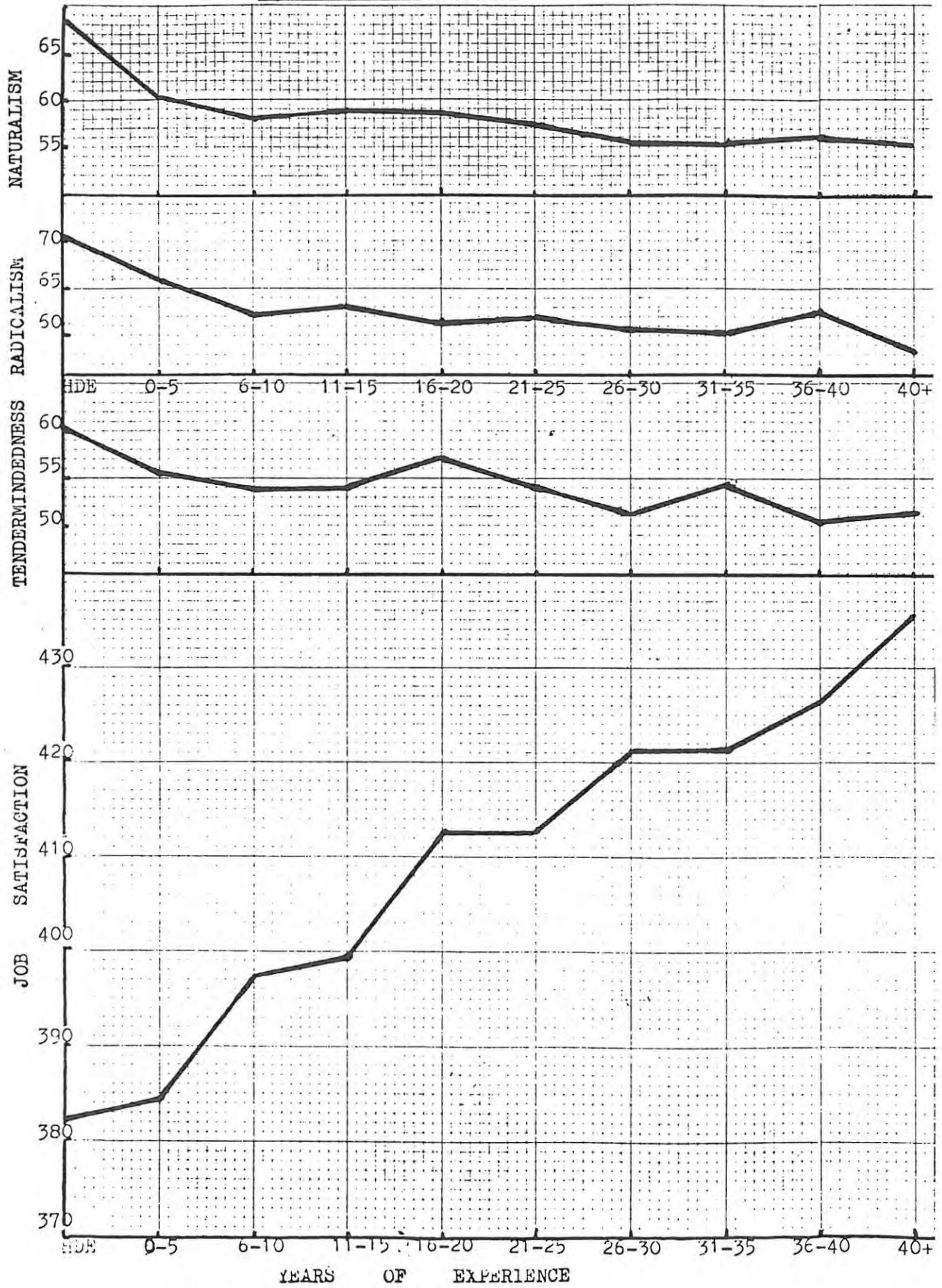
<u>Exp.</u>	<u>Group</u>	<u>HDE</u>	<u>0-5</u>	<u>6-10</u>	<u>11-15</u>	<u>16-20</u>	<u>21-25</u>	<u>26-30</u>	<u>31-35</u>	<u>36-40</u>	<u>40+</u>	<u>Tota</u>
i) <u>NATURALISM IN EDUCATION (N/Ed.)</u>												
n	25	156	110	112	62	59	40	27	15	12		618
Total	1709	9425	6446	6600	3640	3391	2212	1497	823	661		3640
Mean	68.4	60.4	58.0	58.9	58.7	57.4	55.3	55.4	54.9	55.1		58.9
S.D.	6.9	7.3	6.8	6.1	7.4	6.1	6.1	6.7	5.1	11.2		

<u>Exp. Group</u>	0-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	40+	Total	
ii) <u>RADICALISM IN EDUCATION (R/Ed.)</u>											
n	25	157	110	112	62	60	43	27	15	12	623
Total	1767	10347	6862	7091	3795	3712	2616	1624	938	702	39454
Mean	70.7	65.9	62.4	63.3	61.2	61.9	60.8	60.1	62.5	58.5	63.3
S.D.	8.2	6.7	9.0	6.8	10.0	6.6	7.9	8.7	6.3	5.6	
iii) <u>TENDERMINDEDNESS IN EDUCATION (T/Ed)</u>											
n	25	158	109	112	62	59	43	27	15	12	622
Total	1505	8814	5880	6060	3694	3196	2196	1470	758	615	34037
Mean	60.2	55.8	53.9	54.1	57.1	54.1	51.1	54.4	50.5	51.3	54.7
S.D.	8.6	10.4	10.0	12.0	11.8	9.5	10.3	14.9	14.2	7.8	
iv) <u>JOB SATISFACTION.</u>											
n	25	153	110	112	62	60	43	27	15	12	619
Total	9555	58841	43707	44697	25592	24759	18112	11514	6528	5214	248519
Mean	382.2	384.6	397.3	399.1	412.8	412.7	421.2	421.2	426.4	435.2	401.5
S.D.	52.8	47.1	41.4	48.7	41.6	30.6	32.3	46.5	28.4	48.1	

The figures above cover the career of teacher from the time he leaves university (HDE) after professional training until he retires after forty years.

Like the attitude developmental graph plotted against age, teaching experience tends to bring about a sharp decline on entry into the teaching profession and a steadier depression of the positive educational values in all three of the 'Manchester' categories N/Ed., R/Ed. and T/Ed. Job satisfaction on the other hand appears to be directly proportional to the amount of experience. The relationship of teaching therefore appears to be that of depressing the values of naturalism radicalism and tendermindedness and increasing the satisfaction obtained from his occupation. It is of interest to note that there is a slight increase in the values of tendermindedness and job satisfaction in the 16-20 year group. Teachers with 16-20 years experience are usually in the 36-40 year age range.

Fig. 5.1. : THE RELATIONSHIP OF EXPERIENCE WITH THE ATTITUDE DEVELOPMENT OF TEACHERS.



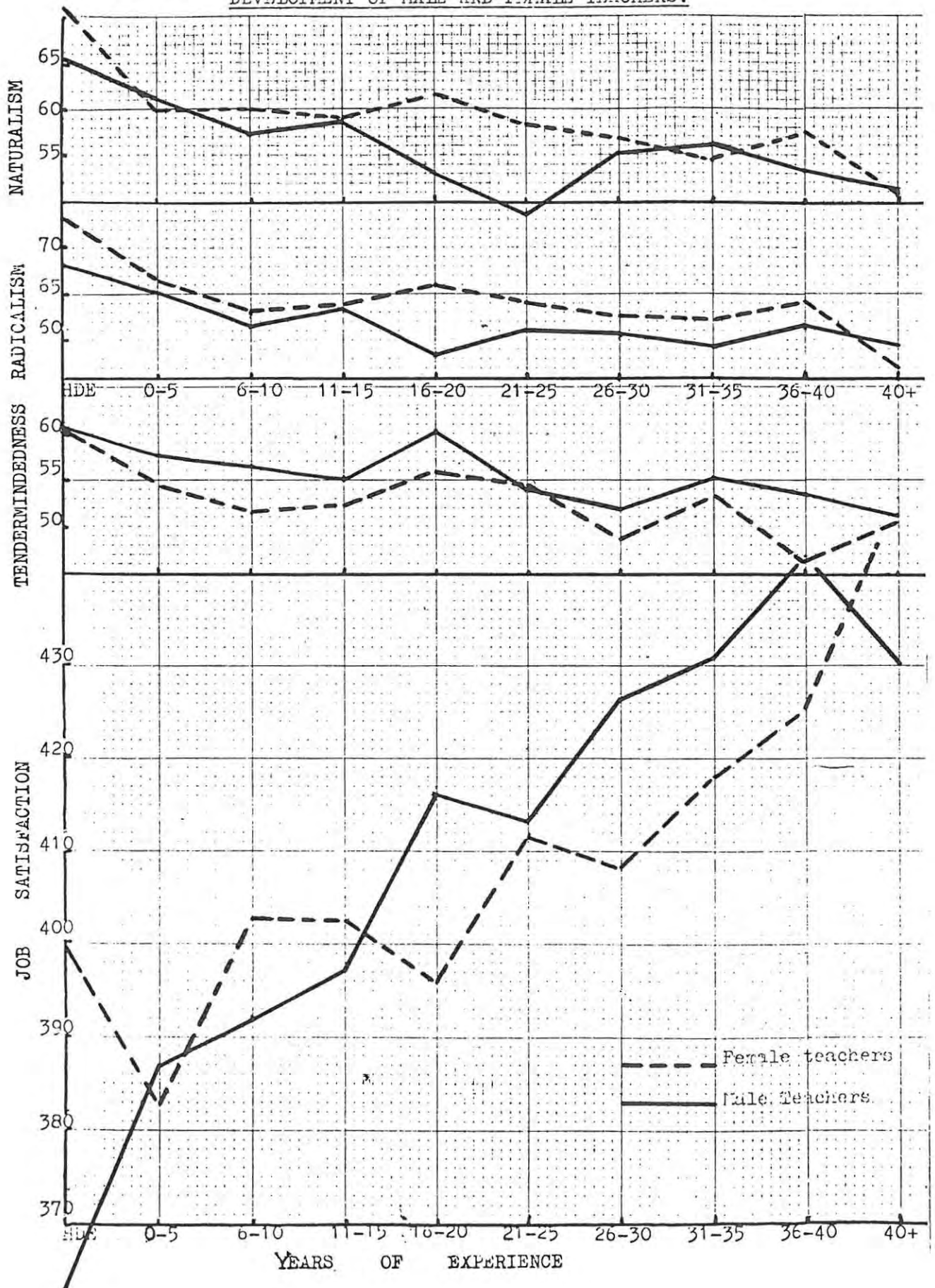
5.1.2 SEX DIFFERENCES.FEMALE TEACHERS.

<u>Exp.</u> <u>Group</u>	<u>HDE</u>	<u>0-5</u>	<u>6-10</u>	<u>11-15</u>	<u>16-20</u>	<u>21-25</u>	<u>26-30</u>	<u>31-35</u>	<u>36-40</u>	<u>40+</u>	<u>Total</u>
i) <u>NATURALISM IN EDUCATION.</u>											
n	13	87	55	38	10	17	12	9	6	3	250
Total	923	5215	3301	2243	614	990	682	488	344	152	14952
Mean	71.0	59.9	60.0	59.0	61.4	58.2	56.8	54.2	57.3	50.7	59.8
S.D.	7.3	7.0	7.2	5.0	6.6	7.4	4.4	7.8	4.7	4.0	
ii) <u>RADICALISM IN EDUCATION.</u>											
n	13	87	55	38	10	17	12	9	6	3	250
Total	950	5790	3472	2423	660	1088	750	559	384	168	16244
Mean	73.1	66.6	63.1	63.8	66.0	64.0	62.5	62.1	64.0	56.0	65.0
S.D.	6.5	6.7	10.1	6.4	11.1	6.8	5.9	9.5	7.0	2.0	
iii) <u>TENDERMINDEDNESS IN EDUCATION.</u>											
n	13	87	55	38	10	17	12	9	6	3	250
Total	782	4716	2835	1982	559	923	584	478	278	151	13288
Mean	60.2	54.2	51.5	52.2	55.9	54.3	48.7	53.1	46.3	50.3	53.2
S.D.	9.9	10.2	10.8	12.3	15.9	11.0	9.2	19.4	15.6	9.5	
iv) <u>JCB SATISFACTION.</u>											
n	13	85	55	38	10	17	12	9	6	3	248
Total	5191	32519	22153	15296	3959	6997	4900	3762	2551	1344	98672
Mean	399.3	382.6	402.8	402.5	395.9	411.6	408.3	418.0	425.2	448.0	397.9
S.D.	24.5	46.1	40.2	40.5	44.2	33.8	36.0	39.5	21.2	29.8	

MALE TEACHERS.

<u>Exp.</u> <u>Group</u>	<u>HDE</u>	<u>0-5</u>	<u>6-10</u>	<u>11-15</u>	<u>16-20</u>	<u>21-25</u>	<u>26-30</u>	<u>31-35</u>	<u>36-40</u>	<u>40+</u>	<u>Total</u>
i) <u>NATURALISM IN EDUCATION.</u>											
n	12	69	55	74	52	42	31	18	9	9	371
Total	786	4217	3151	4357	2756	2046	1709	1009	479	509	21019
Mean	65.5	61.1	57.3	58.9	53.0	48.7	55.1	56.1	53.2	51.0	56.7
S.D.	5.3	7.7	6.4	6.6	7.5	5.7	6.5	6.3	4.8	12.6	

Fig. 5.2 : THE RELATIONSHIP OF EXPERIENCE WITH THE ATTITUDE DEVELOPMENT OF MALE AND FEMALE TEACHERS.



Exp.
Group - HDE 0-5 6-10 11-15 16-20 21-25 26-30 31-40 40+ Total

ii) RADICALISM IN EDUCATION.

n	12	70	55	74	52	43	31	18	9	9	373
Total	817	4557	3390	4668	2984	2624	1866	1065	554	534	23059
Mean	68.1	65.1	61.6	63.1	57.4	61.0	60.2	59.2	61.6	59.3	61.8
S.D.	9.2	6.8	7.9	6.9	11.0	6.4	8.5	8.5	6.0	6.3	

iii) TENDERMINDEDNESS IN EDUCATION.

n	12	71	54	74	52	42	31	18	9	9	373
Total	723	4098	3045	4078	3135	2273	1612	992	480	464	20900
Mean	60.3	57.7	56.4	55.1	60.3	54.1	52.0	55.1	53.3	51.6	56.2
S.D.	7.4	10.4	8.5	11.8	9.6	9.0	10.7	12.6	13.3	7.7	

iv) JOB SATISFACTION.

n	12	68	55	74	52	43	31	18	9	9	371
Total	4364	26322	21554	29401	21633	17762	13212	7752	3977	3870	149847
Mean	363.7	387.0	391.9	397.3	416.0	413.1	426.2	430.7	441.8	430.0	403.9
S.D.	68.7	48.6	42.3	52.1	40.7	29.6	29.8	50.2	31.7	53.6	

The smooth rise and decline of the whole sample is not evident in the developmental graphs of male and female teachers. The general trend however, is still that of a sharp decline at the start and a steady decline through their careers. A positive rise in N/Ed, T/Ed and Job satisfaction but a drop of values for R/Ed are shown by male teachers at the 10-20 year level. Female teachers show a rise in values at this point in their careers but a sharp drop in job satisfaction. Experience like age seems to relate in a similar manner to both sexes, depressing their positive values in N/Ed., R/Ed and T/Ed and boosting the satisfaction in their work but making female

teachers more radical and less satisfied and the male teacher more tenderminded and job satisfied through their careers.

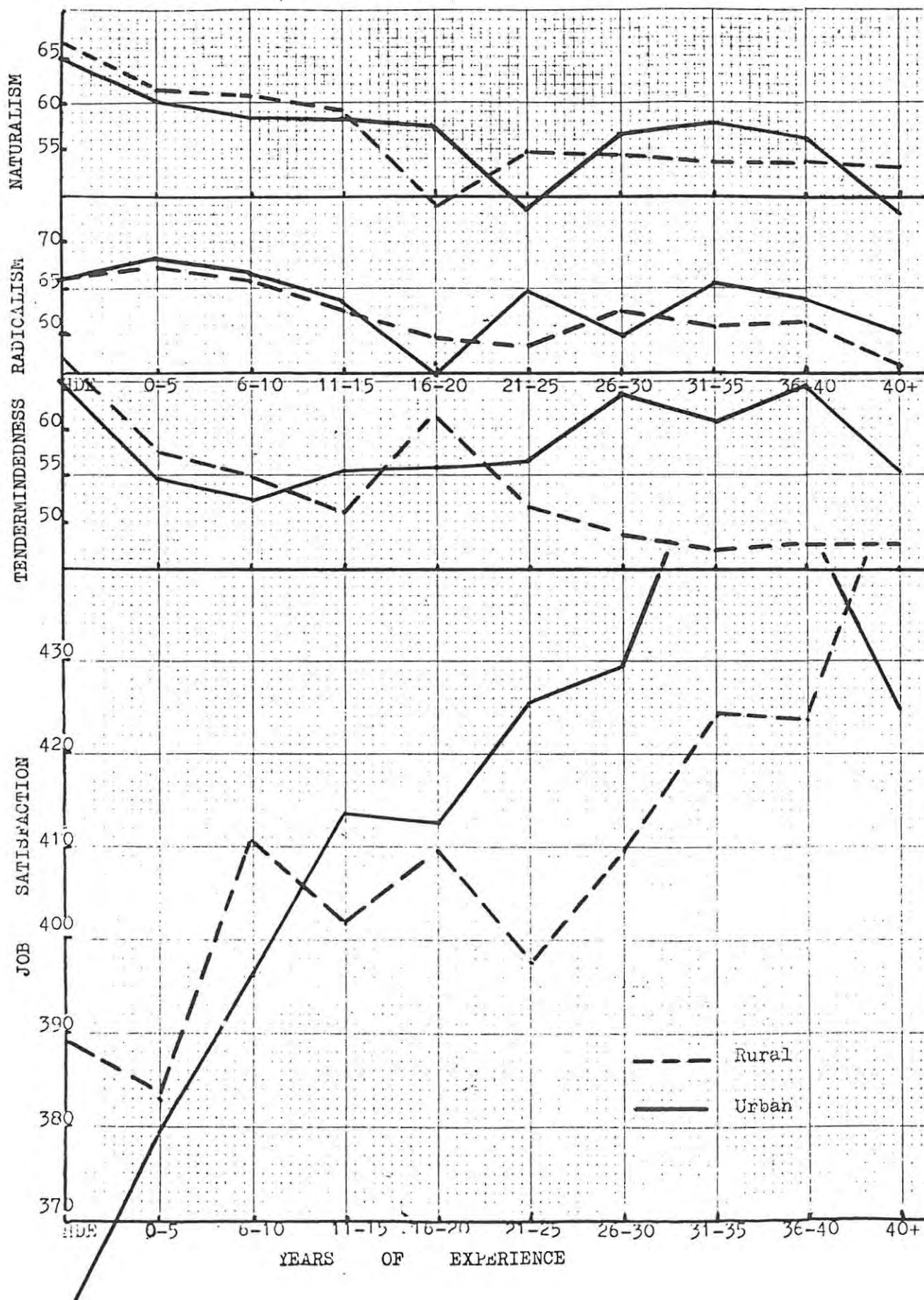
5.2 THE RELATIONSHIP OF EARLY EXPERIENCE WITH THE ATTITUDE DEVELOPMENT OF TEACHERS.

5.2.1 CHILDHOOD.

Respondents were asked to indicate whether their childhood was spent in a rural or urban environment. Some teachers qualified their response by stating 'small town' or 'school in rural area, home in urban'. These were listed as having a rural childhood. The converse was not applied. It was felt that the rural influence would be stronger in teacher attitude formation if as a child the teacher went to an urban school from a rural home.

Exp. Group	<u>NATURALISM IN EDUCATION</u>										Total
	HDE	0-5	16-10	11-15	16-20	21-25	26-30	31-35	36-40	40+	
i) <u>Rural Childhood</u>											
n	2	59	36	42	29	28	18	10	7	5	234
Mean	66.5	61.3	60.9	59.1	48.8	54.7	54.3	53.7	53.6	53.0	59.1
ii) <u>Urban Childhood</u>											
n	21	92	72	68	32	29	24	16	8	6	368
Mean	65.0	60.1	58.3	58.2	57.1	47.4	56.3	57.8	56.0	48.0	57.7
Exp. Group	<u>RADICALISM IN EDUCATION</u>										Total
	HDE	0-5	16-10	11-15	16-20	21-25	26-30	31-35	36-40	40+	
i) <u>Rural Childhood</u>											
n	2	59	36	42	29	28	18	10	7	5	236
Mean	66.0	67.1	65.9	62.5	59.7	58.9	62.6	60.9	61.1	56.6	63.2
ii) <u>Urban Childhood</u>											
n	21	92	72	68	32	30	24	16	8	6	369
Mean	65.4	68.1	61.5	63.7	55.9	64.7	60.0	65.4	63.8	60.2	63.5
Exp. Group	<u>TENDERMINDEDNESS IN EDUCATION</u>										Total
	HDE	0-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	40+	
i) <u>Rural Childhood</u>											
n	2	59	36	42	29	28	18	10	7	5	236
Mean	66.5	57.6	54.9	51.0	61.4	50.3	48.4	46.9	47.3	47.4	53.8
ii) <u>Urban Childhood</u>											
n	21	93	72	68	32	29	24	16	8	6	369
Mean	65.0	54.5	52.1	55.4	56.0	56.2	63.8	60.8	64.3	55.3	56.2

Fig. 5.3 : THE RELATIONSHIP OF EARLY EXPERIENCE WITH THE ATTITUDE DEVELOPMENT OF TEACHERS . I : RURAL / URBAN CHILDHOOD.



<u>Exp. Group</u>	<u>HDE</u>	<u>0-5</u>	<u>6-10</u>	<u>11-15</u>	<u>16-20</u>	<u>21-25</u>	<u>26-30</u>	<u>31-35</u>	<u>36-40</u>	<u>40+</u>	<u>Total</u>
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iii) JOB SATISFACTION.

i) Rural Childhood

n	2	56	36	42	29	28	18	10	7	5	233
Mean	389.0	383.9	410.9	401.9	409.7	397.6	409.6	424.1	423.6	451.6	402.

ii) Urban Childhood

n	21	93	72	68	32	30	24	16	8	6	370
Mean	359.6	379.3	396.2	413.7	412.4	425.6	429.4	454.6	445.4	423.8	402.

A comparison of the mean scores shows that the rural group are slightly more naturalistic and more toughminded as teachers. There is little difference however between the two groups in radicalism and job satisfaction except that developmentally teachers reared in an urban environment become more tenderminded and more job satisfied in the latter half of their careers i.e. the post 10-20 year period (See graphs Fig. 5.3 and Histograms Fig 5.11).

5.2.2 EARLY EDUCATION.

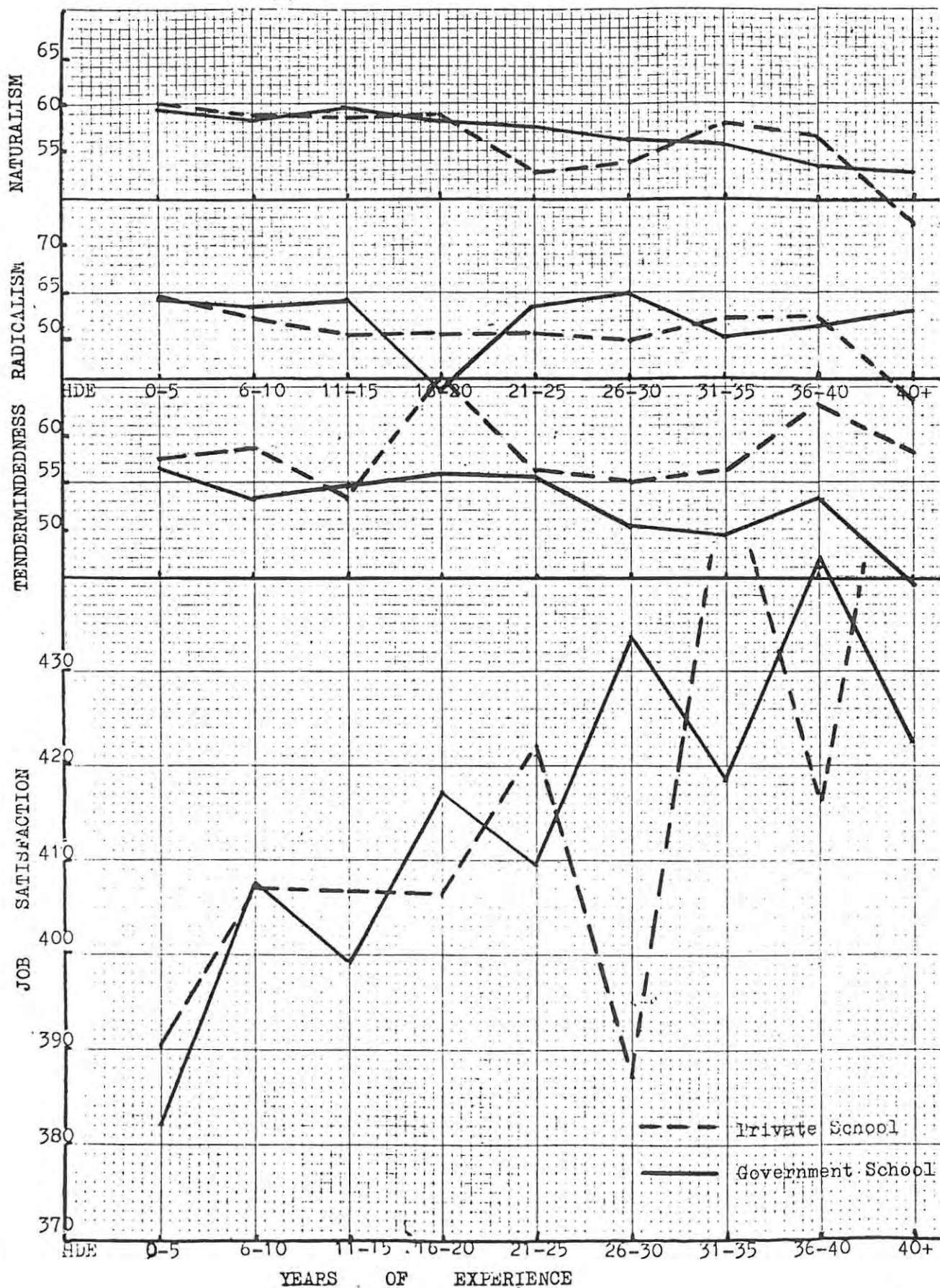
5.2.2.1 TYPE OF SCHOOL

Two types of school were considered, the private school/government school and the single sex/co-educational school.

a) PRIVATE SCHOOL/GOVERNMENT SCHOOL.

<u>Exp. Group</u>	<u>HDE</u>	<u>NATURALISM IN EDUCATION</u>									
		<u>0-5</u>	<u>6-10</u>	<u>11-15</u>	<u>16-20</u>	<u>21-25</u>	<u>26-30</u>	<u>31-35</u>	<u>36-40</u>	<u>40+</u>	<u>Total</u>
i) <u>Private School Education.</u>											
n	--	26	19	18	11	14	9	7	3	2	109
Mean	--	60.0	58.9	58.6	58.8	52.7	53.8	57.7	56.3	47.0	57.5
ii) <u>Government School Education</u>											
n	--	116	80	81	42	43	70	19	9	9	429
Mean	--	59.5	58.6	59.5	58.1	57.4	56.0	55.4	53.2	52.9	58.3

Fig. 5.4 : THE RELATIONSHIP OF EARLY EXPERIENCE WITH THE ATTITUDE DEVELOPMENT OF TEACHERS. II : EDUCATION- PRIVATE/GOVERNMENT SCHOOL.



RADICALISM IN EDUCATION.

<u>Exp.</u> Group	<u>HDE</u>	<u>0-5</u>	<u>6-10</u>	<u>11-15</u>	<u>16-20</u>	<u>21-25</u>	<u>26-30</u>	<u>31-35</u>	<u>36-40</u>	<u>40 +</u>	<u>Total</u>
i) <u>Private School Education.</u>											
n	--	26	19	18	11	13	9	7	3	2	108
Mean	--	64.7	62.2	60.2	60.3	60.5	49.9	62.1	61.3	53.0	60.8
ii) <u>Government School Education</u>											
n	--	118	80	81	42	43	30	19	9	9	429
Mean	--	54.5	63.6	64.1	54.5	63.4	64.9	60.2	61.6	53.6	62.7

TENDERMINDEDNESS IN EDUCATION.

i) <u>Private School Education</u>											
n	--	26	19	18	11	13	9	7	3	2	108
Mean	--	57.4	58.6	53.3	66.1	56.2	55.1	56.0	63.0	58.0	57.6
ii) <u>Government School Education</u>											
n	--	118	79	81	42	43	30	19	9	9	430
Mean	--	56.5	53.2	54.3	55.9	55.6	50.0	49.3	53.3	44.2	54.2

JOB SATISFACTION

i) <u>Private School Education</u>											
n	--	26	19	18	11	14	9	7	3	2	109
Mean	--	390.2	407.1	406.8	406.3	422.1	387.1	451.4	416.3	478.5	407.6
ii) <u>Government School Education</u>											
n	--	117	80	81	42	43	30	19	9	9	430
Mean	--	382.1	407.3	399.1	417.0	409.5	434.5	418.8	441.9	422.3	403.5

There is not much difference in the way the attitudes of the two groups of teachers developed through their careers. Although the mean attitude scores indicate that the teacher educated at a private school is more tenderminded and more job satisfied, it does not appear that being educated at either of these schools has much influence on the educational attitudes of teachers (see graphs Fig. 54).

b) CO-EDUCATIONAL/SINGLE SEX SCHOOLS.

It was thought that with the claims made for the products of these two types of schools there would be some distinct difference in their attitude scores.

NATURALISM IN EDUCATION.

<u>Exp.</u> Group	<u>0-5</u>	<u>6-10</u>	<u>11-15</u>	<u>16-20</u>	<u>21-25</u>	<u>26-30</u>	<u>31-35</u>	<u>36-40</u>	<u>40+</u>	<u>Total</u>
i) <u>Coeducational Education.</u>										
n	52	33	34	16	14	11	5	5	4	174
Mean	59.4	58.8	58.4	60.5	57.5	57.2	55.0	49.8	53.3	58.4
ii) <u>Single Sex School Education</u>										
n	93	67	65	37	43	29	20	7	7	368
Mean	49.3	58.3	59.6	57.2	57.2	54.8	56.5	57.0	51.0	55.5

RADICALISM IN EDUCATION

i)	<u>Coeducational School Education</u>									
n	52	33	34	16	14	11	5	5	4	174
Mean	65.4	62.8	63.4	62.9	62.8	63.7	62.4	62.6	45.8	63.3
ii)	<u>Single Sex School Education</u>									
n	93	67	65	37	43	29	20	7	7	368
Mean	62.8	62.7	63.4	52.6	62.6	62.1	62.2	60.7	57.9	61.6

TENDERMINDEDNESS IN EDUCATION.

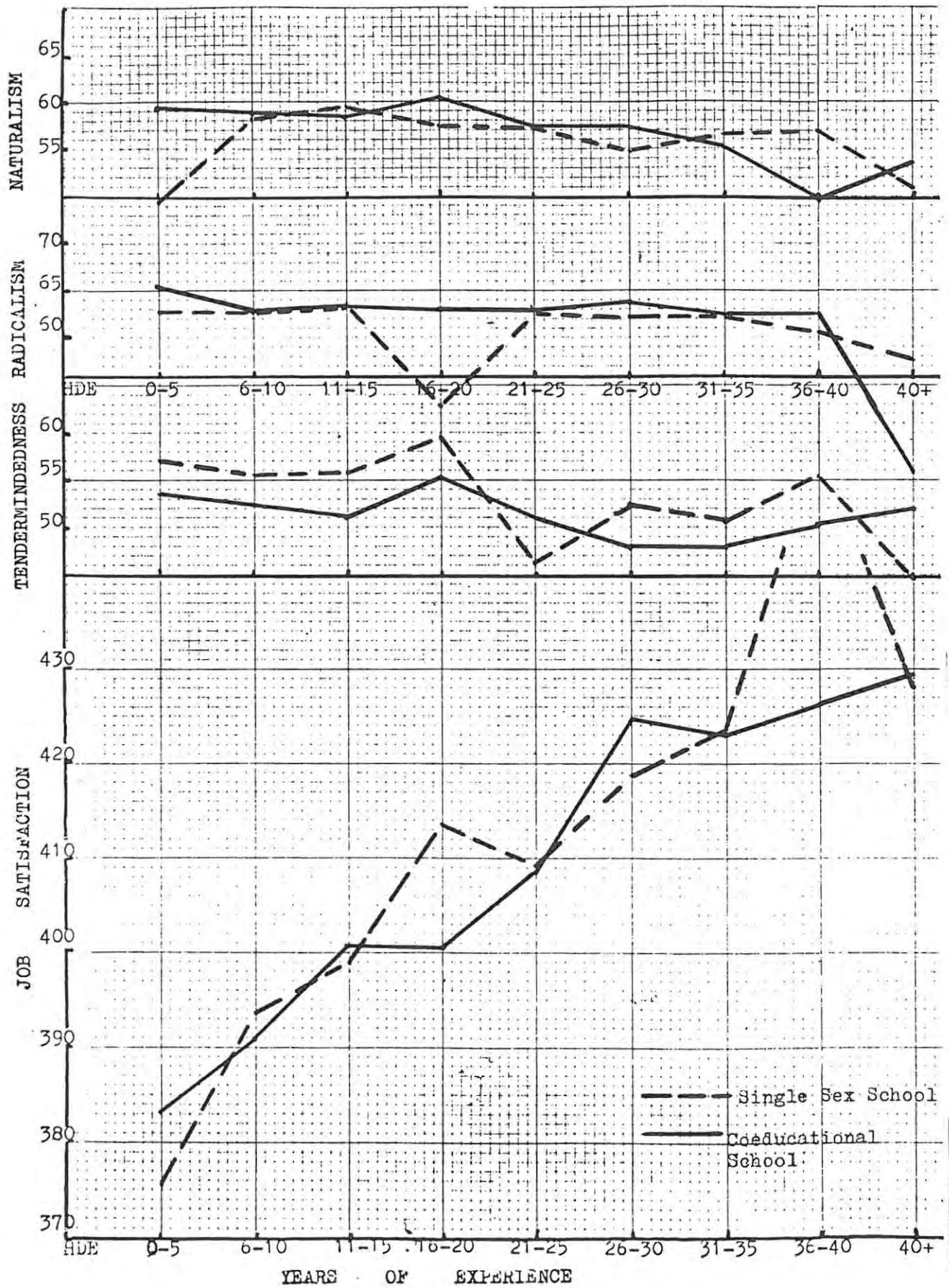
<u>Exp. Group</u>	<u>0-5</u>	<u>6-10</u>	<u>11-15</u>	<u>16-20</u>	<u>21-25</u>	<u>26-30</u>	<u>31-35</u>	<u>36-40</u>	<u>40+</u>	<u>Total</u>
(i)	<u>Coeducational School Education</u>									
n	52	33	34	15	14	11	5	5	4	174
Mean	65.4	62.8	63.4	62.9	62.8	63.7	62.4	62.6	45.8	63.3
ii)	<u>Single Sex School Education</u>									
n	93	67	65	37	43	29	20	7	7	368
Mean	62.8	62.7	63.4	52.6	62.6	62.1	62.2	60.7	57.9	61.6

JOB SATISFACTION

i)	<u>Coeducational School Education</u>									
n	52	33	34	16	14	11	5	5	4	174
Mean	383.3	390.9	400.8	400.4	408.7	424.7	423.0	426.2	429.5	397.5
ii)	<u>Single Sex School Education.</u>									
n	93	67	65	37	43	29	20	7	7	368
Mean	378.8	410.0	400.2	418.2	368.1	421.5	430.2	442.1	434.3	395.4

Little difference between the developmental graphs of the two groups is indicated except that in the pre- 16-20 year part of their careers the teacher educated at a single sex school is more tender-minded. This is confirmed in a comparison of the mean attitude scores. The single sex school educated teacher is, as a group, more concerned about his pupils conforming to rules and conventions (N/Ed). (see graphs, Fig 5.5).

Fig.5.5 : THE RELATIONSHIP OF EARLY EXPERIENCE WITH THE ATTITUDE DEVELOPMENT OF TEACHERS. III - SINGLE SEX/COEDUCATIONAL SCHOOL.

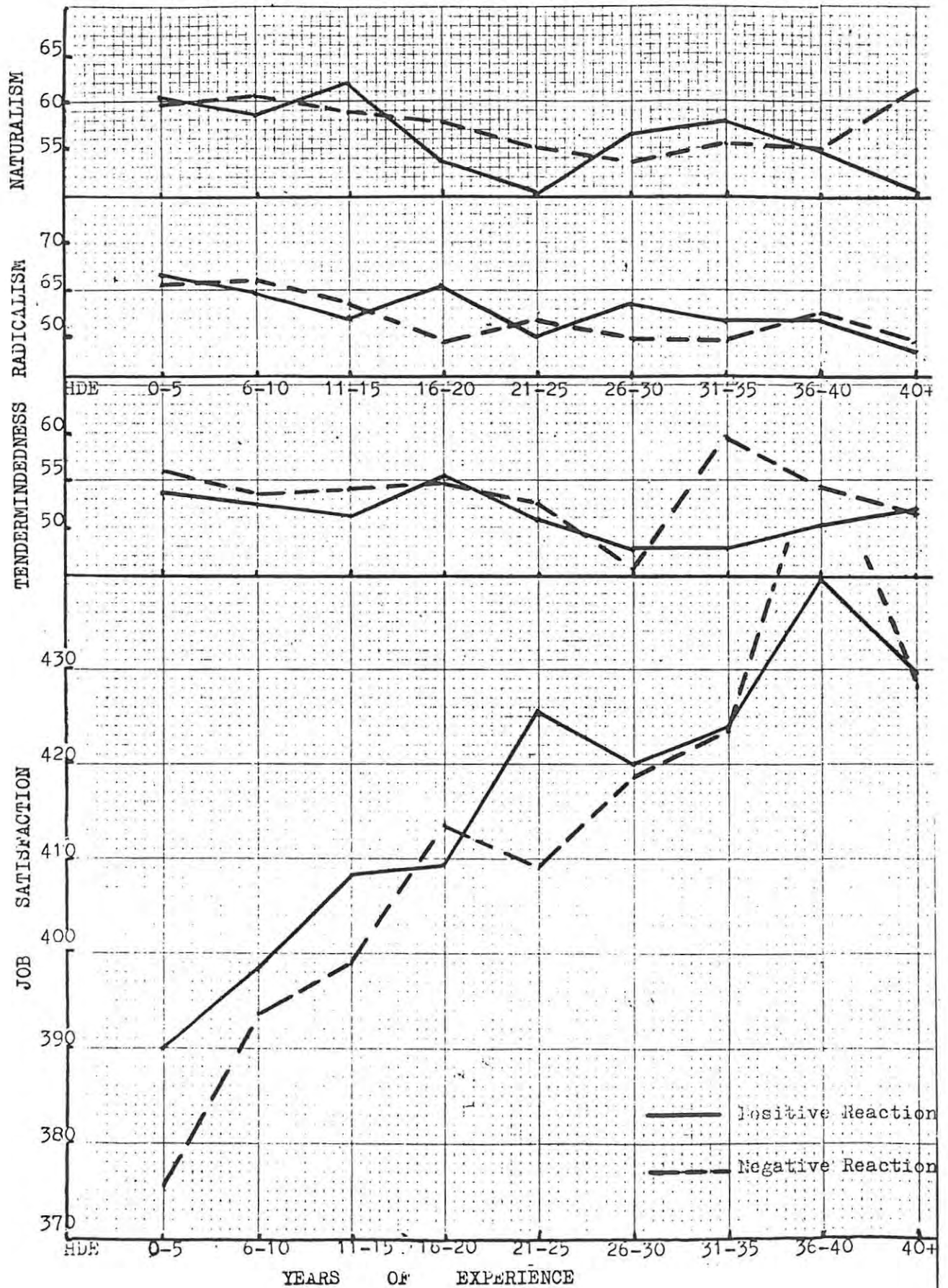


5.2.2.2 REACTION TO SCHOOL.

Very little difference in attitude development between the two groups is noticeable. As a group, teachers who had a positive reaction to the school they were educated at are slightly more tenderminded and obtain more satisfaction from their work than do those teachers, who had a negative reaction to school.

<u>Exp.</u> <u>Group</u>	<u>NATURALISM IN EDUCATION.</u>									<u>Total</u>
	<u>0-5</u>	<u>6-10</u>	<u>11-15</u>	<u>16-20</u>	<u>21-25</u>	<u>26-30</u>	<u>31-35</u>	<u>36-40</u>	<u>40+</u>	
1)	<u>Positive Reaction to School and Education</u>									
n	95	63	65	39	43	27	23	9	7	371
Mean	60.3	57.2	61.9	53.5	50.1	56.4	57.9	54.8	50.7	57.4
ii)	<u>Negative Reaction to School and Education</u>									
n	62	47	45	22	16	15	3	6	5	221
Mean	59.8	60.6	58.8	57.9	55.1	53.7	55.3	55.0	61.2	58.7
	<u>RADICALISM IN EDUCATION.</u>									
i)	<u>Positive Reaction to School and Education</u>									
n	96	63	65	39	43	26	23	9	7	371
Mean	66.3	59.7	61.9	65.3	59.9	63.3	61.6	61.8	58.4	63.2
ii)	<u>Negative Reaction to School and Education</u>									
n	62	47	45	22	16	15	3	6	5	221
Mean	65.7	66.0	63.4	59.5	61.9	60.0	59.3	63.7	59.8	63.8
	<u>TENDERMINDEDNESS IN EDUCATION</u>									
<u>Exp.</u> <u>Group</u>	<u>0-5</u>	<u>6-10</u>	<u>11-15</u>	<u>16-20</u>	<u>21-25</u>	<u>26-30</u>	<u>31-35</u>	<u>36-40</u>	<u>40+</u>	<u>Total</u>
i)	<u>Positive Reaction to School and Education</u>									
n	95	62	65	39	42	27	23	9	7	369
Mean	55.3	54.3	55.9	63.8	56.0	53.9	56.1	48.1	51.1	55.9
ii)	<u>Negative Reaction to School and Education.</u>									
n	62	47	45	22	16	15	3	6	5	221
Mean	56.0	53.5	54.0	54.8	52.6	45.8	59.7	54.2	51.4	53.9
	<u>JOE SATISFACTION.</u>									
i)	<u>Positive Reaction to School and Education</u>									
n	92	63	67	40	43	27	24	9	7	372
Mean	390.0	398.2	408.2	409.5	425.6	420.0	423.9	439.9	429.6	407.1
ii)	<u>Negative Reaction to School and Education</u>									
n	60	47	45	22	16	15	3	6	5	219
Mean	382.7	396.1	385.5	418.8	403.6	421.3	447.0	432.7	421.4	397.1

Fig. 5.6 : THE RELATIONSHIP OF EARLY EXPERIENCE WITH THE ATTITUDE DEVELOPMENT OF TEACHERS. EDUCATION IV.: REACTION TO SCHOOL.



5.2.3 GENERAL CONCLUSIONS ON THE RELATIONSHIP OF EARLY EXPERIENCE WITH THE ATTITUDE DEVELOPMENT OF TEACHERS.

Early experience does not appear to have an important connection with the educational attitudes of teachers. There is some indication that teachers educated at single sex schools are more idealistic, and those educated at private and single sex schools are more tenderminded. A more marked difference can be noted for teachers who had a positive reaction to school. They have greater job satisfaction.

5.3 THE RELATIONSHIP OF TEACHING EXPERIENCE WITH THE ATTITUDE DEVELOPMENT OF TEACHERS.

5.3.1 'LATE VOCATION'

Initially this was intended to be a study of the effect of late entry into the profession. It was however realised that this might not be a pure sample and that even the title 'late vocationer' might be a misnomer. While many of the teachers, whose scores are reflected below are 'late vocationers' and have entered the teaching profession later than is normal, they have been differentiated out on the basis of being 'age deviants' (see chap.4.1). These are therefore teachers whose ages are not compatible with the years of teaching experience they would be expected to have i.e. part of their work span has been occupied by vocations other than teaching (and that includes being a housewife).

	<u>Naturalism in Education.</u>	<u>Radicalism in Education.</u>	<u>Tendermindedness in Education.</u>	<u>Job Satisfaction.</u>
	<u>Late Vocationers.</u>			
n	91	91	91	91
Mean	57.9	62.8	53.1	401.7
	<u>Normal Entry.</u>			
x n	527	532	531	528
Mean	59.1	63.4	52.0	382.3

x The variation in the total sample number for the same attitude category that occasionally occurs in the tables of figures is due to respondents:

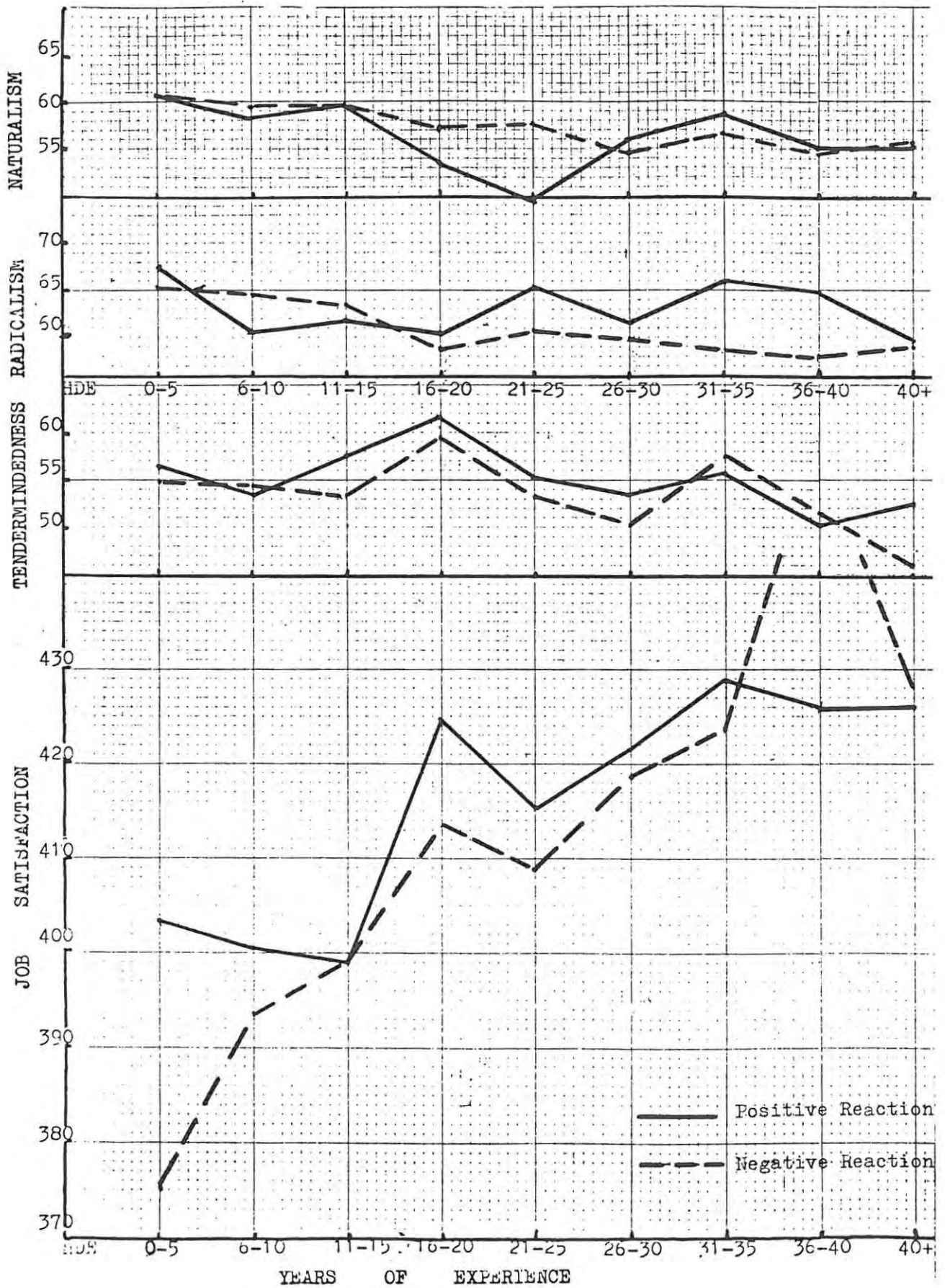
- i) not answering that section,
- ii) not answering all questions;
- iii) not following instruction in answering the questions.

'Late vocationers' seem, as a group, to be slightly more idealistic, more conservative and slightly more tenderminded than other teachers. The main difference between these two groups of teachers is in their job satisfaction. They are a very much more job satisfied teacher group. This may probably be explained by their experience in the world outside of teaching, always having perhaps a wish to teach and gratifying this urge only after a lengthy delaying period. Another contributory factor may be that these teachers give a great deal of mature thought to their decision to take up teaching and so make a 'better choice' than the younger teacher.

5.3.2 THE FIRST TEACHING APPOINTMENT.

<u>Exp. Group</u>	<u>NATURALISM IN EDUCATION</u>									<u>Total</u>
	<u>0-5</u>	<u>6-10</u>	<u>11-15</u>	<u>16-20</u>	<u>21-25</u>	<u>26-30</u>	<u>31-35</u>	<u>36-40</u>	<u>40+</u>	
i) <u>Positive Reaction to First Teaching Appointment.</u>										
n	94	60	54	33	33	26	14	10	10	334
Mean	60.5	58.1	59.4	53.7	49.6	56.0	58.3	55.0	55.0	57.4
ii) <u>Negative Reaction to First Teaching Appointment</u>										
n	62	50	56	28	25	16	12	5	2	256
Mean	60.5	59.3	59.6	57.1	57.6	54.6	55.8	54.6	55.5	58.7

Fig. 5.7 : THE RELATIONSHIP OF TEACHING EXPERIENCE WITH THE ATTITUDE DEVELOPMENT OF TEACHERS : REACTION TO FIRST TEACHING APPOINTMENT.



RADICALISM IN EDUCATION

i)	<u>Positive Reaction to First Teaching Appointment</u>									
n	95	60	54	33	34	26	14	10	10	336
Mean	67.4	60.5	61.9	60.5	65.2	61.5	65.9	64.8	59.4	63.6
ii)	<u>Negative Reaction to First Teaching Appointment.</u>									
n	62	50	56	28	25	16	12	5	2	256
Mean	65.2	64.6	63.5	58.8	61.8	59.8	58.5	58.0	54.0	62.8

TENDERMINDEDNESS IN EDUCATION

<u>Exp. Group</u>	<u>0-5</u>	<u>6-10</u>	<u>11-15</u>	<u>16-20</u>	<u>21-25</u>	<u>26-30</u>	<u>31-35</u>	<u>36-40</u>	<u>40+</u>	<u>Total</u>
i)	<u>Positive Reaction to First Teaching Appointment</u>									
n	95	60	54	33	34	25	14	10	10	335
Mean	56.4	53.4	59.3	61.6	55.2	53.6	55.9	50.1	52.3	55.8
ii)	<u>Negative Reaction to First Teaching Appointment</u>									
n	63	49	56	28	25	16	12	5	2	256
Mean	54.9	54.6	53.3	59.3	53.0	50.1	57.3	51.4	46.0	54.4

JOB SATISFACTION

1)	<u>Positive Reaction to First Teaching Appointment.</u>									
n	91	60	56	33	35	26	15	10	10	336
Mean	403.2	400.4	399.3	424.7	415.2	421.6	428.9	425.8	425.8	409.3
ii)	<u>Negative Reaction to First Teaching Appointment.</u>									
n	59	50	56	28	25	16	12	5	2	253
Mean	375.5	393.6	398.9	413.5	409.0	418.8	423.4	454.0	428.0	398.7

Teachers who had a positive reaction to their first teaching appointment seem to make a conservative start to their career but after the 16-20 year period become more radical. They are slightly more tenderminded but are decidedly more job satisfied than those teachers who had a negative reaction (see graphs Fig 5.7).

5.3.3 THE TYPE OF SCHOOL.

In response to open-ended Question No. 5, teachers were asked to state at what type of school the major part of their career had been spent. The private school teacher of Chapter 4.2.3 was a teacher in a private school at the time of the survey but had not necessarily spent most of his career in one. Teachers were also asked, in this section, to state whether the school was single sex or coeducational.

a) PRIVATE/GOVERNMENT SCHOOLNATURALISM IN EDUCATION

<u>Exp.</u> <u>Group</u>	<u>0-5</u>	<u>6-10</u>	<u>11-15</u>	<u>16-20</u>	<u>21-25</u>	<u>26-30</u>	<u>31-35</u>	<u>36-40</u>	<u>40 +</u>	<u>Total</u>
i) <u>Teaching Experience in Private School</u>										
n	14	28	27	21	21	11	13	4	4	143
Mean	58.3	55.3	58.6	57.5	58.5	54.0	58.7	58.0	59.0	57.4
ii) <u>Teaching Experience in Government School.</u>										
n	131	72	74	32	37	30	12	8	7	403
Mean	52.3	59.9	59.5	58.8	56.4	56.1	57.8	52.0	47.7	56.2

RADICALISM IN EDUCATION.

i) <u>Teaching Experience in Private School.</u>										
n	14	28	27	21	21	11	13	4	4	144
Mean	64.8	61.9	62.8	56.5	62.2	54.6	60.5	62.8	60.0	60.9
ii) <u>Teaching Experience in Government School.</u>										
n	131	72	74	32	37	30	12	8	7	403
Mean	63.6	55.5	63.6	55.2	61.1	63.6	66.0	60.9	49.7	61.0

TENDERMINDNESS IN EDUCATION.

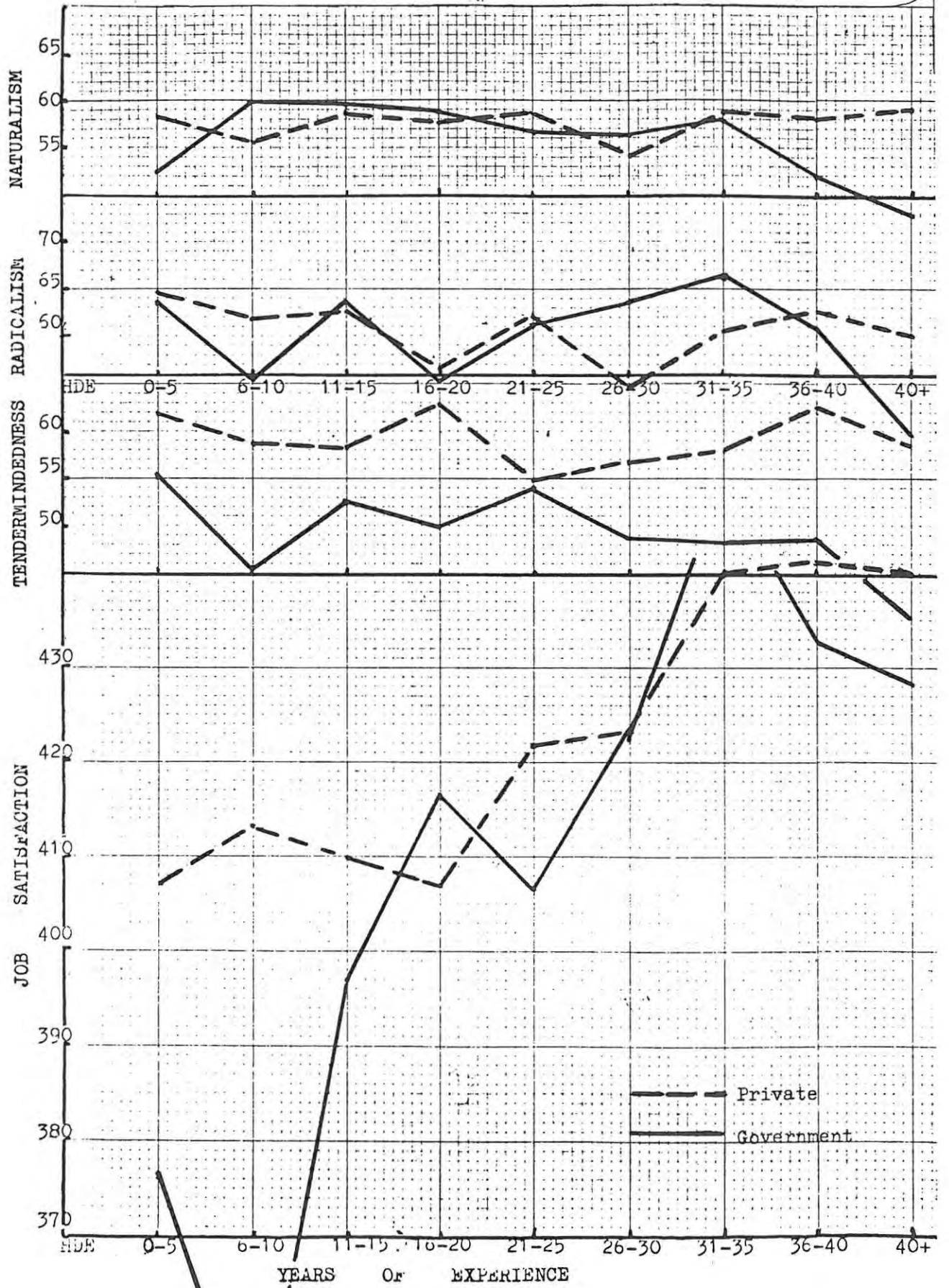
<u>Exp.</u> <u>Group</u>	<u>0-5</u>	<u>6-10</u>	<u>11-15</u>	<u>16-20</u>	<u>21-25</u>	<u>26-30</u>	<u>31-35</u>	<u>36-40</u>	<u>40 +</u>	<u>Total</u>
i) <u>Teaching Experience in Private School</u>										
n	14	27	27	21	21	11	13	4	4	142
Mean	61.9	58.6	58.1	62.9	54.9	56.8	57.8	62.5	58.3	58.8
ii) <u>Teaching Experience in Government School.</u>										
n	131	72	74	32	37	30	12	8	7	403
Mean	55.1	45.5	52.7	54.9	54.0	48.7	48.2	48.6	40.1	51.7

JOB SATISFACTION

i) <u>Teaching Experience in Private School</u>										
n	14	28	27	21	22	11	13	4	4	144
Mean	407.3	413.2	409.9	407.0	421.8	423.1	439.9	441.0	440.3	417.1
ii) <u>Teaching Experience in Government School</u>										
n	131	72	74	32	37	30	12	8	7	403
Mean	376.6	347.6	397.1	416.7	406.7	422.3	449.8	432.8	428.1	388.8

Little difference between the two teacher groups was found with their N/Ed and R/Ed. scores. The findings of chapter 4.2.3 were confirmed in that they are very much more child concerned (T/Ed) and remain so throughout their career. They are also much more job satisfied than the teacher in the government school. This difference in job satisfaction was confined in these groupings to the

Fig. 5.8 : THE RELATIONSHIP OF TEACHING EXPERIENCE WITH THE ATTITUDE
 DEVELOPMENT OF TEACHERS - TYPE OF SCHOOL . I : PRIVATE/GOVERNMENT.



early years of the teacher's career. (see graphs Fig 5.8).

b) SINGLE SEX/COEDUCATIONAL SCHOOL.

Single sex school teachers appear to be more dissatisfied with their work situation for the first fifteen years of their careers but are on a par with the coeducational school teacher for the rest of their careers. The coeducational school teacher is slightly more radical throughout his career but, although more tenderminded as a young teacher declines into toughmindedness from which the single sex teacher tends to escape. (see graphs Fig 5.9).

NATURALISM IN EDUCATION.

<u>Exp.</u> <u>Group</u>	<u>0-5</u>	<u>6-10</u>	<u>11-15</u>	<u>16-20</u>	<u>21-25</u>	<u>26-30</u>	<u>31-35</u>	<u>36-40</u>	<u>40+</u>	<u>Total</u>
i) <u>Teaching Experience in a coeducational school.</u>										
n	67	46	37	22	21	20	7	6	3	229
Mean	59.9	56.7	58.0	59.3	56.6	54.4	55.0	50.8	55.0	57.7
ii) <u>Teaching Experience in a single sex school</u>										
n	79	54	63	31	37	40	18	6	8	336
Mean	47.1	60.0	60.1	57.5	55.7	55.6	56.2	57.5	50.6	55.3

RADICALISM IN EDUCATION.

i) <u>Teaching Experience in a coeducational school.</u>										
n	67	46	37	22	21	20	7	6	3	229
Mean	66.0	62.1	64.1	62.9	63.0	59.4	63.9	61.7	59.0	63.5
ii) <u>Teaching Experience in a single sex school</u>										
n	79	54	63	31	37	40	18	6	8	336
Mean	61.7	53.2	63.0	55.5	60.8	61.2	59.2	61.3	51.4	59.4

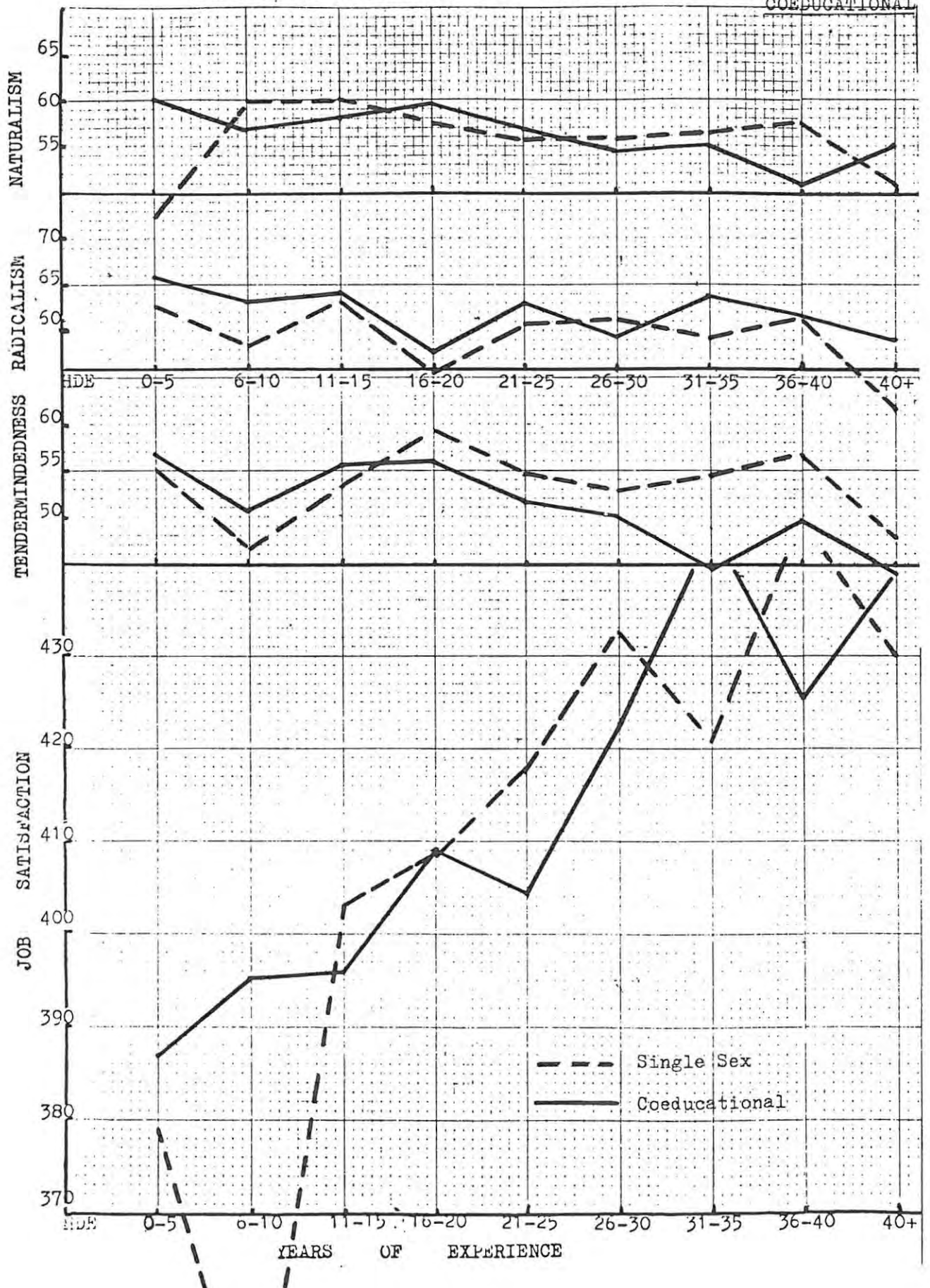
TENDERMINDEDNESS IN EDUCATION.

<u>Exp.</u> <u>Group</u>	<u>0-5</u>	<u>6-10</u>	<u>11-15</u>	<u>16-20</u>	<u>21-25</u>	<u>26-30</u>	<u>31-35</u>	<u>36-40</u>	<u>40+</u>	<u>Total</u>
i) <u>Teaching experience in a coeducational school.</u>										
n	67	46	37	22	21	20	7	6	3	229
Mean	56.8	50.8	55.6	56.0	51.7	50.0	44.6	49.7	43.7	53.5
ii) <u>Teaching Experience in a single sex school</u>										
n	79	54	63	31	37	40	18	6	8	336
Mean	55.1	46.6	53.3	59.5	54.7	52.8	54.4	56.8	47.9	53.3

JOB SATISFACTION

i) <u>Teaching Experience in a coeducational school</u>										
n	66	46	37	22	21	20	7	6	3	228
Mean	387.0	395.2	395.7	419.0	404.2	422.5	443.9	425.8	439.0	401.3
ii) <u>Teaching Experience in a single sex school</u>										
n	79	54	63	31	37	40	18	6	8	336
Mean	378.9	341.4	402.9	408.5	417.4	432.4	420.7	445.2	430.1	395.4

Fig. 5.9 : THE RELATIONSHIP OF TEACHING EXPERIENCE WITH THE ATTITUDE DEVELOPMENT OF TEACHERS : TYPE OF SCHOOL II. SINGLE SEX / COEDUCATIONAL



5.3.4 THE TEACHING SUBJECT.

Teachers are grouped according to their teaching subject as follows:

- I) Arts : Languages, Geography, History.
- II) Science : Biology, Chemistry, Physics, Physical Science.
- III) Mathematics.
- IV) Commerce : Accountancy, Bookkeeping, Commercial Arithmetic.
- V) Fine Arts : Art, Music.
- VI) Physical Education : Physical Education, Technical Education, Needlework, Typing, Home Economics.
- VII) Guidance.

<u>Teaching Subject</u>	<u>Naturalism in Education.</u>	<u>Radicalism in Education.</u>	<u>Tendermindedness in Education.</u>	<u>Job Satisfaction.</u>
Arts n = 258	58.4	63.0	54.5	406.8
Science n = 109	58.6	62.2	55.7	403.7
Mathematics n = 36	55.5	60.4	55.6	414.8
Commerce n = 26	58.5	62.0	53.2	400.9
Fine Arts n = 34	56.0	56.9	52.9	391.8
Physical Education n = 62	58.8	64.7	50.7	396.6
Guidance n = 27	60.3	66.3	59.4	396.8

As the numbers of teachers in some of the above groups were small, only three groups of teachers were used for a developmental study, viz. Arts, Science and Mathematics and Physical Education.

<u>Exp.</u> <u>Group</u>	<u>0-5</u>	<u>6-10</u>	<u>11-15</u>	<u>16-20</u>	<u>21-25</u>	<u>26-30</u>	<u>31-35</u>	<u>36-40</u>	<u>40+</u>	<u>Total</u>	
				<u>Arts</u>							
n	67	43	51	26	25	19	14	7	3	255	
Mean	59.6	58.6	60.6	57.3	56.3	57.1	56.0	53.7	49.3	58.4	
				<u>Science + Mathematics</u>							
n	31	20	32	20	14	11	8	3	5	144	
Mean	61.5	55.0	57.7	58.2	57.2	56.1	54.9	53.3	59.6	57.8	
				<u>Physical Education</u>							
n	20	9	9	5	10	5	3	--	1	62	
Mean	59.7	61.0	56.6	64.6	56.5	52.6	60.7	---	60.0	58.8	

RADICALISM IN EDUCATION

				<u>Arts</u>							
n	67	43	53	26	26	19	14	7	3	258	
Mean	66.4	62.5	62.8	61.6	61.3	60.9	60.6	61.3	55.3	63.0	
				<u>Science + Mathematics</u>							
n	31	20	32	20	14	11	8	3	5	144	
Mean	65.1	60.3	60.5	61.1	60.4	63.4	60.8	60.7	60.2	61.8	
				<u>Physical Education</u>							
n	20	9	9	5	10	5	3	--	1	62	
Mean	63.8	67.8	65.0	65.4	62.5	61.6	72.3	---	63.0	64.7	

TENDERMINDEDNESS IN EDUCATION

<u>Exp.</u> <u>Group</u>	<u>0-5</u>	<u>6-10</u>	<u>11-15</u>	<u>16-20</u>	<u>21-25</u>	<u>26-30</u>	<u>31-35</u>	<u>36-40</u>	<u>40+</u>	<u>Total</u>	
				<u>Arts</u>							
n	67	43	53	26	25	19	14	7	3	257	
Mean	55.0	53.0	53.3	60.5	55.7	48.8	55.6	55.7	55.7	54.5	
				<u>Science + Mathematics</u>							
n	32	20	22	20	14	11	8	3	5	145	
Mean	58.8	58.2	54.8	55.6	54.5	53.0	48.8	50.0	54.8	55.6	
				<u>Physical Education</u>							
n	20	9	9	5	10	5	3	--	1	62	
Mean	50.4	44.4	45.6	60.2	54.6	52.4	60.0	---	37.0	50.7	

JOE SATISFACTION

				<u>Arts</u>							
n	67	43	51	26	26	19	14	7	3	256	
Mean	386.6	409.9	403.9	410.7	407.9	422.4	446.1	444.1	452.7	406.8	
				<u>Science + Mathematics</u>							
n	32	20	32	20	14	11	8	3	5	145	
Mean	380.3	403.5	399.4	425.1	417.6	426.2	433.6	437.0	416.6	406.4	
				<u>Physical Education</u>							
n	19	9	9	5	10	5	3	--	1	61	
Mean	388.4	400.2	378.9	385.6	416.8	417.6	396.3	---	431.0	396.0	

Physical education (and related subjects) teachers were with the Guidance teachers found to be the most radical of teachers. The Fine Arts teachers, however were the most conservative of teachers in educational matters. The Science and Mathematics teachers were most child concerned, regarding pupils as individuals (T/Ed) while

Fig. 5.10 : THE RELATIONSHIP OF THE TEACHING SUBJECT WITH THE ATTITUDE DEVELOPMENT OF TEACHERS.

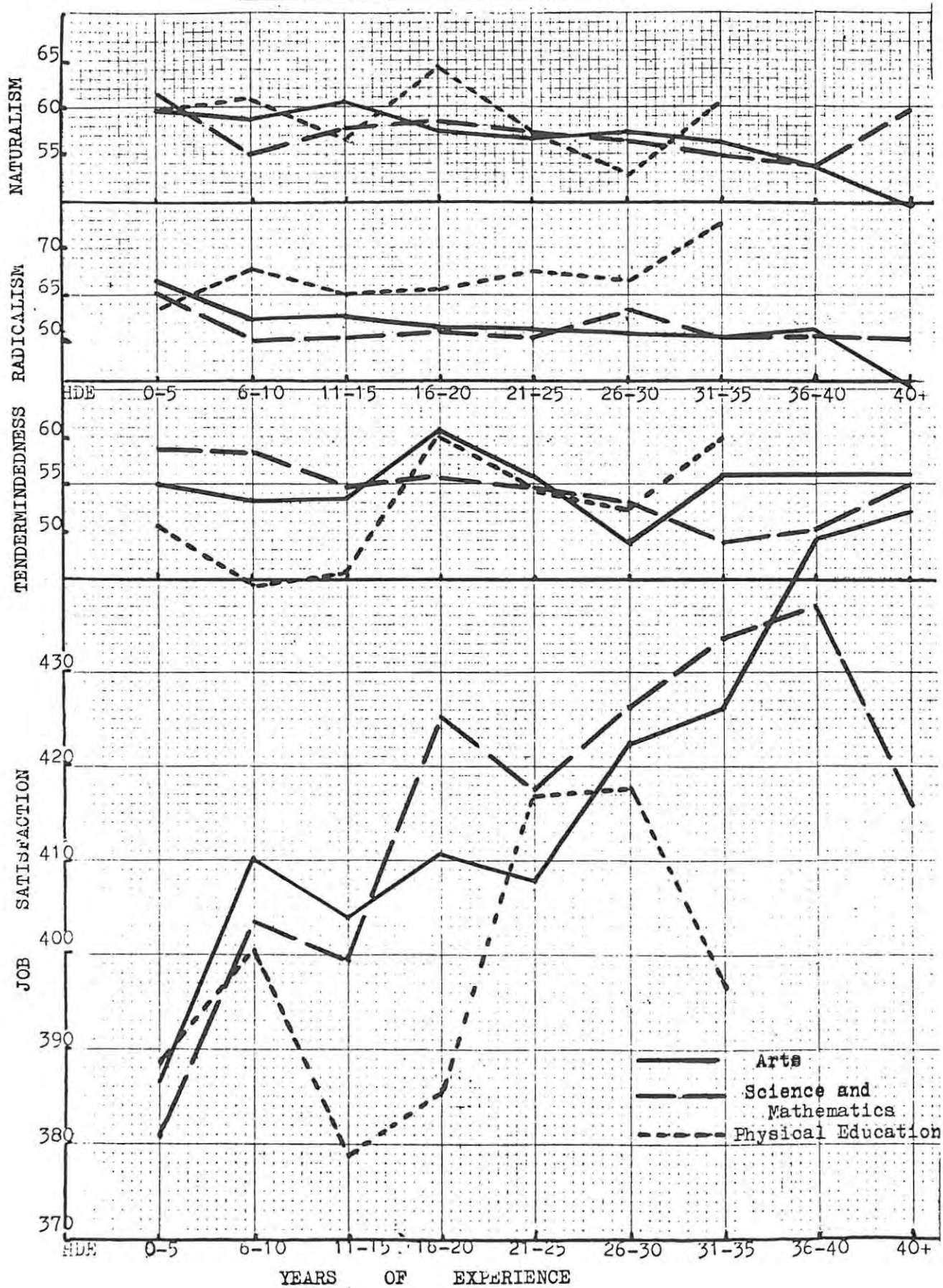
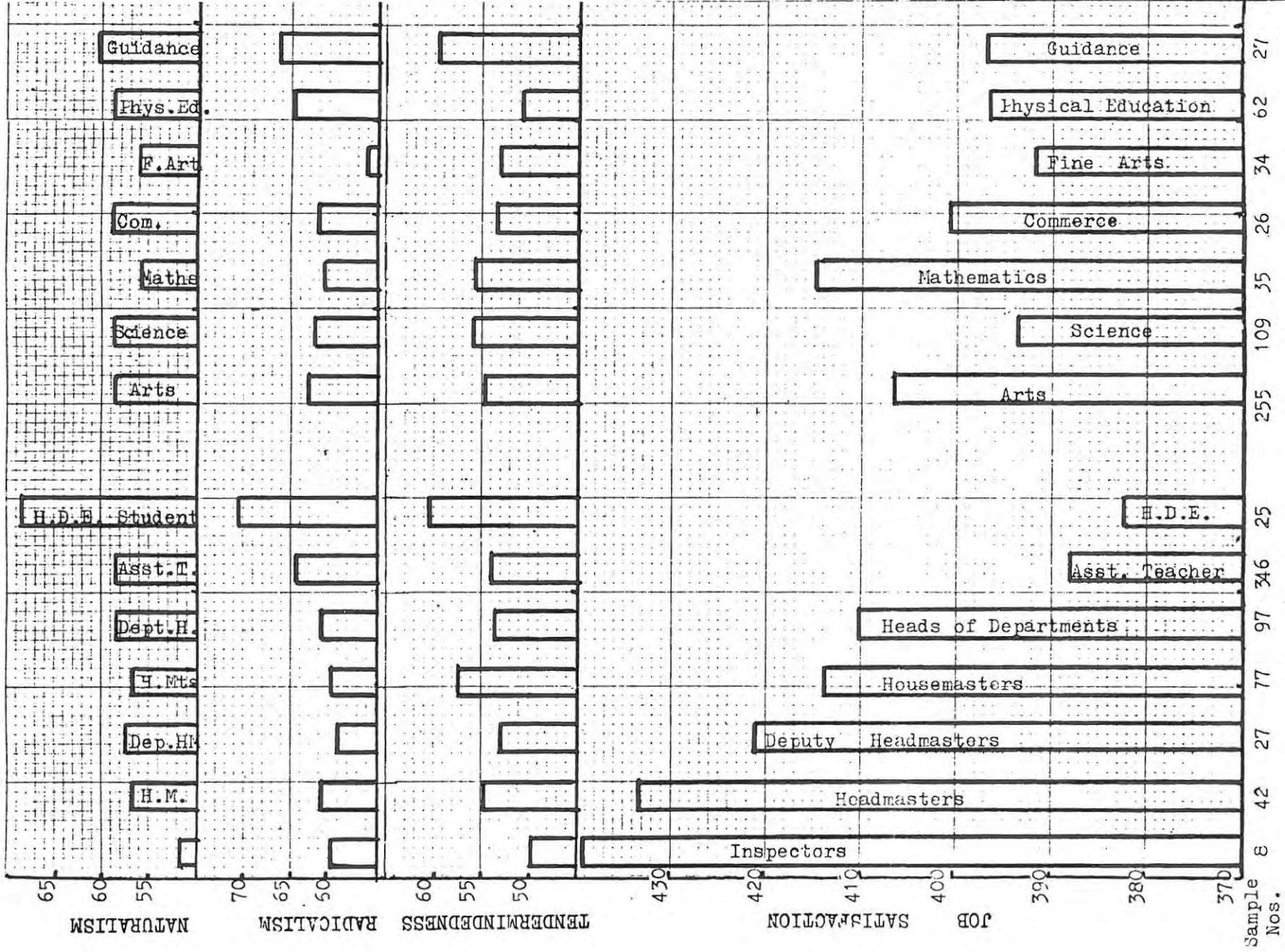


Fig. 5.11: THE TEACHING SUBJECT AND POSITION HELD MEAN

ATTITUDE SCORES OF TEACHERS.



the Physical Education teachers were the most toughminded. Mathematics, Arts and Commerce teachers were among the most job satisfied teachers. Developmentally there was little difference in the N/Ed category but throughout their careers physical education teachers seem to be more radical than the arts, maths. and science teachers. Younger maths. and science teachers are more tenderminded than the Physical education teachers but towards the end of the careers this position is reversed. Physical education teachers throughout their careers remain less satisfied than the arts and science teachers. (see graphs fig. 5.10).

5.3.5 POSITION IN THE TEACHING HIERARCHY.

Teachers were grouped according to the position they held in the school hierarchy at the time of the survey.

The job satisfaction histogram (see fig, 5.11) is strikingly regular in its structure. The higher the position of the teacher the greater his job satisfaction with the HDE student showing the lowest job satisfaction. Conversely the student is most naturalistic and most radical while the higher the position in the teaching hierarchy the more conservative and idealistic teachers became. Headmasters and inspectors are slightly more radical than would be expected from the scores of the other teachers. H.D.E. students, as one would expect, housemasters and headmasters are the most tenderminded of teachers. Caution is however needed in interpreting these results and attributing the scores to the position of the teacher. Age may be the main causative effect of these mean attitude scores for senior positions in the teaching hierarchy are related to the age of the teacher.

5.3.6 GENERAL CONCLUSION.

Experience appears to have the same relationship developmentally on educational attitudes as age, viz. the N/Ed, R/Ed and T/Ed. attitudes are gradually negatively depressed the more experienced the teacher becomes. Results obtained with student teachers in

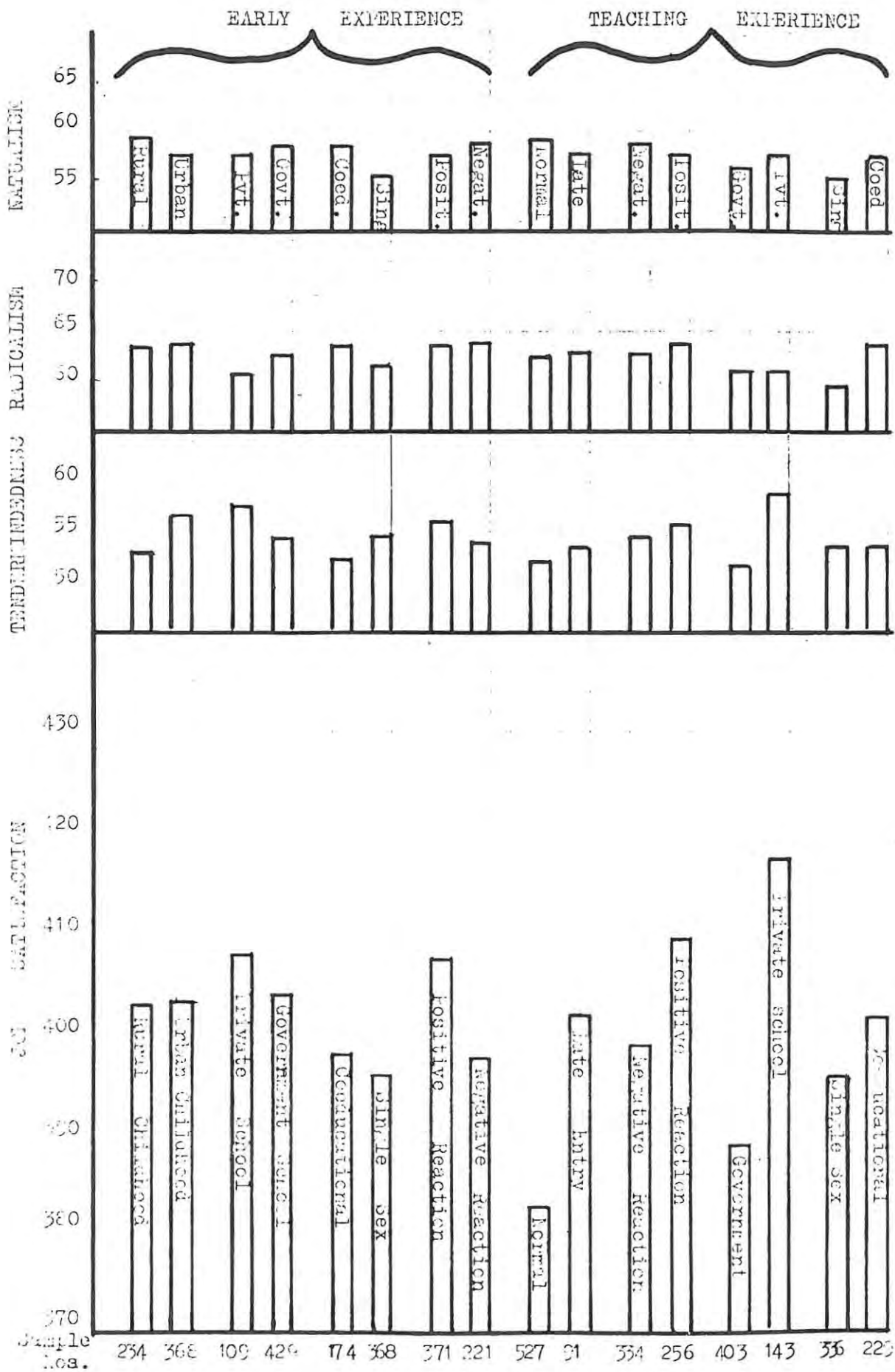
the United Kingdom and the United States are replicated by a similar sharp drop in educational values by the HDE student on entry into the profession. Job satisfaction increases with increasing teaching experience. The above trends are also reflected by male and female teachers but differ in degree. The female teacher is more radical but less satisfied than the male while male teachers are more tenderminded.

Early experience in childhood and school do not seem to differentially affect the educational attitudes of teachers although teachers who had a positive attitude to their schooling are more job satisfied.

Experiences later in the life span seem to have a greater influence on teacher attitudes. Teachers who have had occupations outside the teaching profession tend to be more job satisfied. A positive reaction to the first teaching appointment appears to have the effect of making such teachers more job satisfied and in their later years more radical and tenderminded than those who had a negative reaction at the start of their careers.

Teaching experience in a private school seems to make such teachers more satisfied in their vocation and more tenderminded. Those teachers in coeducational schools tend to be more radical in their attitudes and not as tenderminded, in their later years, as the teacher in the single sex school. It is logical to assume that teachers would have different aptitudes and attitudes to choose to specialise in a particular subject. This is shown in their differing R/Ed and T/Ed attitudes. It also appears that teacher job satisfaction is related to the subject they teach. The higher the position in the teaching hierarchy the greater the job satisfaction that teacher appears to obtain from his work. This is inversely so in the N/Ed and R/Ed attitudes. These phenomena may be however age or experience related. Among the practising teachers, housemasters and headmasters are the most tenderminded.

Fig. 5.12 : A SURVEY OF THE MEAN ATTITUDE SCORES OF VARIOUS GROUPS OF TEACHERS: II.



0.0 THE FIRST SIX YEARS OF TEACHING.0.1 DEVELOPMENTAL STUDY.

		<u>ALL TEACHERS.</u>							
<u>Group</u>	<u>HDE(i)</u>	<u>HDE(ii)</u>	<u>1st.</u>	<u>2nd.</u>	<u>3rd.</u>	<u>4th.</u>	<u>5th.</u>	<u>6th.</u>	
		<u>NATURALISM IN EDUCATION.</u>							
n	12	25	36	27	32	30	25	11	
Mean	64.8	68.4	59.1	60.1	59.8	58.7	58.7	60.2	
		<u>RADICALISM IN EDUCATION.</u>							
n	12	25	36	27	32	30	25	11	
Mean	72.9	70.7	67.4	65.0	63.2	65.8	66.2	68.3	
		<u>TENDERMINDEDNESS IN EDUCATION.</u>							
n	13	25	36	27	32	30	25	10	
Mean	57.6	60.2	55.5	54.5	54.4	55.5	59.1	53.9	
		<u>JCF SATISFACTION.</u>							
n	12	25	31	27	32	30	25	10	
Mean	387.1	382.2	370.4	394.7	398.4	380.7	381.7	407.9	
		<u>FEMALE TEACHERS.</u>							
<u>Group.</u>	<u>HDE</u>	<u>1st.</u>	<u>2nd.</u>	<u>3rd.</u>	<u>4th.</u>	<u>5th.</u>	<u>6th.</u>		
		<u>NATURALISM IN EDUCATION.</u>							
n	13	20	16	20	16	8	5		
Mean	71.0	60.1	64.7	59.0	58.5	62.0	58.4		
		<u>RADICALISM IN EDUCATION.</u>							
n	13	20	16	20	16	8	5		
Mean	73.1	68.4	64.7	65.4	66.6	70.3	71.4		
		<u>TENDERMINDEDNESS IN EDUCATION.</u>							
n	13	20	16	20	16	8	5		
Mean	60.2	51.9	52.0	53.4	57.2	57.5	56.6		
		<u>JCF SATISFACTION.</u>							
n	13	18	16	20	16	8	5		
Mean	399.3	376.1	387.8	404.1	363.6	379.9	401.8		
		<u>MALE TEACHERS.</u>							
<u>Group</u>	<u>HDE</u>	<u>1st.</u>	<u>2nd.</u>	<u>3rd.</u>	<u>4th.</u>	<u>5th.</u>	<u>6th.</u>		
		<u>NATURALISM IN EDUCATION.</u>							
n	12	16	11	12	14	17	6		
Mean	65.5	57.8	62.7	61.3	59.0	61.1	61.7		
		<u>RADICALISM IN EDUCATION.</u>							
n	12	16	11	12	14	17	6		
Mean	68.1	66.3	65.5	64.8	66.1	64.1	65.8		
		<u>TENDERMINDEDNESS IN EDUCATION.</u>							
n	12	16	11	12	14	17	6		
Mean	60.3	60.1	58.1	56.1	53.6	57.0	51.2		
		<u>JCF SATISFACTION.</u>							
n	12	13	11	12	14	17	6		
Mean	363.7	362.6	404.9	388.8	400.4	382.6	410.0		

The HDE pretest and posttest figures for the four attitude categories have also been included in the above tables and on the graph (see Fig 0.1 and 0.2) for comparison even though the pretest means are produced from only eleven respondents. They show that the rise in N/Ed values during training drop sharply in the first year as they do in the two other Manchester categories. There is a slight recovery of the N/Ed values in the second year. This is possibly due to the young teacher feeling more secure in the classroom, as is evidenced by his rise in job satisfaction. He is now prepared to stand on his own feet and bring into operation a less rigid approach to his pupils. This is not however reflected in his R/Ed and T/Ed attitudes which are still as conservative and tough-minded as in his first year. After the sharp drop in job satisfaction in this first year the young teacher now obtains greater job satisfaction from his work and his satisfaction rises until the third year. In females it is delayed until the fourth year, when the female teacher is apparently an extremely dissatisfied person. This dissatisfaction may be due to the female teacher being more interested in marriage than educational matters at this stage (26 years). An awareness of the plight of the married woman teacher may now become more real to her. The insecurity of temporary employment might now threaten her position as a teacher. It is also especially frustrating for her in that it is a situation she can do little to rectify. From comments made by married teachers in Section E., this denial of permanent employment and the knowledge that employment can be terminated no matter what the quality of her teaching nor the efforts she might make to improve it is a major cause of discontent. It is understood that since this survey was conducted the situation, in this regard in the Cape Province, has improved to some extent. Male dissatisfaction may be due to an awareness that the physical rewards of his profession are not as great as those in other professions.

Fig. 6.1 : THE MEAN ATTITUDE SCORES OF TEACHERS DURING THE FIRST SIX YEARS OF TEACHING.

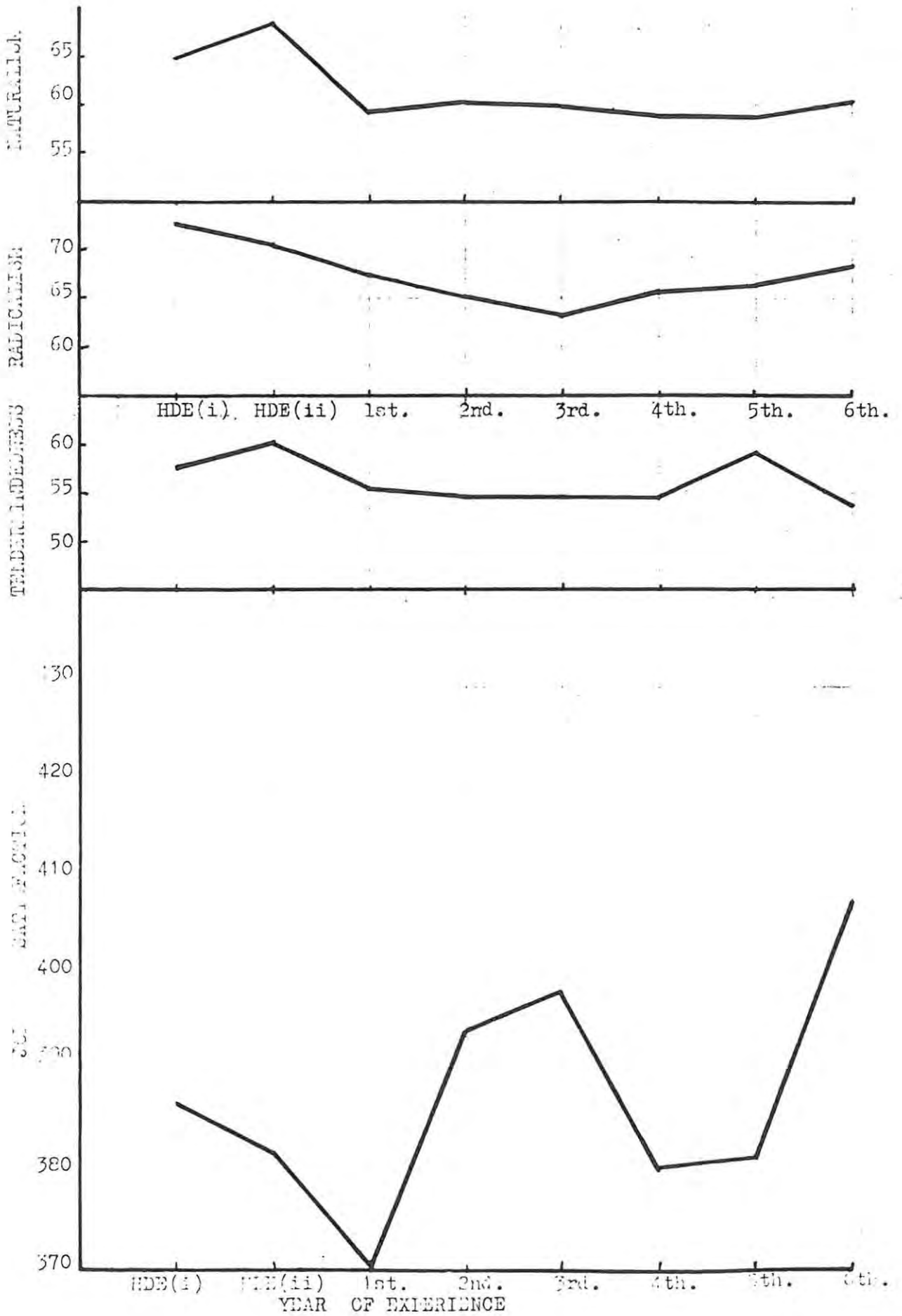
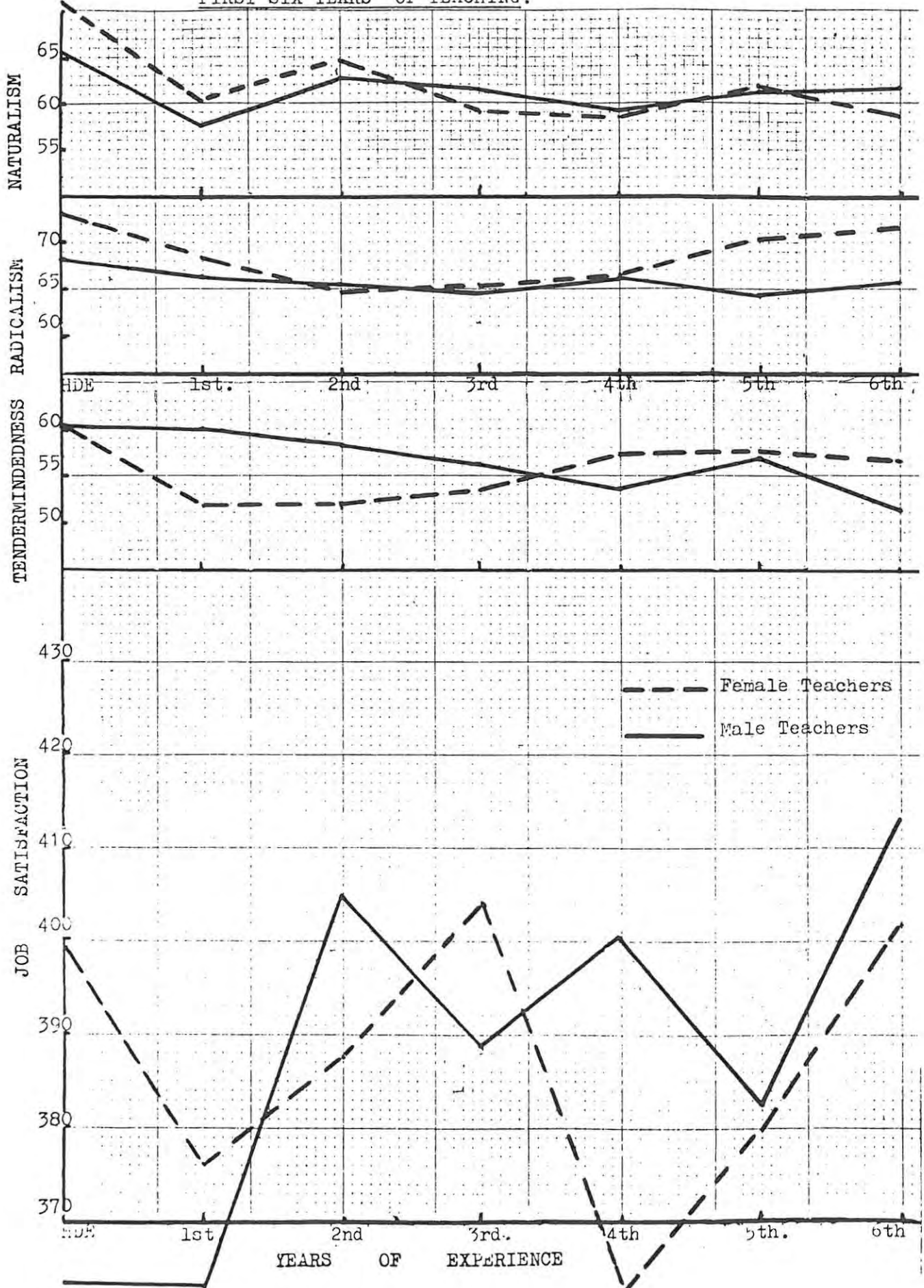


Fig.6.2: THE MEAN ATTITUDE SCORES OF MALE AND FEMALE TEACHERS DURING THE FIRST SIX YEARS OF TEACHING.



This could probably be caused by financial problems that arise at this stage of his career, wanting to marry, the need for capital to finance the purchase of a house, furniture and car. These may be possible causes for dissatisfaction especially when he notes that most of his university friends are able to solve such problems more easily. The rise in satisfaction for both sexes seems to indicate that they have either solved their problems or made adjustments to cope with them. A study of the percentage numbers of teachers who indicated a wish to change their vocation (see graph, Fig 7.1) shows that the highest percentage was found during this 0-5 years of experience period. The rise in job satisfaction may therefore be due to the attrition of the dissatisfied teachers whose departure from the profession leaves a higher percentage of job satisfied teachers in the sample.

0.2 HELPFUL FACTORS ON THE FIRST APPOINTMENT.

Some 020 individual comments were made to the open-ended question "List any factors which you feel were particularly helpful at the start of your teaching career". To simplify analysis similar comments were integrated into 'comment groups'. The groups and the 'individual comments' were ranked according to percentage frequency and are listed below. The individual comments of the first three ranked comment groups are also listed.

HELPFUL FACTORS ON FIRST TEACHING APPOINTMENT.

<u>Ranking</u>	<u>Comment Groups</u>	<u>Percentage of Total Comments</u>
1	Friendly, helpful staff.	36.6
2	Supportive Administration.	27.8
3	Good teaching conditions.	12.3
4	Self-confidence.	6.9
5	Supportive HDE/UED course.	6.7
6	Extramural activities.	3.8
7	Maturity.	3.0

020 comments.

RANKING OF INDIVIDUAL COMMENTS WITHIN THE FIRST THREE GROUPS.A. FRIENDLY, HELPFUL STAFF.

1	Helpful, experienced teachers.	17.1
2	Fellow colleagues.	8.3
3	Friendly, helpful staff.	8.3
4	A teacher prepared to explain technicalities.	1.6
5	Contact with older staff.	1.0

36.6% of comments.

B. SUPPORTIVE ADMINISTRATION Percentages of Total Comments

1	Understanding Headmaster.	15.5
2	Helpful Heads of Departments.	5.9
3	Supportive Administration.(unspecified)	1.0
4	Fair but high demands from Headmaster.	1.0
5	Previous records or work, exams,etc. available.	0.8
	Inspector's guidance.	0.8

27.8 of comments.

C. GOOD TEACHING CONDITIONS.

1	Friendly pupil atmosphere.	6.2
2	Good discipline.	2.2
3	Small classes.	1.1
4	Well-organised school.	1.0

12.3% of comments.

DIFFICULTIES ON FIRST APPOINTMENT.

<u>Ranking</u>	<u>Comment Groups</u>	<u>Percentage of Total comments</u>
1	Feeling of inadequacy as a teacher.	44.3
2	More time needed.	14.3
3	Lack of guidance.	13.3
4	Teacher training inadequate.	7.5
5	Poor relationship with Staff.	7.1
	Inadequacy of equipment, classroom design.	3.9
7	School.	3.9
8	Pupils.	2.4
9	Teacher salaries	1.6

No. of comments = 623

Difficulties - first appointment.

<u>Ranking</u>	<u>Individual Comment</u>	<u>Percentage of Total Comments</u>
9	Lack of self-confidence.	3.0
10	Incompatibility of HDE course and the actual teaching situation.	2.9
11	Lack of time to mark conscientiously.	2.6
12	No previous records of work, notes, etc.	2.2
13	Large classes.	2.2

RANKING OF INDIVIDUAL COMMENTS WITHIN THE FIRST THREE GROUPS.

A.	<u>FEELING OF INADEQUACY AS A TEACHER.</u>	
1	Discipline; class control.	9.5
2	Inexperience.	5.0
3	Correct level/depth to teach.	4.2
	Administration difficulties.	4.2
5	Teaching subjects not qualified to teach.	3.1
6	Lack of self-confidence.	3.0
7	Setting and marking exams.	1.6
8	Extramural activities - no good at sport.	1.4
	Lack of knowledge of subject.	1.4
	44.3% of comments.	
B.	<u>MORE TIME NEEDED.</u>	
1	Time to prepare lessons.	3.7
2	Overwork.	3.2
3	Time to mark conscientiously.	2.6
4	Non-teaching duties.	1.4
5	Too much clerical work.	1.3
	14.3% of comments.	
C.	<u>LACK OF GUIDANCE</u>	
1	Lack of guidance.	3.4
2	No help from Heads of Departments.	3.2
3	No previous records of work, notes, etc.	2.2
4	No information on procedure, administration, paperwork, etc.	1.6
5	Thrown in at deep end.	1.4
6	Not knowing what was expected of one.	0.8
	13.3% of comments.	

From the group rankings it is apparent that beginning teachers need a supportive staff; supportive administration and a good school environment to smooth their transition from student teacher to teacher.

- 1) Supportive Staff, who are friendly and helpful, acting as colleagues and willing to give the beginning teacher the benefit of their experience.
- 11) Supportive Administration. An 'understanding headmaster' heads the list even above 'helpful heads of departments'.
- 111) A good school environment, i.e. a 'good school'; friendly, disciplined pupils; small classes; well-organised school.

0.3 DIFFICULTIES EXPERIENCED ON FIRST APPOINTMENT.

A 'feeling of inadequacy' was the main difficulty experienced by most teachers at this time and it accounted for nearly half of the 023 comments received for this question. Discipline, class control, inexperience, the correct level or depth at which to teach a subject, administration difficulties - these made up the bulk of comments in this group. 'More time needed', the second comment group, was concerned with having enough time to mark, to prepare lessons and they also felt that this overwork was due to their time being taken up by clerical work and non-teaching duties. Teachers also felt a lack of guidance in administration matters and school procedure from heads of department and the absence of notes and previous records, made this period a difficult one.

Taylor and Dale (1973) discussing the 'first year of teaching and referring to teachers in the United Kingdom, declare that the secondary school beginning teacher as being "concerned with problems of attempting to work to a syllabus and above all, in coping with individual and class discipline problems." They also list human relations among staff, the need for advice and the adjustment to the teaching atmosphere of the school as opposed to that of the college of education, Taylor and Dale suggest the provision of a supportive tutor teacher in each school made responsible to care for the probationer teacher during this period.

7.0 SATISFACTIONS AND DISSATISFACTIONS OF TEACHERS.

Among the open ended questions of Section E were four questions asking the respondent what major satisfaction he obtained from teaching and what his major difficulty was at that time. Teachers were also asked whether they would like to change their vocation, and give reasons for changing, stating what occupation they would like to change to.

The frequency of the particular comments were noted. Of the 1166 individual comments made 776 were of satisfaction and only 395 were dissatisfactions. The individual comments were grouped into comment groups which were ranked.

7.1 MAJOR SATISFACTIONS.

Half the satisfactions listed (49.4%) were concerned with obtaining a good response from pupils in class and having good pupil relationships either in class or extramurally. Teachers seem to obtain great satisfaction from working with young people, communicating and having contact with them. While a great deal of their satisfaction comes as a response to their teaching, good results, etc., they also enjoyed watching their pupils progress, achieve, develop their potential and enjoy themselves while learning.

MAJOR SATISFACTIONS.

<u>Ranking</u>	<u>Comment Groups.</u>	<u>Percentage of Total Comments</u>
1	Good pupil response. (classroom).	49.4
2	Good pupil relationship.	8.0
3	Good pupil relationship (extramural).	7.1
4	Job satisfaction.	6.3
5	Ability to help and guide people.	5.3
6	Teaching subject effectively.	5.2
7	Responsibility satisfaction.	3.9
8	Pleasant environment.	2.3
9	Autonomy in job.	2.2
10	Rewarding past pupil relationship.	1.8
11	Academic stimulation.	1.4
12	Management of pupils and people.	1.0

RANKING OF INDIVIDUAL COMMENTS WITHIN THE FIRST THREE GROUPS.

<u>Ranking</u>		<u>Percentage of Total Comments</u>
A.	<u>GOOD PUPIL RESPONSE.</u>	
1	Good pupil response (unspecified).	9.8
2	Enjoy working with young people.	5.4
3	Good exam results.	5.2
4	Watching pupils develop their potential.	4.8
5	Progress by pupils.	4.4
6	Communication and contact with pupils.	4.3
7	Pupils enjoying themselves while learning.	2.8
8	Achievement with difficult pupils	2.3
9	Appreciation by pupils.	1.8
10	Helping children.	1.6
11	Getting to know pupils as individual personalities.	1.4
12	Gaining confidence and trust of pupils.	1.3

49.4% of comments

B. GOOD PUPILS RELATIONSHIPS (unspecified)

8.0% of comments

C. GOOD PUPIL RELATIONSHIPS (extramurally)

1	Sportsfield.	2.7
2	Unspecified.	2.5
3	Dramatics and other extramural activities.	1.9

7.1% of comments.

7.2 MAJOR DIFFICULTIES.

As might be expected with the survey taking place in the middle of a 'pay crisis', the major difficulty and dissatisfaction was that of teacher salaries (16.8% of comments). Among the comment groups, however, it was only listed second. Teachers felt the working load was the greatest difficulty they had to face. The causes they listed were the large classes, marking load plus the amount of clerical and extramural work. They were also dissatisfied with the teaching situation mainly because of poor promotion prospects, boredom, not being extended mentally in their work and despair of motivating unwilling pupils.

MAJOR DIFFICULTIES.

<u>Ranking</u>	<u>Comment Groups</u>	<u>Percentage of Total Comments</u>
1	Teaching load.	20.1
2	Teacher salaries.	18.8
3	Dissatisfaction with teaching.	18.2
4	Problems with teaching.	14.5
5	Poor relationship with Staff and Administration.	8.9
6	More time needed.	6.6
7	Inadequacy of equipment.	4.6
8	Older teacher.	2.5
9	Married teacher (women)	2.3
10	Compromise of ideals and expectations of teaching.	1.0

394 comments.

RANKING OF INDIVIDUAL COMMENTS WITHIN THE FIRST THREE GROUPS.

<u>Ranking</u>		<u>Percentage of Total Comments</u>
A	<u>TEACHING LOAD.</u>	
1	Heavy load.	6.1
2	Large classes.	3.8
3	Marking load.	3.0
4	Teaching load (unspecified)	2.0
	Too much clerical work.	2.0
	Too much extramural work.	2.0
	20.1% of comments.	
B.	<u>TEACHER SALARIES.</u>	
1	Unspecified.	16.8
2	Insufficient for social status.	1.0
3	Comparison with other professions.	0.5
	Male/female discrimination.	0.5
	18.8% of comments.	
C.	<u>DISSATISFACTION WITH TEACHING SITUATION.</u>	
1	Poor promotion prospects.	8.6
2	Boredom.	1.8
3	Despair of motivating unwilling pupils.	1.8
4	Not stretched enough mentally.	1.3
5	Too much emphasis on sport.	0.8
	Pressure to produce exam results rather than educate.	0.8
	Unspecified.	0.8
	18.2% of comments.	

7.3 CHANGE OF VOCATION OPTIONS.

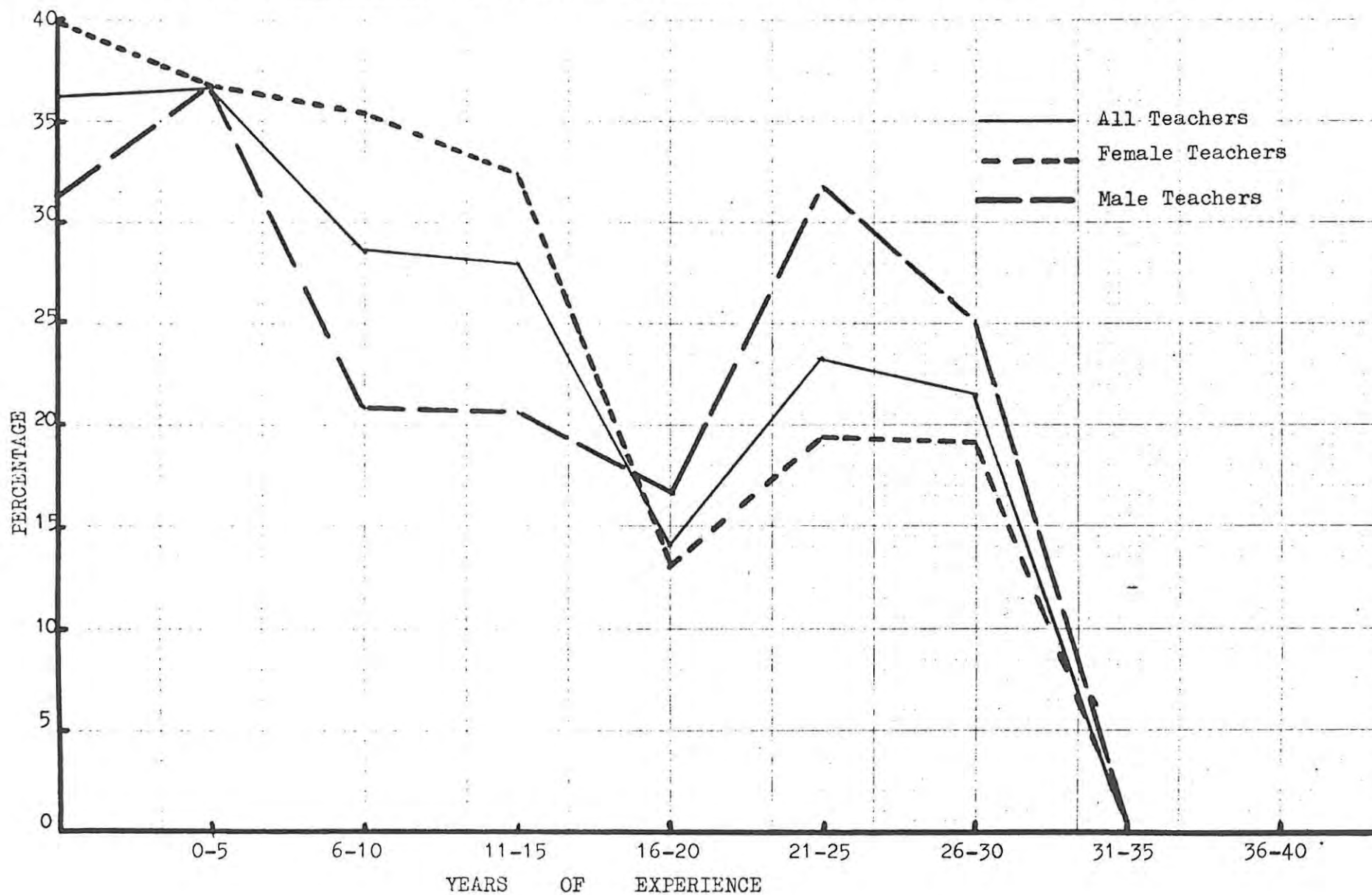
Of the 593 teachers in this sample (those leaving the question blank were not included), 26.8% (159) indicated that they would like to change their vocation. Of the HDE students questioned more than a third wanted to change their vocation before they had even entered the profession.

<u>Exp. Group</u>	<u>Male</u>			<u>Female</u>			<u>All Teachers</u>		
	<u>Vocat. Change</u>	<u>No. in Sample</u>	<u>% Change</u>	<u>Vocat. Change</u>	<u>No. in Sample</u>	<u>% Change</u>	<u>Vocat. Change</u>	<u>No. in Sample</u>	<u>% Change</u>
H.D.E.	5	16	31.3	8	20	40.0	13	36	36.1
0 - 5	32	87	36.8	27	74	36.5	59	131	36.6
6 -10	11	53	20.8	22	62	35.5	33	115	28.7
11-15	7	34	20.6	20	62	32.3	27	96	28.1
16-20	2	12	16.7	6	45	13.3	8	57	14.0
21-25	4	12	33.3	6	31	19.4	10	43	23.3
26-30	4	16	25.0	5	26	19.2	9	42	31.4
31-35	-	5	0	-	15	0	-	20	0
36-40	-	5	0	-	10	0	-	15	0
40+	-	3	0	-	5	0	-	8	0
Whole Sample	65	243	26.7	94	350	26.9	159	593	26.8

Graph (Fig 7.1) shows that more than a third of the teachers in the first five years of teaching wanted to change. These numbers drop, reaching 15.5% in the 16-20 year group, after which there is a sharp increase, especially among male teachers, of people wanting to change. After 30 years of teaching no teacher indicated any wish to change to another occupation. Although there is no difference in the total number of males and females wanting to change, the developmental graph shows that early in their careers more women than men want to change. After 16-20 years of teaching this position is reversed.

In their choice of an alternative occupation most of the teachers opted for a vocation closely allied to education or one dealing with people. Lecturing, adult education, remedial education or personal management figured high on the list of alternatives.

Fig.7.1 : PERCENTAGE OF INDICATIONS BY TEACHERS OF A DESIRE TO CHANGE VOCATION.



CHOICE OF NEW VOCATION.

<u>Ranking in Popularity</u>		<u>Percentage.</u>
1	<u>EDUCATION</u> (Something educational) Adult education ; Outdoor education; Remedial education.	29 18.9
	<u>PERSONNEL MANAGEMENT.</u> P.R.O; Personnel management; Psychologist.	29 18.9
3	<u>UNSURE</u>	19 12.4
4	<u>COMMERCE</u>	17 11.1
5	<u>WRITING.</u> Author; Journalism; Magazine editor; Librarian.	12 7.8
6	<u>INDUSTRY</u>	9 5.8
7	<u>AGRICULTURE</u>	8 5.2
8	<u>MEDICAL</u> Doctor, veterinarian.	6 3.9
	<u>LAW</u>	6 3.9
	<u>RESEARCH</u>	6 3.9
11	<u>MUSIC</u>	2 1.3
	<u>SOCIAL WORK</u>	2 1.3
	<u>ARTIST</u>	2 1.3
14	<u>MISCELLANEOUS.</u>	8 5.2
		<hr/> 155 100 <hr/>

7.4 REASONS FOR CHANGE.

Finance accounted for one quarter of the reasons given for wanting to change from teaching to another occupation. Nearly one-tenth of the reasons dealt with complaints about the administration, irritation with petty rules, too much red tape and the inspection system. Others gave as their reasons being bored with teaching, feeling a lack of challenge, a need for variety and frustration. Poor promotion prospects were listed as a reason for change by 6.5% of teachers wishing to change.

REASONS FOR CHANGE OF VOCATION.RANKING OF COMMENT GROUPS

<u>Rank</u>	<u>Comment Group</u>	<u>Percentage of Total Comments</u>
1	Finance.	25.9
2	Administration.	9.7
3	Boredom.	8.3
4	Promotion Prospects.	6.5
5	Overwork.	5.6
6	Prefer to work with adults.	5.6
7	Do something more meaningful.	4.6
	Teach at a higher level.	4.6
	New Challenge needed.	4.6
10	Always wanted to but could not afford it.	4.2
11	Intellectual satisfaction.	3.7
12	Fear of getting into a rut.	3.2
	Personal satisfaction.	3.2
14	Lack of time for social life or leisure.	

RANKING WITHIN THE FIRST FOUR GROUPS.

A	<u>FINANCE</u>	25.9
B.	<u>ADMINISTRATION</u>	
1	Irritation with petty rules.	5.6
2	Unspecified.	2.8
3	Too much red tape.	1.4
4	Inspection system.	0.5
	9.7% of comments.	
C.	<u>BOREDOM</u>	
1	Boredom. (unspecified)	3.2
2	Lack of challenge.	2.3
3	Need for variety.	1.4
4	Frustration.	1.4
	8.3% of comments.	
D.	<u>PROMOTION PROSPECTS.</u>	
1	Poor outlook.	3.7
2	Lack of recognition.	0.9
3	Limit of promotion reached.	0.9
4	Poor prospects for women.	0.9

6.5% of comments.

8.0 THE 16 - 20 YEARS OF EXPERIENCE DICONFORMITY PHENOMENA.

Some 140 developmental graphs based on the mean scores of the age or experience groups were plotted for all four attitude categories. Not only was the teacher sample separated into age and experience groups in semi-decades but they were also formed into 29 different groups according to a common experience such as sex, type of childhood, army service, etc. The scores were used for comparative purposes to determine whether these experiences had any effect on teacher formation.

Throughout the survey the age group 36-40 years and experience group 16-20 years appeared to stand out as a period when mean scores suddenly shot up or decreased. It also often appeared to be a watershed in the career or lifespan of teachers when attitudes might alter direction (cf. Rural and Urban childhood - Fig 5.3)

In 87.9% (n = 123) of these graphs a disconformity could be noted at the 16 - 20 years of experience or 36 - 40 year age group i.e. in relation to the other mean scores. The means for these groups did not coincide with the path that the graph could be expected to follow. In over 80% of these graphs the means deviate either positively or negatively away from the expected mean score for the group.

	<u>Positive Reaction</u>	<u>Negative Reaction</u>	<u>Neutral Reaction</u>
Age groups (52 graphs)	36	10	6
Experience groups (88 graphs)	47	30	11
Total	83	40	17

This five year period therefore appears to be a time of transition. The mean scores of the one group in relation to the mean scores of the other group, with which it was being compared appear to reverse their relation i.e. one group would now exhibit a more positive trend as opposed to the negative trend of the pre-16 - 20 year period. Attitude would also be swiftly boosted in the same direction.

It appeared that no matter what criteria were used to re-group the teacher sample the phenomena still manifested itself in most of the graphs. It also seems apparent that this period in a teacher's life, the start of Middle Adulthood, is a period of adjustment of attitudes and values resulting in a reinforcement of previous attitude trends or reformulation of previous attitudes.

Other workers in the developmental field have also found signs of the period being disruptive. Elizabeth Hurlock (1975) discussing job satisfaction during early adulthood, states that dissatisfaction might set in during the mid-twenties if the individual hasn't risen as rapidly as he hoped. This period of unrest and dissatisfaction, she says, may last until the early or mid-thirties after which there is generally an increase in satisfaction. This seems to result from greater achievement and better financial rewards. Kuhlen and Johnson (1952) made a survey of 905 high school and elementary school teachers. The questionnaire with covering letter, stamped, addressed envelope was placed in teacher's pigeon-holes. It is interesting to note that they also received a 39% response to their questionnaire (see chap. 3.4.3). They found from the response of 218 married male teachers that there were some

signs of vocational dissatisfaction and restlessness in the late 30's and early 40's. Some 25% of the teachers expressed a hope to be in some occupation other than education in ten years time. Among teachers in the present survey (see chap. 7.3 and fig. 7.3), the 10 - 20 year period was one where there was a sudden drop in percentage teachers wishing to change. The two succeeding experience periods however saw another rise in teachers wanting to change their vocation. Kuhlen and Johnson also felt that the 30 - 35 year age period was one of adjustment and stabilisation for single women teachers. Their responses tended to indicate acceptance of the fact that it would be unlikely that they would marry and so they have reorientated their goals and expectancies. They also quote Phillips and Greene (1939), who found that single women teachers peaked in neuroticism at 35 years and then moved on towards better adjustment.

The period when teachers are in the 35 - 40 age range or have had 10 - 20 years teaching experience appears to be a plateau in their career or lifespan, where a certain amount of vocational disturbances and rethinking occurs. As stated by other workers it also appears to be a period of adjustment and stabilisation. A study of Fig. 4.4 and Fig 5.1 seems to suggest, as it is associated with a rise in job satisfaction and tendermindedness, that for teachers this is a period of adjustment prior to settling down to a lengthy period of vocational satisfaction. It should also be noted that teachers who in this survey would be at that stage of their careers, would have been between 30 and 40 years of age in April 1980. These teachers would therefore have been born during the wartime years of 1939-45. Their childhood could have therefore have been experientially different to those of other age groups e.g. there might have been a disruption in the family's life, wartime marriage and post-war breakup, absent father, child reared exclusively by mother. Such experiences, exclusive perhaps to this group, could affect their educational

attitudes so that their mean scores deviated from the expected path. A further explanation might be the attrition of the sample - the dissatisfied, vocationally disturbed, unhappy, neurotic teacher might already have left the profession at this stage.

9.0 RETROSPECTIVE STUDY - PERSONAL INTERVIEWS.

9.1 AIM OF PERSONAL INTERVIEWS.

Twenty teachers and ex-teachers were interviewed. These interviews took place after the results of the survey had been analysed and the main conclusions of the developmental survey formulated, viz :-

- 1) That teachers become more idealistic as they became older and more experienced i.e. they became more concerned about their pupil's conforming to rules and conventions.
- 11) That they became more conservative in their attitudes towards educational matters.
- 111) That they became more toughminded in educational matters i.e. were less concerned with pupils as individuals. This attitude changed slightly in the late career period.
- IV) That teacher's job satisfaction increased as they become older and more experienced.

The interviews were conducted to test whether the conclusions obtained by cross-sectional sampling could be argued as being developmental trends or merely comparisons of attitudes of teachers in various age groups. The interviews were conducted to obtain a retrospective view of experienced teacher's careers.

9.2 STRUCTURE OF SAMPLE.

The twenty teachers in the sample were made up as follows:-

Sex : 16 male teachers; 4 female teachers.

Type of School : 13 Government school teachers; 7 Private school teachers.

Position : 15 Headteachers; 3 Deputy Headteachers; 2 lecturers.
(4 of the Headteachers were also lecturers).

Average Age : 58.6 years.

Average Experience : 32.3 years.

9.3 QUESTIONNAIRE.

Like the postal questionnaire, interviewees were asked to give personal data, (quests. 1 - 10), as well as the following questions:-

- 11.a) What major satisfaction/s have you obtained from teaching?
 - b) At what stage/age did you obtain your greatest satisfaction from teaching?
 - c) Reason.
- 12.a) What did you find was your major difficulty during your career?
 - b) At what stage/age?
- 13.a) Which teaching post gave you the greatest job satisfaction?
 - b) At what age?
 - c) Reason?
15. At what stage/age of your career did you feel you were at your peak with regard to teaching?
- 16.a) At what stage/age did you feel most depressed about continuing in your career as a teacher?
 - b) Reason?
- 17.a) Did you ever consider changing your vocation as a teacher?
 - b) What occupation did you want to change to?
20. Has the satisfaction in your vocation increased or decreased during your career as a teacher?
- 21.a) Has your attitude towards your pupils changed since your HDE/ UED days (or when you started teaching)?
 - b) In what way?
- 22.a) What do you feel was the most successful strategy/technique you used in teaching your pupils?
 - b) When did you adopt this?
23. What changes would you like to see take place in education?
24. Private school teachers, in my survey, are more job satisfied and more tender-minded than government school teachers. Have you any ideas that may account for this difference?

Questions 20 to 23 were framed to obtain responses with regard to Job Satisfaction, Tendermindedness, Naturalism in Education and Radicalism in Education respectively. Questions No. 14 and 19 were deleted at the request of the Education Department. Question 18 was deleted soon after the start of the study. Respondents were given a list of developmental and professional tasks usually accomplished during early, middle and adulthood and asked to state if there was any clash or conflict between the different tasks. Respondents found it difficult to assimilate the list of events without lengthy study. Earlier respondents also seemed to resent the lengthy question. This question also extended the interview much longer than the intended thirty minutes.

9.4 RESULTS OF INTERVIEW

1. Job Satisfaction : Increased - 16 teachers;
Decreased - 4 teachers.

2. Naturalism in Education.

Naturalism in Education increased - 6 teachers.

Idealism in Education increased - 14 teachers.

3. Radicalism in Education.

Became more radical - 10 teachers.

Became more conservative - 10 teachers.

4. Tendermindedness in Education.

Became more tenderminded - 15 teachers.

Became more toughminded - 5 teachers.

5. <u>STAGE OF CAREER</u>	<u>PERIOD OF GREATEST SATISFACTION.</u>	<u>PERIOD OF GREATEST DIFFICULTY</u>	<u>PERIOD OF GREATEST DEPRESSION.</u>	<u>TEACHING PEAK.</u>
None	---	6	6	---
Early career	2	3	6	3
Mid career	10	7½*	6	14
Late career	4	3½*	2	3
Throughout career	3	---	---	---
Retirement	1	---	---	---

* Subject indicated that the condition extended over two periods.

6. Wanted to change to another vocation at some stage.

Yes - 10; No - 10.

7. The 36 - 40 Period.

The following numbers of teachers specifically mentioned the 36 - 40 period of :-

(1) Greatest satisfaction - 6 teachers;

(11) Greatest difficulty - 7 teachers;

(111) Teaching Peak - 3 teachers.

8. Major Satisfaction from Teaching.

'Contact with young people' was listed by a two-fifths of the sample (37%) and about a third (29.6%) of the teachers stated that the development of pupils and success of ex-pupils gave them the greatest satisfaction. Some 15% obtained satisfaction from 'putting over one's subject.'

9. Major Difficulty.

A quarter of the sample could not recollect any difficulty and the difficulty most frequently mentioned was insufficient time to cope with the work, especially marking.

10. Position.

Nearly half the sample (49.5) found the position of headteaching the most satisfying teaching post because of the autonomy, responsibility and challenge it gave (15 of the sample of 20 teachers had held the position of headteacher).

This retrospective sample of teachers tends to confirm the findings of the cross-sectional sampling in that most of the twenty teachers stated that their job satisfaction increased and that indicated that they became more idealistic as they grew older and more experienced. They were however evenly divided in radicalism in education and, contrary to the cross-sectional survey finding that , teachers were tenderminded. It is possible, most of the teachers being head teachers, that they felt obliged to express educationally acceptable opinions that are expected of headteachers i.e. 'interviewer effect'.

It should be noted however that teachers were shown to become more tenderminded in late career in the survey and that the present attitudes of these teachers (avg. age 58.6 years) might have influenced their responses, i.e. they tended to forget the toughminded period of their careers.

Most of the teachers sampled indicated that their period of greatest satisfaction, greatest difficulty, deepest depression and teaching peak occurred during middle career. This was the period where the cross sectional sample showed a disconformity during the 36-40 years of age group. Some sixteen teachers specifically mentioned this period.

The questions used and method of interviewing did not seem to have been as effective as was expected. It seemed, in retrospect, that the questions were not sophisticated or subtle enough for the mature and experienced subjects interviewed. The motive for asking the question may have been too obvious and so affected the response given. It might have been more effective if the subjects had had their N/Ed., R/Ed. and T/Ed. scores first tested and the supplementary questions asked during the personal interview.

9.5 REASONS SUGGESTED BY TEACHERS FOR THE DIFFERENCE IN JOB SATISFACTION AND TENDERMINDEDNESS BETWEEN PRIVATE AND GOVERNMENT SCHOOL TEACHERS.

While the results of the retrospective survey may not have been as effective as expected the replies to the last question were most informative. Most of the explanations offered to account for the higher job satisfaction and tendermindedness scores in private school teachers centred on three areas :-

- 1) The restrictions placed on government school teachers and the greater autonomy and freedom, trust and responsibility allowed private school teachers.
- 11) That government school teachers are more career and promotion conscious and less pupil-concerned.

- 111) That most private schools were boarding establishments and staff and pupils were as a result more involved in the life of the school than the government school teacher.

The detailed list of suggestions were as follows:-

1. Government Schools.

Departmental pressure.

Too much red tape.

Inspection system - too rigid a prescription of teaching method.

Incompetent teachers tending to remain in government schools making competent teachers disillusioned whereas the Headmaster in a private school could get rid of the incompetent teacher.

2. Private Schools.

Mainly boarding schools therefore:

- a) Captive pupil population;
- b) Teachers and pupils totally involved in school life;
- c) Closer community feeling.

Smaller classes.

Selection of pupils.

Elitist pupils.

School is supportive of teachers in that it appreciates what the teacher does for the school. In a government school performance of these tasks would play no part in improving promotion prospects and are therefore not usually done.

Fewer pupil problems - no 'day pupil' problems.

3. Concern for Pupils.

Private school teachers show more concern for pupils as individuals.

More concern for the 'whole' pupil.

Government school teachers only interested in school work whereas private school teacher is also interested in social and extra-mural life of the school.

4. Career consciousness and Promotion Prospects.

Private school teachers are not concerned about promotion - they are dedicated teachers.

Few promotion posts in private schools - the most that teachers can look forward to is a housemastership.

Teachers who gravitate towards private schools adjust to poor promotion prospects and are more concerned with teaching.

Headmasters of government schools are more career conscious and are therefore more concerned about administration than pupil-concerned. This attitude is also adopted by the staff who also become more administration concerned.

5. Autonomy of Private School Teachers.

Autonomy in the classroom;

Have more freedom to use own teaching method;

Often encouraged to adopt new teaching methods;

Given more trust and responsibility;

System of teaching more fluid and flexible;

Teaching methods not as syllabus-bound - less subject to inspect-
orial prescriptions;

Can choose any teaching method provided it is effective;

Effectiveness of teacher or method soon becomes apparent to pupils
and staff and is corrected.

6. Private School Teacher.

Those that do not like the private school set-up soon leave.

Dedicated 'slaves'.

Really want to teach and not so concerned with career and
promotion.

The more pupil-concerned teacher tends to gravitate towards the
private school.

Private schools tend to attract teachers who like the system
of total involvement.

7. Teaching methods have to be more effective and more attractive
to bring in the 'customers'. The same motivation is not necess-
ary in the government school which has a 'guaranteed clientele'.
"Private schools exist for pupils unlike Government schools,
which exist because children have to go to school".

The effectiveness of teaching method gives job satisfaction.

8. Social Status.

Perceived by public and also by government school teachers as being higher in private schools.

Government school teacher often feels 'inferior' to private school teacher.

Private school teacher by virtue of 'exclusiveness of school and pupils tends to feel 'superior' (feeling of greater job satisfaction).

On the basis of the suggestions made by the twenty teachers interviewed it would seem that the Private School ethos of total involvement of teacher and pupils in the life of the school attracts a certain type of teacher. These teachers appear to be more concerned with the welfare of their pupils and teaching than they are with promotion opportunities, which in private schools are limited. The greater freedom in the choice of teaching method, the autonomy allowed private school teachers are thought to be the main factors affording private school teachers greater job satisfaction.

It was suggested by a government school teacher that such dedicated teachers are not exclusive to the private schools. He suggested that such teachers are also found in government schools that usually have a large boarding establishment and have similar old, established traditions of concern for the pupil and the school. It was unfortunate that the teachers in such schools could not be identified in the survey and their scores compared with those in the private school. The theory that it is the atmosphere or ethos of the school that is responsible for the job satisfaction of the teacher is an attractive and logical one. It seems to be a theory worthwhile investigating especially in the Border and Cape Eastern areas where all three types of school exist in close proximity to each other.

10.1 DEVELOPMENTAL STUDY.

The study made with 600 private and government, secondary school, teachers, seems to indicate certain trends in development as teachers become older.

- a) They seem to become more idealistic (less naturalistic) in that they are more concerned about their pupils conforming to rules, regulations and conventions.
- b) They seem to become more conservative in educational matters.
- c) They seem to become less tenderminded in educational matters in that they become less concerned about their pupils as individuals. This trend seems fairly stable during early adulthood but after the 36-40 year period there appears to be a sharp increase in toughmindedness. Teachers seem to become more tenderminded in late adulthood.
- d) The job satisfaction of teachers appears to increase as they become older.
- e) A similar relationship appears to exist between teaching experience and teacher attitude development. Increased teaching experience appears to bring about more negative attitudes in educational matters and an increase in job satisfaction.

The above pattern of decline in educational values and increase in job satisfaction is interrupted during the 30 - 40 years of age period and the equivalent 10 - 20 years of experience period. This appears to be a period of adjustment of values accompanied by an increase in job satisfaction and tendermindedness.

It is tempting to interpret these cross-sectional results developmentally and state categorically that the graphs show that as teachers become more experienced and older so they become more idealistic, conservative and toughminded and that their job satisfaction increases. A cross-sequential study (see Time-lag study - Chap. 3.1) by Schale and Strother (1968) with 500 subjects, measured their cognitive behaviour in two cross-sectional samples seven years apart. These were analysed using their new research design by

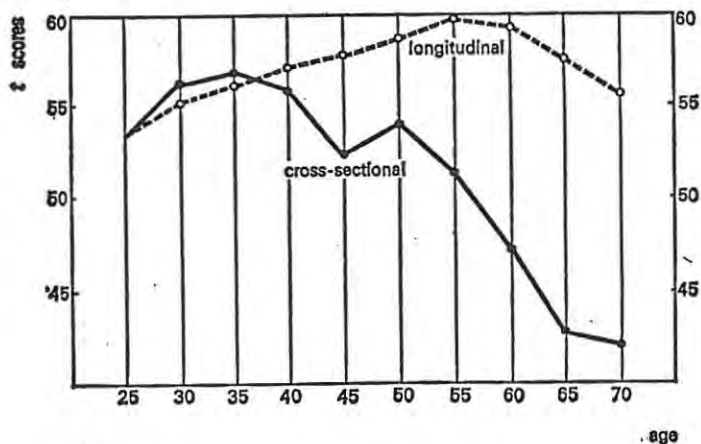


Figure 1 Estimated age gradients for Verbal Meaning

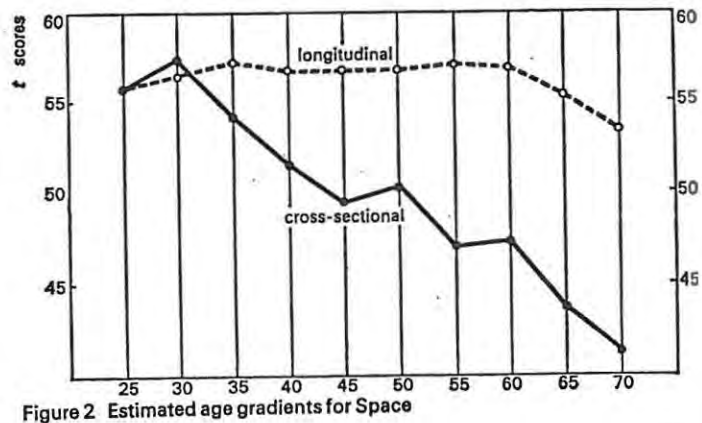


Figure 2 Estimated age gradients for Space

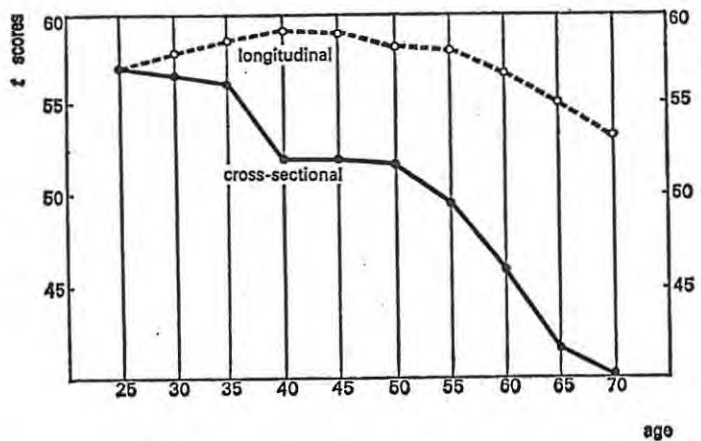


Figure 3 Estimated age gradients for Reasoning

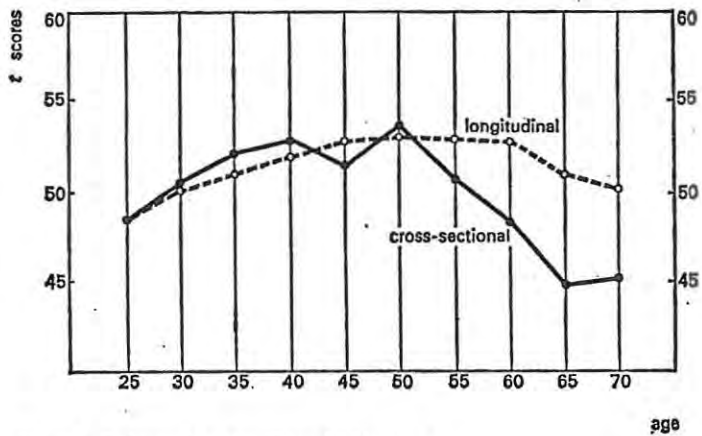


Figure 4 Estimated age gradients for Number

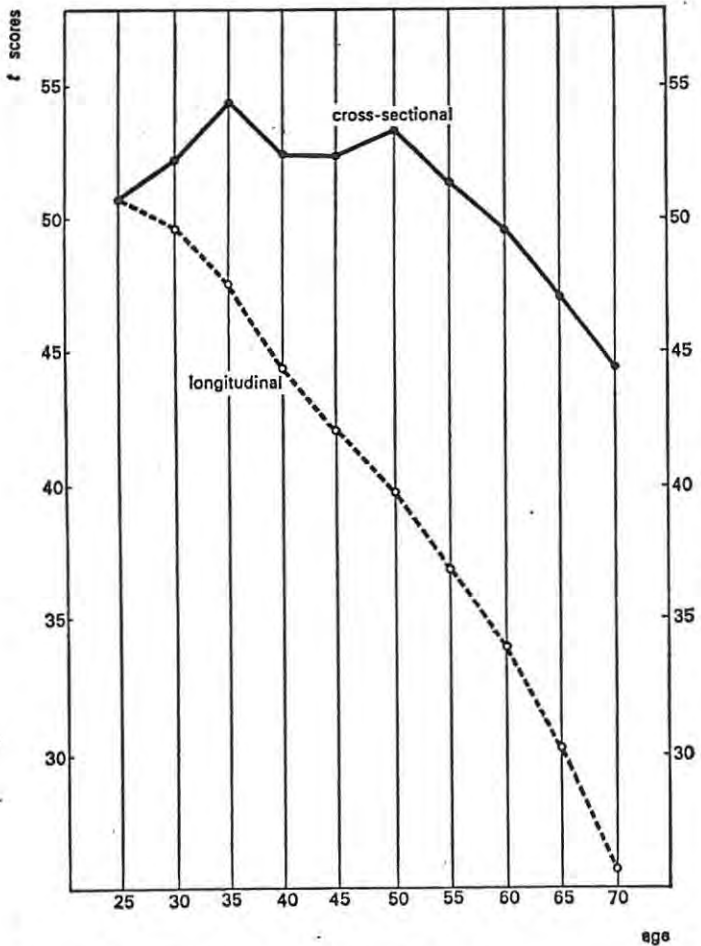


Figure 5 Estimated age gradients for Word Fluency

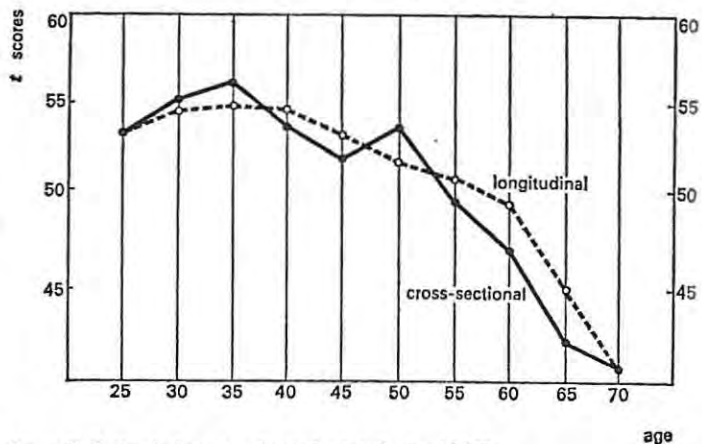


Figure 6 Estimated age gradients for Intellectual Ability

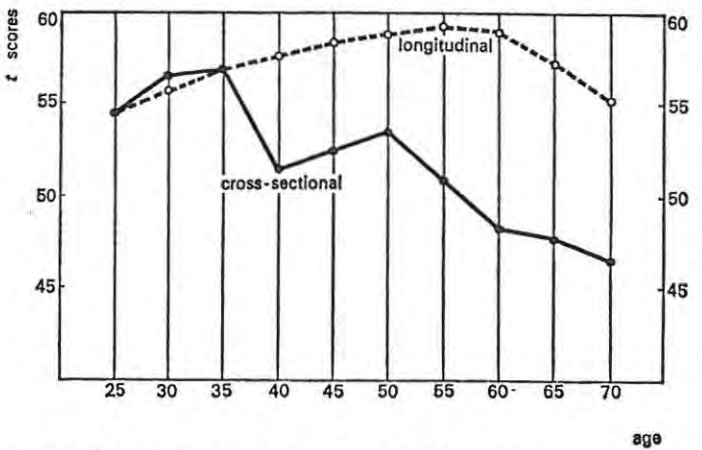


Figure 7 Estimated age gradients for Educational Aptitude

Fig. 10.1 : Copies of Graphs taken from Schaie, K.W. and Strother, C.R. "A Cross-sequential Study of Age Changes in Cognitive Behaviour" in "Human Aging" ed. Sheila F. Chown.

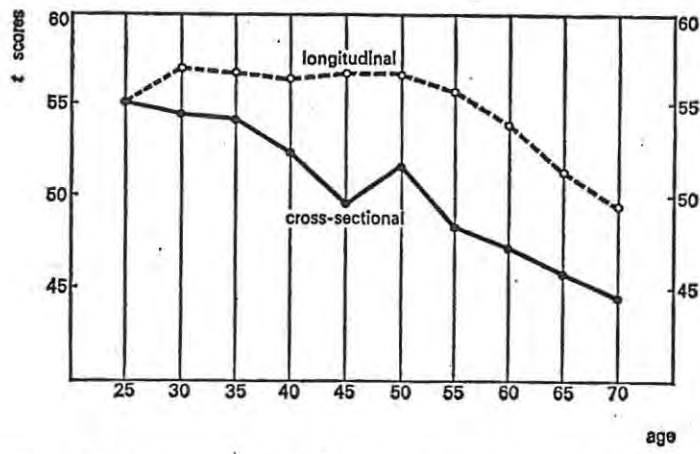


Figure 9 Estimated age gradients for Personality-Perceptual Rigidity

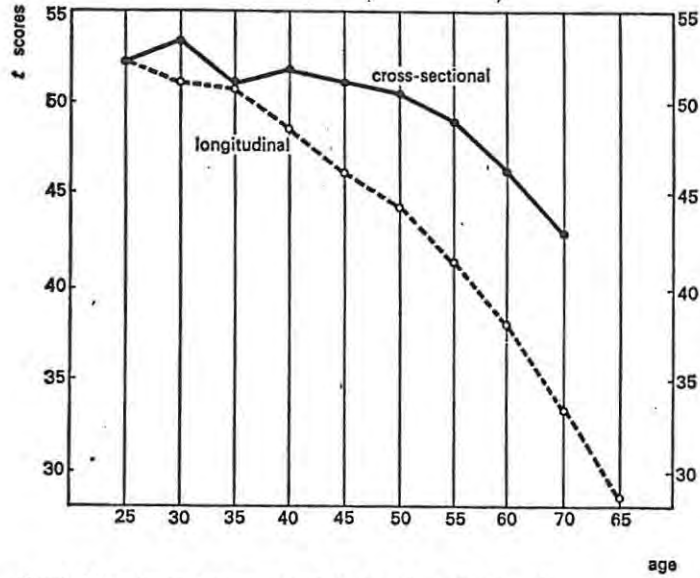


Figure 10 Estimated age gradients for Psychomotor Speed

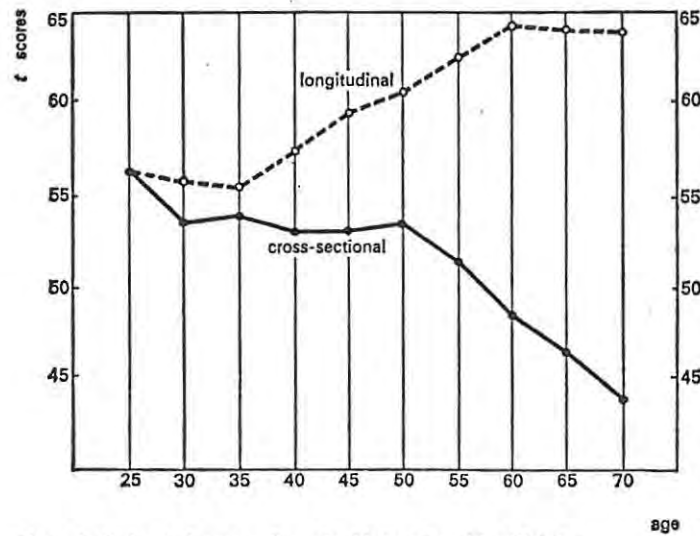


Figure 8 Estimated age gradients for Motor-Cognitive Rigidity

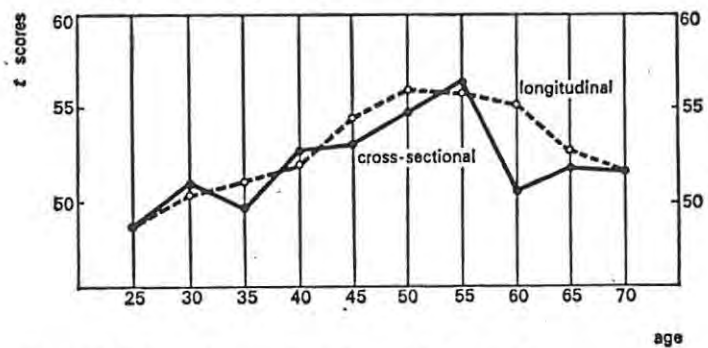


Figure 11 Estimated age gradients for Social Responsibility

which cross-sectional and longitudinal studies are derived. From these data the graphs (see figs. 10.1 and 10.2) seem to indicate that the downward trend shown in cross-sectional studies may not be as rapid as the graphs indicate. It is also of interest to note that in the cross-sectional graphs of Schaie and Strother that disconformities are discernable at the 35 and 40 years mark in many of the graphs (Fig. 10.1 and Fig 10.2).

A retrospective study was conducted involving personal interviews with twenty teachers, most of whom were retired teachers or teachers in senior positions. They tended to confirm the developmental trends of increased idealism in education and job satisfaction. These teachers were divided in their views on their radicalism in education. Contrary to the trends indicated in the cross sectional survey these teachers felt that they had grown more tenderminded with age. Teachers in the late adulthood stage in the current survey were shown to have higher T/Ed scores than in mid adulthood. Most of the teachers interviewed were in this latter stage of life and this might have influenced their recall of their educational attitudes during the middle period. Furthermore interviewees do tend towards positive bias when recalling past events. Krech, et al. (1974).

10.2 ENVIRONMENTAL FACTORS.

1) Professional training during the student teacher years has the effect of boosting the naturalism, radicalism and tendermindedness in education attitudes, although the post graduates in this survey were not as radical as anticipated. This is in agreement with work on student teacher attitudes in the United Kingdom and the United States of America. As expected, from these investigations, the young teacher in this survey also experienced a sharp drop in his educational values. Their job satisfaction rating reached its lowest point during their first year of teaching.

2) The first year of teaching appears to play an important part in the formation of education attitudes. Young, beginning teachers who settle into their first teaching appointment quickly and without negative reactions tend to be more job satisfied throughout their career. They are also more tenderminded than other teachers and though conservative in the beginning become more radical as they become older.

3) Young teachers find a helpful, friendly staff, a supportive administration and the environment of a 'good school' the most helpful factors in starting their careers as a teacher. Most teachers listed insecurity in the teaching situation, inexperience in overcoming teaching problems as being their major problems at this time. They also state that there is insufficient time to complete all the classroom and extramural duties that are expected of them. A lack of guidance on administration matters also helped to make this time of their career difficult.

The young teacher tends to maintain these low educational values for the first four years except for a slight increase in Naturalism during the second year. With the experience of his first year behind him job satisfaction apparently increases among young teachers until the fourth year, when a further drop is experienced. After this period the job satisfaction of the teacher seems to steadily increase.

4) There are indications, based on sparse information that professional courses, such as the Bachelor of Education, do not affect to any great extent the educational attitudes of practising teachers. B.Ed. students and B.Ed. graduates have however higher job satisfaction scores than non-B.Ed. teachers.

5) Male and female teachers show similar trends in their attitude development i.e. a decline in naturalism, radicalism and tendermindedness. Female teachers are however less job satisfied and more radical than male teachers and these differences tend to become more apparent after the 30-40 years of age period.

6) Early experiences in childhood, such as being brought up in rural and urban environments, the type of school in which they were educated, do not appear to play much part in the attitude development of teachers. A positive reaction to their education however does seem to make teachers with that experience more job satisfied.

7) Previous experience in occupations combined with army experience appear to affect the attitudes of male teachers. Late vocationers, i.e. male and female teachers who had entered the profession at a later age than others, due to another occupation, were found to be more job satisfied and slightly more tenderminded. There is evidence that army service affects the young male teacher but only during early adulthood when he appears more conservative and more tenderminded. Having some vocational experience other than teaching appears to make teachers more tenderminded and more job satisfied as they become older.

8) The type of school, in which the teacher teaches, also appears to play a part in the attitude development. The mean scores of people teaching in private schools, or teachers who spent most of their teaching career in private schools show they are decidedly more tenderminded and job satisfied than those in government schools.

Teachers in the retrospective study suggested that this was due to the environment and ethos of the private school. It was also suggested that this ethos is not exclusive to the private school and where government schools with similar educational standards exist the same type of teacher will be found.

This also holds true, but to a lesser extent, for teachers educated at private schools. Most teachers in the survey who stated that they were educated in private schools also indicated that they were teachers in private schools. Teachers in coeducational schools tend to be more radical and less tenderminded than the teacher in a single sex school.

9) A relationship with the subject taught appears in teacher attitudes in the Radicalism and Tendermindedness categories. Certain subjects also have more job-satisfied teachers than others, viz. Mathematics teachers and those teaching arts subjects. The position of the teacher in the teaching hierarchy seems directly related to the job satisfaction. The higher the position the greater the satisfaction in their work. Position also affects the educational attitudes of the teacher. They are more idealistic and (Inspectors and headmasters excepted) more conservative as their position improves. HDE students, Housemasters and headmasters are the most tenderminded of teachers.

10) Most teachers seem to find teaching a satisfying profession if the responses to major satisfaction and dissatisfactions are an indication. Twice as many comments dealing with satisfactions than dissatisfactions were received. Even those teachers, who expressed a wish to change their vocation opted for an occupation that was education or people related e.g. Lecturer, remedial work, adult education, outdoor education, public relations and personnel management. Their most common satisfactions were obtaining good pupil response both in the classroom and extramurally, having a good pupil relationship and seeing their pupils progress, achieve and succeed. Inadequate salaries figured as their major dissatisfaction at the time of the survey. They also complained about the heavy work load and were dissatisfied with the teaching situation. Finance and dissatisfaction with the administration also figured as major reasons for a third of the teachers in the sample wanting to change their vocations.

10.3 SUGGESTIONS FOR FURTHER RESEARCH.

Many of the questions and problems that it was hoped to solve have remained unanswered and unsolved. It seems that the pond has been merely agitated and more problems brought to the surface.

1) The cross-sectional/longitudinal argument can only be answered by time and time is what few investigators have at their disposal. Despite the possibilities of the decline of educational values not being found to be as great by cross-sequential or pure longitudinal studies, it is unlikely that they would find that these values as applied to the great mass of teachers would be reversed and the values found to rise. If it is accepted that a decline takes place and that there is a disruptive period at the 36 - 40 year age period, then it should be of value to determine whether it is possible to find a method of boosting the educational values of the teacher during this period before consolidation of attitude towards education sets in. It was for this purpose that an investigation of B.Ed students was conducted, hoping that a rise in values similar to that of the HDE years might be found. Despite a sparse response there seems to be indication that little change in the values tested takes place. It might be of value therefore to determine whether the B.Ed. course has a different effect on the practising teacher in the 36 - 40 year age group.

2) While the problems of young teachers have been investigated overseas a study of the helpful factors and difficulties and the job satisfaction highs and lows in the early years of a teacher's career bears fuller investigation, with regard to local conditions. Some means of cushioning the 'classroom shock' should be investigated

so that the attitudes acquired at college might be maintained in the teacher for a longer period. The answer might lie in the Probationer Tutor described by Taylor and Dale or the oft-proposed probation period followed by a return to college to complete the professional course. Some method should be found to allow the beginning teacher to ask questions and advice regarding his professional problems and receive competent replies without feeling that his queries might label him to the headmaster and staff as an inefficient teacher. If a probationer/tutor is eventually appointed by a Department of Education to a school or school district he should have the equivalent standing and training as the Guidance teacher. The appointee should be carefully selected, very experienced and especially trained so that he knows what problems to expect, know most of the answers and have personality and motivation to help the young over this period.

3) Job satisfaction seems to be the most fruitful field for further investigation that the present survey has uncovered. Evidence that army service tends to make the young male teacher less job satisfied and more conservative seems to indicate a need for further research. While the teacher with army experience does reverse these trends later in his career it is during the period of early adulthood that the profession appears to lose its newest recruits. Most of today's young male teachers undergo some form of military training before entering the profession and it might be a useful area in which to seek some solutions. The low satisfaction scores of married womenteachers also suggest some research even though the causes seem evident the solution may not be so easily found.

4) Another promising field for investigation is in the study of teachers in private and government schools. The tendency for private school teachers to be more job satisfied and tenderminded was unexpected. It always seemed to be assumed that the government school teacher had more reason for satisfaction, due to greater job security, higher salaries, greater promotion opportunities and

less chance of being found redundant when the school enrolment dropped. It was for this reason that the question was included in the personal interview, when subjects were asked for their comments on this finding. One respondent stated that this form of satisfaction is still found among teachers in government schools, namely among those old established Cape boarding schools who have a long history of tradition and achievement. A study of the private schools, old government boarding schools and the newer government schools might reveal qualities and characteristics of the schools and teachers that might be of great help to education authorities in the administration of their newer schools, where lower job satisfaction among teachers appears to be present and not, apparently, all due to low salaries.

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I am deeply indebted to those volunteers who acted as judges in rating the questionnaire statements and large amount of time spent rating them. I am also indebted to the headmasters, who kindly permitted me to circulate my questionnaires among their staff and to those same staff who gave up their free time to complete the questionnaires and forward them on to me. To the twenty teachers and ex-teachers my thanks not only for giving up their time so that I might interview them, but also for some very interesting sessions. Not only did they reinforce my faith in the teaching profession but gave me insights into teaching of which I was previously unaware.



RHODES UNIVERSITY

201.

Department of Education

Questionnaire:

Attitudes of Teachers towards their Profession

This questionnaire is designed to investigate the changes that take place in the attitudes of teachers as they progress in their careers and it will be appreciated if you would record your responses to the statements listed. It is constructed to make it easy to give your ideas and opinions quickly. All you have to do is make a cross next to each statement to show how you feel about it. It is important however that you make a response to all the statements.

You have complete anonymity so please be frank in your responses. It is your own personal opinion that is of interest not what you think your reply should be. Do not spend too much time over the questionnaire. Once you have the gist of the statement it is your first reaction that should be recorded.

An abstract of the findings of this investigation will be forwarded to all participating schools.

HOW TO FILL IN THE QUESTIONNAIRE

Read each statement carefully and decide how you feel about it. You will agree with some statements and disagree with others. You may feel undecided about some. To help you express your opinion, five possible answers have been given. Merely place a cross in the box of the answer you have selected.

There are no 'right' or 'wrong' answers. It is your own honest opinion that is wanted.

WORK RAPIDLY BUT ANSWER ALL QUESTIONS.

Do not spend too much time on any one statement. If you cannot decide about a statement place a cross in the 'undecided' box and go on to the next statement. If you make a mistake, erase your mark or fill in the box completely. Then make a cross in the correct box.

GENERAL INFORMATION

Do not sign your name on the questionnaire.

Be sure to fill in the blanks for general information on pages 10 and 11. This information will only be used to make the results more meaningful. It will not be used to identify you in any way.

WHEN YOU HAVE FINISHED please check to see that you have marked every statement. If you wish to make any additional remarks on your attitudes, please use the blank page at the end of the questionnaire.

SECTION A. : Opinions about Teaching.

The following are a series of statements about teaching as an occupation. You are asked to indicate your own feelings about them by placing a cross in the appropriate box opposite the question,

- S.A. - if you STRONGLY AGREE;
 A. - if you AGREE;
 U. - if you are UNDECIDED or feel you
 can express no opinion;
 D. - if you DISAGREE;
 S.D. - if you STRONGLY DISAGREE.

It is important that you answer every statement.

- | | | | | | |
|--|------|----|----|----|------|
| 1. I FEEL INADEQUATE AS A TEACHER. NOTHING I TRY SEEMS TO MOTIVATE OR INTEREST MY PUPILS. | S.A. | A. | U. | D. | S.D. |
| 2. PROVIDING THE SEE ADMINISTRATIVE INSTRUCTIONS AS EDUCATIONALLY VALUABLE MOST TEACHERS WILL WORK TO ENSURE THEIR SUCCESS. | S.A. | A. | U. | D. | S.D. |
| 3. TEACHING IS AN EXCITING AND SATISFYING OCCUPATION THAT I ENJOY DOING. | S.A. | A. | U. | D. | S.D. |
| 4. I WISH I HAD CHOSEN ANOTHER PROFESSION, WHERE THE SOCIAL ESTEEM IS GREATER. | S.A. | A. | U. | D. | S.D. |
| 5. THE FINANCIAL REWARDS OF TEACHING ARE NOT WORTH ALL THE HARD WORK AND LONG PREPARATION AT UNIVERSITY AND COLLEGE. | S.A. | A. | U. | D. | S.D. |
| 6. I FIND IN TEACHING AN OCCUPATION WHERE I HAVE FREEDOM TO USE MY OWN JUDGMENTS AND IDEAS. | S.A. | A. | U. | D. | S.D. |
| 7. A SCHOOL STAFF SHOULD BE FULLY INFORMED AND ENCOURAGED TO DISCUSS AND EVALUATE SCHOOL POLICY SO THAT THEY CAN FEEL THAT THEY PLAY SOME PART IN THE RUNNING OF THE SCHOOL. | S.A. | A. | U. | D. | S.D. |
| 8. SALARY INCREASES IN THE TEACHING PROFESSION SHOULD BE BASED ON WORK WELL DONE RATHER THAN MERE LENGTH OF SERVICE. | S.A. | A. | U. | D. | S.D. |
| 9. HAVING TO REARRANGE MY LESSONS TO FIT A NEW SYLLABUS GIVES ME THE JOLT I NEED TO ADD A NEW INTEREST TO MY TEACHING. | S.A. | A. | U. | D. | S.D. |
| 10. TEACHERS TEND TO FEEL MERE COGS IN THE ADMINISTRATIVE MACHINE BECAUSE OF DECISIONS MADE WITHOUT CONSULTING STAFF, WHO COULD MAKE VALUABLE CONTRIBUTIONS. | S.A. | A. | U. | D. | S.D. |

11. TEACHING IS A SATISFYING PROFESSION ENABLING A TEACHER TO UTILISE ALL HIS TALENTS TO HELP PUPILS TO DEVELOP THEIR POTENTIAL.

S.A.	A.	U.	D.	S.D.
------	----	----	----	------
12. I FEEL THAT THIS PROVINCIAL EDUCATION DEPARTMENT IS CONCERNED ABOUT THE WELFARE OF TEACHERS.

S.A.	A.	U.	D.	S.D.
------	----	----	----	------
13. MY JOB AS A TEACHER ENDS WHEN THE LAST BELL GOES EACH DAY, EXCEPT ON THOSE 'BAD DAYS' WHEN I HAVE TO TAKE EXTRAMURAL ACTIVITIES.

S.A.	A.	U.	D.	S.D.
------	----	----	----	------
14. THE THOUGHT OF FACING ALL THOSE PUPILS AT THE BEGINNING OF A SCHOOL YEAR, NEW TERM OR EVEN A NEW WEEK, FILLS ME WITH A FEELING OF HATRED FOR TEACHING.

S.A.	A.	U.	D.	S.D.
------	----	----	----	------
15. IT IS THE PETTY, SEEMINGLY POINTLESS RULES AND INSTRUCTIONS, WITH WHICH THEY ARE EXPECTED TO COMPLY, THAT DISCOURAGES TEACHERS.

S.A.	A.	U.	D.	S.D.
------	----	----	----	------
16. I HAVE GIVEN UP ALL HOPE OF AMOUNTING TO ANYTHING IN THE TEACHING PROFESSION.

S.A.	A.	U.	D.	S.D.
------	----	----	----	------
17. THE CONSTANT FEELING OF BEING WATCHED AND CHECKED ON INHIBITS TEACHERS IN THEIR METHODS OF TEACHING AND MAKES THEM RELUCTANT TO TRY OUT NEW IDEAS.

S.A.	A.	U.	D.	S.D.
------	----	----	----	------
18. TEACHING HAS ITS MOMENTS OF FRUSTRATION AND DISILLUSIONMENT BUT I WOULD EXPECT THESE SAME FEELINGS WORKING IN OTHER PROFESSIONS.

S.A.	A.	U.	D.	S.D.
------	----	----	----	------
19. I BECCME JUSTIFIABLY IRRITATED WHEN I HAVE TO CHANGE MY TEACHING METHODS TO FIT A NEW SYLLABUS.

S.A.	A.	U.	D.	S.D.
------	----	----	----	------
20. CONTACT WITH THE ENTHUSIASM, ENERGY AND FRESH IDEAS OF THE YOUNG MIND TENDS TO KEEP TEACHERS YOUNG, ALERT AND MENTALLY ACTIVE.

S.A.	A.	U.	D.	S.D.
------	----	----	----	------

S.A. = Strongly agree ; A. = Agree ; U. = Undecided ; D. = Disagree ; S.D. = Strongly disagree

Section B. : Educational Motives.

Look at the first section below. It gives four reasons for providing physical education.

You may think there are better reasons for having physical education in schools but consider only the four given. Some are better than others; some you may think are worthless. Consider each reason and then indicate how good you think it is by placing a cross in the appropriate box opposite the reason:-

- V.G. - if you think it is VERY GOOD;
 G. - if you think it is FAIRLY GOOD;
 U - if you are in doubt or have no opinion;
 N.G. - if you think it is NOT GOOD;
 T.B. - if you think it is THOROUGHLY BAD.

When you have decided about physical education, look at the reasons for teaching other subjects. Indicate your view of the value of each reason by means of the above system. Please ensure that you indicate your view of EVERY reason.

1. Reasons for Physical Education in Schools.

- | | | | | | |
|--|------|----|----|------|------|
| (a) IT DEVELOPS THE CHILD'S ENJOYMENT OF MOVEMENT. | V.G. | G. | U. | N.G. | T.B. |
| (b) IT MAKES CHILDREN RESPONSIVE TO DISCIPLINE. | V.G. | G. | U. | N.G. | T.B. |
| (c) A FIT BODY IS AN ASSET TO THE NATION. | V.G. | G. | U. | N.G. | T.B. |
| (d) IT CONTRIBUTES TO MENTAL HEALTH. | V.G. | G. | U. | N.G. | T.B. |

2. Reasons for teaching English/Afrikaans Literature.

- | | | | | | |
|--|------|----|----|------|------|
| (a) IT GIVES YOU A KNOWLEDGE OF THOSE BOOKS WHICH ARE ACCEPTED AS GOOD LITERATURE. | V.G. | G. | U. | N.G. | T.B. |
| (b) IT PROVIDES SCOPE FOR CULTIVATING PERSONAL DISCRIMINATION. | V.G. | G. | U. | N.G. | T.B. |
| (c) AN INTEREST IN READING CAN BE ONE OF THE CHIEF PLEASURES IN LIFE. | V.G. | G. | U. | N.G. | T.B. |
| (d) THE IMITATION OF STANDARD WORKS OF ENGLISH/AFRIKAANS LITERATURE IMPROVES ONE'S STYLE OF WRITING. | V.G. | G. | U. | N.G. | T.B. |

3. Reasons for teaching English/Afrikaans Language.

- | | | | | | |
|---|------|----|----|------|------|
| (a) IT HELPS CHILDREN TO EXPRESS THEMSELVES FREELY AND WITH FLUENCY. | V.G. | G. | U. | N.G. | T.B. |
| (b) IT CULTIVATES THE ENJOYMENT OF LANGUAGE. | V.G. | G. | U. | N.G. | T.B. |
| (c) CHILDREN MUST ACQUIRE PROFICIENCY IN SPELLING, PUNCTUATION AND GRAMMAR. | V.G. | G. | U. | N.G. | T.B. |
| (d) A PERSON WHO USES ENGLISH/AFRIKAANS INCORRECTLY IS HANDICAPPED IN HIS CAREER. | V.G. | G. | U. | N.G. | T.B. |

4. Reasons for teaching Religious Knowledge.

- (a) IT INSTILLS A SENSE OF DUTY. V.G. G. U. N.G. T.B
- (b) IT HELPS TO KEEP CHILDREN FROM WRONG-DOING. V.G. G. U. N.G. T.B
- (c) IT DEVELOPS A SENSE OF SPIRITUAL VALUES. V.G. G. U. N.G. T.B
- (d) THE KNOWLEDGE THAT THERE IS A LOVING GOD MEETS A DEEP-FELT NEED. V.G. G. U. N.G. T.B

5. Reasons for teaching Science.

- (a) THE SENSE OF WONDER IS A GOOD STARTING-POINT FOR THE DEVELOPMENT OF THE CHILD'S INTERESTS. V.G. G. U. N.G. T.B
- (b) THE STUDY OF SCIENCE SATISFIES INTELLECTUAL CURIOSITY. V.G. G. U. N.G. T.B
- (c) INDUSTRY DEMANDS AN INCREASING NUMBER OF WORKERS EQUIPPED WITH SCIENTIFIC TECHNIQUES. V.G. G. U. N.G. T.B
- (d) A SCIENTIFIC TRAINING OFFERS GOOD CAREER PROSPECTS. V.G. G. U. N.G. T.B

6. Reasons for Education in Citizenship.

- (a) IT HELPS TO PRODUCE A WELL-INFORMED AND CRITICAL PUBLIC OPINION. V.G. G. U. N.G. T.B
- (b) IT HELPS TO COUNTERACT THE DANGEROUS DECLINE IN PUBLIC MORALITY. V.G. G. U. N.G. T.B
- (c) IT TEACHES YOUNG PEOPLE THEIR OBLIGATIONS TO THE STATE. V.G. G. U. N.G. T.B
- (d) IT HELPS MUTUAL UNDERSTANDING AND SYMPATHY. V.G. G. U. N.G. T.B

7. Reasons for teaching about International Relations.

- (a) IT NURTURES A RESPECT FOR ONE'S OWN COUNTRY AND THIS IS THE BEST FOUNDATION FOR ONE'S ATTITUDE TO OTHER COUNTRIES. V.G. G. U. N.G. T.B
- (b) THE STUDY OF INTERNATIONAL AFFAIRS SHOWS WHICH COUNTRIES ARE OUR FRIENDS. V.G. G. U. N.G. T.B
- (c) EVEN THIS KIND OF INTELLECTUAL CONTACT BETWEEN DIFFERENT PEOPLES MAKES THEM FEEL THEY ARE ALIKE AT HEART. V.G. G. U. N.G. T.B
- (d) KNOWING ABOUT THE ACHIEVEMENTS OF OTHER COUNTRIES INCREASES OUR RESPECT FOR THEM. V.G. G. U. N.G. T.B

8. Reasons for excluding Propaganda from Schools.

- (a) IT IS BETTER TO AIM AT SOUND KNOWLEDGE AND A FAIR-MINDED ATTITUDE. V.G. G. U. N.G. T.F
- (b) PUPILS SHOULD BE FREE TO FORM THEIR OWN OPINIONS. V.G. G. U. N.G. T.F
- (c) PROPAGANDA CAN BE MISUSED IF IT GETS INTO THE WRONG HANDS. V.G. G. U. N.G. T.F
- (d) INSTRUCTION IN ONE'S DUTIES TO THE STATE SHOULD COME LATER. V.G. G. U. N.G. T.F

9. Reasons for favouring Corporal Punishment.

- (a) SOME CHILDREN DO NOT RESPOND TO ANY OTHER FORM OF DISCIPLINE. V.G. G. U. N.G. T.F
- (b) NO OTHER PUNISHMENT IS OVER SO QUICKLY OR LEAVES SO LITTLE RESENTMENT. V.G. G. U. N.G. T.F
- (c) IT IS ESSENTIALLY AN EMERGENCY MEASURE WHICH MUST BE FOLLOWED BY MORE CONSTRUCTIVE TREATMENT. V.G. G. U. N.G. T.F
- (d) THE ATTITUDE OF SOCIETY TOWARDS CORPORAL PUNISHMENT CAN ONLY BE ALTERED GRADUALLY. V.G. G. U. N.G. T.F

10. Reasons for Probation of Juvenile Offenders.

- (a) IT IS UNJUST TO BLAME THE OFFENDER AND NOT THE SOCIAL CONDITIONS FROM WHICH HE HAS SUFFERED. V.G. G. U. N.G. T.F
- (b) THE PROBATION OFFICER MAY BE ABLE TO CONTROL THE OFFENDER WHERE OTHERS HAVE FAILED. V.G. G. U. N.G. T.F
- (c) THE SERIOUS CONSEQUENCES OF A FURTHER OFFENCE ACT AS AN EFFECTIVE DETERRENT. V.G. G. U. N.G. T.F
- (d) A PERIOD ON PROBATION GIVES AN OPPORTUNITY FOR RE-EDUCATION. V.G. G. U. N.G. T.F

11. Reasons for Training Teachers.

- (a) THE TEACHER MUST LEARN TO UNDERSTAND CHILDREN'S NEEDS. V.G. G. U. N.G. T.F
- (b) THE TEACHER MUST KNOW HOW TO CONTROL CHILDREN. V.G. G. U. N.G. T.F
- (c) THE TEACHER MUST ACQUIRE EFFICIENT TECHNIQUES OF TEACHING HIS SUBJECT. V.G. G. U. N.G. T.F
- (d) THE TEACHER MUST UNDERSTAND HOW TO DEVELOP THE CHILDREN'S INTEREST IN THEIR STUDIES. V.G. G. U. N.G. T.F

12. Reasons for Technical Education.

- (a) WITH SOME CHILDREN THE BEST APPROACH TO EDUCATION IS THROUGH THEIR TECHNICAL INTERESTS. V.G. G. U. N.G. T.B
- (b) TECHNICAL SCHOOL TRAINING GIVES A BOY OR GIRL A HEAD START IN THE COMPETITION FOR JOBS. V.G. G. U. N.G. T.B
- (c) TECHNICAL EDUCATION IS A GOOD INVESTMENT IN AN INDUSTRIAL COUNTRY. V.G. G. U. N.G. T.B
- (d) HIS FUTURE WORK IS ONE OF THE MAIN INTERESTS OF THE ADOLESCENT. V.G. G. U. N.G. T.B

13. Reasons for favouring State Control of Education.

- (a) OUR CULTURAL RESOURCES CAN BE SAFEGUARDED ONLY IF SUPPORT IS GIVEN BY THE STATE. V.G. G. U. N.G. T.B
- (b) BY MEANS OF STATE CONTROL, EDUCATIONAL COSTS CAN BE ADJUSTED SO AS TO SATISFY OTHER DEMANDS ON THE NATION'S RESOURCES. V.G. G. U. N.G. T.B
- (c) THE STATE CAN ENSURE THAT EACH INDIVIDUAL HAS THE SPECIAL OPPORTUNITIES HE NEEDS. V.G. G. U. N.G. T.B
- (d) THE CONTROL OF SOCIAL AND ECONOMIC POLICY DEMANDS CONTROL OF EDUCATION ALSO. V.G. G. U. N.G. T.B

SECTION C. : OPINIONS ABOUT EDUCATION.

A number of controversial opinions about education are expressed in the following statements. Indicate as before whether you agree or disagree in general with each of the opinions :

- S.A. - if you STRONGLY AGREE;
 A. - if you AGREE;
 U. - if you can express no opinion;
 D. - if you DISAGREE;
 S.D. - if you STRONGLY DISAGREE.

Please ensure that you indicate your opinion about EACH statement.

1. FORMAL CORRECTNESS IN BEHAVIOUR IS LESS IMPORTANT THAN SPONTANEITY OF EXPRESSION IN CHILDREN AND ADULTS. S.A. A. U. D. S.D
2. DIRECT MORAL INSTRUCTION DOES LITTLE TO IMPROVE THE CHARACTER. S.A. A. U. D. S.D
3. MATHEMATICS IS VALUABLE FOR THE TRAINING IT GIVES IN ABSTRACT REASONING. S.A. A. U. D. S.D
4. WE EXPECT TOO HIGH A STANDARD OF LITERARY TASTE IN SCHOOL. S.A. A. U. D. S.D
5. FREE ACTIVITY ON THE PART OF CHILDREN IS SELDOM CONDUCTIVE TO GOOD WORK. S.A. A. U. D. S.D
6. SOME MORAL STANDARDS MUST BE ACCEPTED WITHOUT QUESTION. S.A. A. U. D. S.D

- | | | | | | | |
|-----|---|------|----|----|----|------|
| 7. | TO BE REALLY EFFECTIVE, EDUCATION MUST BE CHILD-CENTRED. | S.A. | A. | U. | D. | S.D. |
| 8. | THE CHILD'S NEEDS OUGHT TO DETERMINE THE CURRICULUM. | S.A. | A. | U. | D. | S.D. |
| 9. | EDUCATION SHOULD KEEP HIGH IDEALS CONSTANTLY BEFORE THE CHILDREN. | S.A. | A. | U. | D. | S.D. |
| 10. | IT IS ALWAYS NECESSARY TO MAKE AUTHORITY SEEM REASONABLE TO A CHILD. | S.A. | A. | U. | D. | S.D. |
| 11. | THE TIME TO BEGIN TO TEACH READING IS WHEN THE CHILD FEELS THE NEED FOR IT. | S.A. | A. | U. | D. | S.D. |
| 12. | PSYCHOLOGY CAN ADD LITTLE, IF ANYTHING, TO AN EXPERIENCED TEACHER'S UNDERSTANDING OF CHILDREN. | S.A. | A. | U. | D. | S.D. |
| 13. | EVERYTHING WE TEACH SHOULD HAVE A DIRECT BEARING ON PRESENT-DAY LIFE. | S.A. | A. | U. | D. | S.D. |
| 14. | SOME THINGS ARE WORTH LEARNING EVEN THOUGH THEY MAY SEEM TO HAVE NO OBVIOUS UTILITY. | S.A. | A. | U. | D. | S.D. |
| 15. | PARENTS AND TEACHERS SHOULD STRIVE NOT TO INTERFERE WITH THE NATURAL DEVELOPMENT OF CHILDREN. | S.A. | A. | U. | D. | S.D. |
| 16. | ONE OF THE MAIN FUNCTIONS OF EDUCATION IS THE TRANSMISSION OF OUR CULTURAL HERITAGE. | S.A. | A. | U. | D. | S.D. |
| 17. | FLUENCY OF EXPRESSION SHOULD NOT BE CULTIVATED AT THE EXPENSE OF CORRECT ENGLISH/AFRIKAANS. | S.A. | A. | U. | D. | S.D. |
| 18. | LOCAL HISTORY PROVIDES A BETTER BASIS FOR HISTORY TEACHING THAN DO LEGENDARY TALES ABOUT FAMOUS PEOPLE. | S.A. | A. | U. | D. | S.D. |
| 19. | CHARACTER TRAINING WOULD BE IMPOSSIBLE IF THERE WERE NO ABSOLUTE STANDARDS OF RIGHT AND WRONG. | S.A. | A. | U. | D. | S.D. |
| 20. | YOU CANNOT EXPECT CHILDREN TO WRITE GOOD ENGLISH/AFRIKAANS IF THEY HAVE NO BASIC KNOWLEDGE OF GRAMMAR. | S.A. | A. | U. | D. | S.D. |
| 21. | THE STANDARDS OF CONDUCT WHICH SCHOOLS DEMAND OF CHILDREN ARE GENERALLY TOO HIGH TO BE REALISTIC. | S.A. | A. | U. | D. | S.D. |

SECTION D. : Changes in Education.

You are asked to express an opinion about certain changes in education. Some of these changes may be (may have been) desirable, others undesirable. Some you may feel unable to express an opinion about.

Consider each of the changes listed below and indicate your opinion as before, i.e. :

S.A.= Strongly agree; A.= Agree; U.= No opinion; D.= Disagree; S.D.= Strongly disagree

- | | | | | | | | | |
|-----|--|----|----|----|----|----|----|----|
| 1. | SMALLER CLASSES. | S. | A. | A. | U. | D. | S. | D. |
| 2. | RAISING OF THE SCHOOL-LEAVING AGE. | S. | A. | A. | U. | D. | S. | D. |
| 3. | SPELLING REFORM. | S. | A. | A. | U. | D. | S. | D. |
| 4. | GREATER USE OF ACTIVITY METHODS. | S. | A. | A. | U. | D. | S. | D. |
| 5. | MORE STATE CONTROL. | S. | A. | A. | U. | D. | S. | D. |
| 6. | INCREASED EXPENDITURE ON EDUCATION. | S. | A. | A. | U. | D. | S. | D. |
| 7. | FREER DISCIPLINE. | S. | A. | A. | U. | D. | S. | D. |
| 8. | THE PSYCHOLOGICAL TREATMENT OF JUVENILE DELINQUENCY. | S. | A. | A. | U. | D. | S. | D. |
| 9. | LESS SPECIALISATION IN HIGH SCHOOLS. | S. | A. | A. | U. | D. | S. | D. |
| 10. | MORE SELF-GOVERNMENT BY PUPILS. | S. | A. | A. | U. | D. | S. | D. |
| 11. | SEX EDUCATION IN ALL SECONDARY SCHOOLS. | S. | A. | A. | U. | D. | S. | D. |
| 12. | A DRASTIC REDUCTION IN THE NUMBER OF DENOMINATIONAL SCHOOLS. | S. | A. | A. | U. | D. | S. | D. |
| 13. | ABOLITION OF ALL CORPORAL PUNISHMENT. | S. | A. | A. | U. | D. | S. | D. |
| 14. | COMPREHENSIVE SCHOOLS TO BE THE NORMAL FORM OF SECONDARY EDUCATION. | S. | A. | A. | U. | D. | S. | D. |
| 15. | MORE NURSERY SCHOOLS. | S. | A. | A. | U. | D. | S. | D. |
| 16. | A LARGER PROPORTION OF THE POPULATION TO GO TO UNIVERSITIES. | S. | A. | A. | U. | D. | S. | D. |
| 17. | MORE SPECIAL SCHOOLS FOR THE SUBNORMAL. | S. | A. | A. | U. | D. | S. | D. |
| 18. | COMPULSORY PART-TIME EDUCATION TO 18. | S. | A. | A. | U. | D. | S. | D. |
| 19. | MORE CHILD GUIDANCE CLINICS. | S. | A. | A. | U. | D. | S. | D. |
| 20. | ABOLITION OF SCHOOL CADETS. | S. | A. | A. | U. | D. | S. | D. |
| 21. | Put a cross in the box which best indicates your general attitude to changes in education: | | | | | | | |
| | 1) I AM IN FAVOUR OF CONSIDERABLE CHANGES. | | | | | | | |
| | ii) I AM WILLING TO GIVE ANY PROPOSED CHANGE A TRIAL RUN. | | | | | | | |
| | iii) I AM SCEPTICAL ABOUT ANY PROPOSED CHANGES. | | | | | | | |
| | iv) I AM DEFINITELY OPPOSED TO MUCH CHANGE. | | | | | | | |

N. R. T. J. C. UC.

SECTION E. : GENERAL INFORMATION

1. AGE : SEX : Male / Female
 2. TEACHING EXPERIENCE : (i) Continuous : years.
 (ii) Broken : + +yrs.

3. QUALIFICATIONS
 (i) Academic: B.A. B.Sc. B.Com. B. Hons. B.Ed.
 (Please check box) M.A. M.Ed. M.Sc. Ph.D.

- (ii) Professional :
 4. TEACHING SUBJECTS :

5. TYPE OF SCHOOL AT WHICH MAJOR PART OF CAREER HAS BEEN SPENT. (i) SINGLE SEX Boys Girls COED.
 (Please check boxes) (ii) Government Private

6. TEACHING POSITIONS HELD :
 (Please check boxes)

Headmaster	Deputy Headmaster	Housemaster
Head of Department	Assistant Teacher	H.D.E. Student
		B.Ed. Student

Other

7. PREVIOUS OCCUPATIONS (if any) :
 (i) Years Age
 Comments :
 (ii) Army Service (if any) years. Age
 Rank

8. TYPE OF SCHOOL AT WHICH YOU WERE EDUCATED: (i) SINGLE SEX Boys Girls COED.
 (ii) Government Private

(iii) How would you rate the atmosphere of the school at which you were educated ? (Authoritarian, rigid, democratic, friendly, laissez-faire, etc.) Any other comments ?

9. CHILDHOOD : In what type of community was most of your childhood spent ? RURAL URBAN
 Any comments ?

10. FIRST APPOINTMENT.

(i) How would you rate the atmosphere of the school at which you had your first teaching appointment ? (Rigid, authoritarian, democratic, etc.)

Any other comments?

(ii) List any particular difficulties you experienced at the start of your teaching career.

(iii) List any factors which you feel were particularly helpful at the start of your teaching career.

11. WHAT WOULD YOU SAY ARE THE MAJOR SATISFACTIONS YOU ARE OBTAINING FROM TEACHING AT THIS STAGE OF YOUR CAREER ?

.....

12. ARE THERE ANY MAJOR DIFFICULTIES YOU ARE EXPERIENCING AT THIS STAGE OF YOUR TEACHING CAREER ?

.....

13. WOULD YOU LIKE TO CHANGE YOUR PRESENT VOCATION ? Yes No
(if yes, please answer i. and ii.)

(i) What occupation would you like to change to ?

(ii) What are your reasons for wanting to make this change ?
.....

14. ARE THERE ANY MAJOR EVENTS OR EXPERIENCES WHICH YOU FEEL MAY HAVE AFFECTED YOUR ATTITUDE TOWARDS TEACHING (at what age ?)
e.g. Divorce; Friendship, Major illness or injury; Death; Marriage; Promotion; Parenthood; Major disappointment; Older person's advice; Social success; etc..

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Please continue on the back page if you wish.

Thank you for your cooperation.