Construction of an instrument for the measurement of educational philosophy

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CONSTRUCTION OF AN INSTRUMENT
FOR THE MEASUREMENT OF EDUCATIONAL PHILOSOPHY

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CHAPTER I

INTRODUCTION

Statement of the Problem

It was the purpose of this study to develop an objective instrument which could be used to determine an elementary teacher's philosophy of education.

Justification

There appears to be a growing trend at both elementary and secondary levels toward school evaluation which employs the use of objective criteria. This type of evaluation supplants the survey done by a team of professional educators which moves into a community and, through use of various standardized tests, conferences and visits, makes an analytical report on the status of the schools with recommendations for changes in various areas.

The criteria evaluation is done by teachers and administrators working together for the purpose of determining where and how the school can be improved.

In the report of the Association for Supervision and Curriculum Development of 1950, the following statement regarding the use of criteria:

"In this bulletin the term evaluation is used specifically to imply that process by which individuals or groups, through active and mutual participation by all persons concerned, are enabled to make choices and come to decisions in planning for growth."...........

Evaluation in this sense is mutual stocktaking for purposes of achieving commonly recognized objectives.

Inherent in valid and objective use of a set of criteria for the purposes stated above lies the understanding on the part of both individuals and the group, of the philosophy of education under which the schools operate. The determination of such a philosophy can be a long and arduous task and often blocks the progress of the evaluation for long periods of time.

It was felt that, if a list of specific criteria covering extreme points of view could be determined, it would provide the basis for an objective instrument which would give an immediate analysis of an individual philosophy and provide a starting point for the development of a set of objectives with which the group could concur.

Accordingly, the writers developed many statements, and, through a process of try-out and validation, prepared an objective instrument designed to measure objectively an individual's philosophy of education.
CHAPTER TWO

Review of Research

Teacher Rating Scales

From the earliest Biblical days to the present, wherever there have been teachers, there has been an appraisal of their teaching. Present day methods of evaluation have changed considerably from those of the past, and teacher ratings are recognized as being pertinent and helpful towards the development of better teachers.

Rating scales and check lists. In the evaluation of a teacher the use of rating scales should be used in conjunction with a check list comprised of specific items that every teacher should know and put into effect. There is no yardstick by which teacher efficiency can be measured, but a check list should be drawn up and made available to all teachers and supervisors as a means of self-analysis. It is most important that the teacher should take part in the construction of such a check list.

According to McNerney the use of a rating scale as a definite measure of teacher efficiency is impossible because of these two factors: first, the human factors in the teaching situation are all variable and so form an impossible base upon which to establish a constant measure; secondly, rating scales are composed of many items thereby making it impossible for a teacher to conduct himself in such a manner that the items would all be applicable to him on any one day. If more than one day is used the evaluator or supervisor merely adds variables to the rating situation.

Barr, Burton, and Brueckner maintain that all one desires to know is whether a teacher's work is or is not satisfactory. For a general evaluation of teaching efficiency the use of a rating scale is quite adequate. For a more detailed analysis of the factors contributing to pupil growth and achievement, there develops a need for not merely a general evaluation of a teacher's efficiency, but for a scale that gives detailed information about the specific abilities and disabilities of the teacher. To secure this more detailed analysis a check list is devised.

According to Wiles, rating scales which give a general evaluation and check lists which give a more detailed evaluation of a teacher fulfill useful purposes, each making its own contribution in measuring the efficiency of a teacher.

Studies pertaining to teacher ratings. -- The earliest research to be found in the field of evaluation of teachers was made by J. L. Merriam in 1905. He attempted to show the relationship between professional scholarship and teaching ability. The correlations were so low that Merriam concluded that there was little if any relationship between the two.

Many areas have been explored in order to measure or rate teachers, in service, or to predict the success of teachers in training.

1/ Avril S. Barr, William H. Burton, and Leo J. Brueckner, **Supervision**, New York: D. Appleton-Century Company, 1938
2/ Kimball Wiles, **Supervision for Better Schools**, New York: Prentice-Hall, 1955
3/ J. L. Merriam, Normal School Education and Teaching Efficiency, Teachers' College Contributions to Education, Number 1, Columbia University, 1905
Lancelot made a study to measure the effectiveness of the teaching staff of the Department of Mathematics of Iowa State College. Students were expected to take a sequence of six mathematics courses in the first two years. This study was done over a nine year period - from 1920-1928.

The students were grouped so as to be composed of approximately equal ability and judged by two standards: the quality of work done, and persistence in continuing through the sequence of courses. The method was admitted to be very time-consuming, cumbersome to administer, and the results were not conclusive.

Because Barr felt that the methods of supervision of teachers were unsatisfactory as to validity, reliability, and objectivity, he instituted an investigation to determine what the characteristic differences were between the good and the poor teachers of the social studies in the junior high school. Barr enlisted the aid of 106 superintendents who supplied him with the names of the good and poor teachers. These names were checked against the ratings of state inspectors. Those with the highest and lowest ratings were chosen for the study. The superintendents listed twenty criteria for evaluation. Barr felt his investigation was not too significant since the differences found by this method were negligible.


2/ Avril S. Barr, Characteristic Differences of Good and Poor Teachers of the Social Studies, Bloomington, Illinois: Public School Publishing Company, 1929
The Commonwealth Teacher Training Study reported by Charters and Waples in 1929, is, perhaps, one of the best known studies in teacher evaluation. The purpose of the study was to provide a description of the traits and duties of the teachers in order to determine what the teachers should be taught. Twenty-five traits were evaluated by twenty-five administrators for teachers in the senior high schools, junior high school, intermediate, kindergarten, primary, and rural schools. The judges ranked the traits as most important, of average importance, or as least important. Ratings of these same traits by twenty-five teachers were correlated with those of the administrators with the resulting coefficient of .86.

Betts' study attempts to measure the NS trait in teachers, and to determine the relationship between this trait and pupil achievement. "The NS trait is the difference between novice and superior teachers, as measured by a battery of tests validated with data from a pair of contrasting criteria groups." It was used with 1214 pupils and 54 teachers. Pupil achievement was found to have a significant correlation of 3.7 times its standard error with the NS trait in the teacher.

While these studies dealt with the in service teachers, Sullivan attempted to predict teachers' abilities before they entered classrooms. Freshmen and seniors in three State Teachers' Colleges in New England

3/ Ibid., page 145
4/ Helen Blair Sullivan, A New Means of Appraising the Qualifications of Prospective Teachers, Thesis, Harvard School of Education, Cambridge, Massachusetts, 1944
were tested through word association. In the final form, there were 900 words which were distributed over various fields: recreational, humanistic, aesthetic, trades, scientific and practical arts.

The findings were as follows:

1. The Special Field Vocabulary Test was suitable for the entire range of population tested.

2. The sub-tests were found suitable for the entire population tested.

3. Relatively low correlations with various intelligence scores indicated that the Special Vocabulary Test probably measured factors other than those measured by the group tests of intelligence.

4. In general the highest correlations were found in the humanistic subjects.

5. The correlation of the Special Field Vocabulary Test total score with class rank of the seniors, based upon grades received in four years of course work was .59, while the correlations with accepted intelligence test scores and class rank was .43.

6. The correlation of the Special Field Vocabulary Test with practice teaching rating decile positions for 244 seniors in the three colleges was .956 -- .005 as compared with the correlations obtained on intelligence test scores and practice teaching success where the correlation obtained was .437.

7. The relationship between the Special Field Vocabulary Test and the practice teaching success was approximately the same as that between class rank and practice teaching success.

Many authorities are in agreement that the basic criterion of the effectiveness of a teacher is the changes found in the pupils. Symonds went a step further, feeling that one of the important out-

comes of education is the formation of attitudes by the pupils. Consequently, he devised these questions to determine the reactions of the pupils:

1. Which of your teachers makes the work most interesting?

2. Which of your teachers understands you best and likes you most?

3. Which of your teachers would you most like to have again next year?

4. Which of your teachers made you most willing to study or to participate in the work of the class?

5. Which of your teachers helped you most to learn?

6. Which of your teachers would you feel most like consulting on some personal matter for guidance and counseling?

7. Which of your teachers most makes you want to go through high school?

According to pupils' reactions to these questions the teachers were placed on a scale where they were observed by trained observers to ascertain the qualities which differentiate between those teachers who are reacted to favorably and those who are reacted to unfavorably.

Types of rating scales. — Various types of rating scales have been and are in use today, but unfortunately the nomenclature has not met with universal acceptance. Boyce, for instance, groups all methods of rating under two headings: the general impression method and the analytical method. Barr, Burton and Brueckner name three kinds of check scales: diagnostic

1/ Ibid., p. 289
The type of scales described at some length by Greene and Symonds are these: the master scale, man-to-man, rank order, paired comparison, classifications, and graphic rating scales. Rugg, who popularized, studied, and criticized the man-to-man scale for evaluating teachers offers a very adequate description in his study. Reavis classifies various forms of rating devices under these headings: check scale, guided-comment report, characterization report, descriptive report, and ranking report. Beecher refers to these classifications of teacher appraisal:

1. Those based on supervisors' and administrators' expectations representing for the most part assembled lists of desirable qualities
2. Rating scales and observational techniques
3. Predictive appraisal of training institutions
4. Studies of pupil opinion and reactions
5. Diagnostic and anecdotal methods

Similarly, Burton and Brueckner suggest that valuable data concerning various aspects of teaching may be found through these

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2/ Percival Symonds, Diagnosing Personality and Conduct, New York: Century Company, 1931, pp. 111-115
4/ William C. Reavis and Dan H. Cooper, Evaluation of Teacher Merit in City School Systems, Chicago: The University of Chicago, (January) 1945
types of devices:

1. Check lists, rating scales, and other kinds of standardized criteria
2. Observation, reports, tests, and rating scales
3. Intelligence tests, academic training, and professional information
4. Measures of pupil growth and achievement
5. Evaluation of teacher contributions to life in the school and community

Barr made an analysis of the researches in the field of measuring and predicting teacher efficiency and grouped them into these six categories:

1. Studies employing practice teaching marks or ratings as the criteria
2. Studies relying upon in-service ratings
3. Studies employing college grades or scholarship as the criterion
4. Studies employing measures of pupil growth and achievement as a major criterion of success
5. Studies employing a consensus of opinion
6. A group of miscellaneous studies

Fosdick points out that whereas some faculties are very much disturbed by rating plans prepared by the administration, others have accepted almost identical plans when they have worked cooperatively on them. He advocated self-evaluation by teachers followed by a conference with the superintendent. The rating sheet he presents, known as the Cincinnati form,

2/ Ibid., p. 204
consists of three major areas:

I Personal Qualities and Performance
   A. Staff Relationship
   B. Community Relationship
   C. Appearance and Manner

II Teaching Performance
   A. Teaching Techniques
   B. Classroom Environment
   C. Pupil Growth

III Professional Growth

Subheadings break these areas down even more and an area is used for Supplementary Information from Teachers extra-curricular activities, courses, comments on help received or needed; and suggestions.

Validity of rating scales. -- Since the first rating scale was developed up through the present day, their validity has come under attack.

During the first World War Rugg investigated the validity and reliability of man-to-man scales when used to rate officers in the army. He concludes by saying: "Apparently one might as well have numbered his men and assigned ratings by drawing balls from a bag as to rate as was done in July, 1918."

Reavis asserts:

Check scales can scarcely be expected to be valid in view of the way in which they are usually made. It is well known that the elements of teaching success rated on many check scales represent entirely the views of one individual or those of a small group of persons. Under such circumstances, the extent to which the items on a check scale correspond with the essentials of general teaching ability depends entirely on the competence of the individual who make the scale.

In a pamphlet prepared by the Association for Supervision and

\[\text{Harold O. Rugg, "Is the Rating of Human Character Practicable?"}
\text{Journal of Educational Psychology, (January and February) 1922, p. 30-40}
\text{Op. cit., p. 41}
\text{Ibid., p. 41}
\text{Op. cit., p. 84}
Curriculum Development / is found this statement: "Since the validity of most current teacher-rating plans seems questionable, the group trying to evaluate results of instruction needs to use particular care in selection and use of better techniques for gaining evidence of behavioral change."  

Barr, Davis and Johnson claim: "Validity will vary with the type of scale. It is difficult to formulate precise rules indicating relative validity of any scale. High validity may be found under one set of conditions with a particular rating scale and low values under another."  

Beecher reports that the most valid measures as shown by the criteria of pupil change were these:

1. Torgerson Teacher Rating Scale
2. Michigan Rating Scale
3. Hartman Social Attitudes Test
4. Almy-Sorenson Teacher Rating Scale
5. Personal Fitness Rating Scale

Barr tried to determine "...the validity of certain instruments for the measurement of teaching ability." He and his colleagues attempted to find the following:

1. How valid are ten selected measures of teaching success when the criterion of teaching efficiency is gain in pupil achievement as measured by the Stanford Achievement Test?

2. How valid are seven commonly used rating scales when the criterion of teaching efficiency is gain in pupil achievement as measured by the Stanford Achievement Test?

3. Which of the several instruments for the measurement of teaching ability employed in this investigation are most valid when five composite criteria are employed as the criterion of teaching efficiency?

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3/ Op. Cit., p. 27
4. How effective is the combination of certain instruments for the measurement of teaching ability when a composite criterion is employed as the criterion of teaching efficiency?

5. How much more effective for the prediction of teaching success are certain selected objective measures than general merit ratings?

Data was collected in five Wisconsin cities and sixty-six teachers were used for the investigation. They concluded: "... obtained coefficients between ten selected measures of teaching ability and gain in pupil achievement are uniformly low;" and that "... the coefficients of correlation between the nineteen variables employed in this investigation five composite criteria were found to offer conflicting evidence as to the validity of these measures of teaching efficiency."

Conclusions: Through the ages, teachers have been rated and their rating evaluated. Since teaching has assumed the status of a profession, more technical and scientific rating scales have been devised. Today there are many and diverse rating scales in use, each being significant and making its contribution to society by designating the more effective teachers.

Rating techniques may be used to determine salary adjustment, to determine promotion or dismissal, for the purpose of records, and to improve instruction. In evaluating a teacher's worth, it is recommended that no one scale be used exclusively; that evaluation be a cooperative enterprise; that the findings be used as a means of self-analysis and improvement.

Rating scales in general must be improved so that they will be more valid. It appears that the most valid methods of teacher ratings are [1/ Ibid., p. 138-141]
found when pupils rate their teachers, or as evidenced through pupil change and growth.
MEASUREMENT OF ATTITUDES

Since this study is concerned with attitudes as they are related to the determination of an educational philosophy, the writers examined the term, attitude, as it is treated by investigators who have sought to measure significances.

Bain has sought to clear the air regarding definition. He claims the cause of the general confusion clouding the meaning of the term is found in the emphasis upon hypothetical subjective factors, in the attempt to differentiate between attitudes and values, and in identifying opinions with attitudes.

As for method of gathering data concerning attitudes, Bain attributes little to the relative value of the case method of life history or interview compared with the questionnaire. In his summary he sets forth his view that the best method is the statistical treatment of indirect evidence of overt behavior in carefully defined and experimentally controlled situations. He expresses his definition of attitude as follows: "... the relatively stable overt action of a person which effects his status in a group." Lundberg states his definition of attitude as "... the general set of the organism as a whole toward an object or situation which calls for adjustment." Lundberg also distinguished two types of attitudes:

1. The various overt bodily postures of muscular tensions preparatory to some overt adjustment

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2/ Ibid., p. 955
3/ Ibid., p. 950
5/ Ibid., p. 200
(2) The emotional or intellectual attitudes which are observable (a) through our own kinesthetic and subvocal responses, and (b) through the symbolic behavior - mainly language of others.

While agreeing with Bain that too much emphasis may be placed upon the proper method in measuring attitudes, he quite clearly states that verbal responses themselves are matters of social behavior and that as indicators are measures of attitudes still subject to the limitations of and needing similar tests as non-verbal responses. Lundberg would have us refine items or form of inquiry and then construct the analysis and evaluative scale statistically.

As he derived it from Thorndike and others, Gagliuso sums up attitudes in a general coverage as, "the sum total of a person's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fear, threats, and convictions about any specific topic."

Remmers is essentially in agreement in his interpretation of attitudes.

Noting that the physical sciences rely upon observation of overt behavior, Lundberg reminds us that human behavior is symbolic to a large extent - chiefly linguistic. Again, he reminds his reader that no measurement of any phenomenon completely describes the phenomenon. So far as the questionnaire is concerned, he proposes perfecting it, not dismissing it.

Following what might be termed an attempt to satisfy, in the statistical sense, the measurement of attitude, Oliver attempts to relate belief with practice. His instrument for measuring beliefs is in the form of a fifty-item questionnaire. Each item is keyed to the principles taken from educational literature of the past twenty-five years. Responses require an agreement or disagreement.

To measure the correlation of beliefs with practice another instrument in the form of a check list was constructed. The check list was keyed to the same principles used for the questionnaire. Placed in the hands of supervisors, these check lists reported on a scale of observable evidence in five variations from "very evident" to "none".

The author declares the correlation to be .31 or practically nil. He concludes that "...there is a serious lag in education. Child growth and development and provisions for individual differences are little understood by teachers."

This work is open to criticism on the basis of points of view of both Bain and Lundberg. Since the refinement of items seems, noticeably deficient, it might be worthwhile to note that the author gives no indication as to what constituted an acceptable item. The "action" to be defined, as Bain would have it, is not distinguishable in the questionnaire. So far as the observer's check list is concerned the check is weighed as infallible judgment.

The work is of interest chiefly because of an attempt to relate non-verbal responses to verbal ones. Methods of arriving at analyzing data,

\[1\] W. A. Oliver, "A Comparison of Teachers' Beliefs and Classroom Practice," Journal of Educational Research, Vol. XLVII; (September), 1953, pp. 47-
to say nothing of the collecting of complete data, are noticeably absent.

The A priori method in a modified form was successfully used in the 1/ Minnesota Inventory. Here 150 statements which could be answered on a five point scale were included. The validity of this test was scored at 60., 63., and 146.

Wandt 2/ Also utilized scales to measure attitudes. The results of his investigation strongly indicate that teaching behavior and teachers' attitudes are related.

Burton W. Kreitlow and William H. Dreier 3/ report upon a scale for measuring teachers' beliefs about children, school and teaching. They constructed a scaled check sheet placing numerical values on teachers' beliefs. Items indicating beliefs were balanced to give equal opportunity for responses in three classifications of philosophy.

The procedure for selection of items and classification of beliefs is generally as follows: The classifications are Academic -- book-knowledge-to-be-learned; Progressive -- child-interest-to-be-expressed; Community School -- a human-need-to-be-met. The items for the scale were given to a jury for general acceptance in the three categories above. Finally, eight of the acceptable items in each classification were selected for the check sheet.

Reliability was demonstrated by means of retest one month after first completion. Validity was sought by comparing scores of teachers

1/ Walter W. Cook, Carroll H. Leeds, and Robert Collis, Minnesota Teacher Attitudes Inventory, New York: Psychological Corporation, 1951
with the judgments of their immediate supervisors.

Authors report effective use of the scale in ascertaining beliefs of teachers in different school systems and in courses at Iowa State Teachers' College. Conclusions presented noted that although the relations among scores are comparable, the scores themselves are not necessarily so.

It would seem that the scale satisfies many of the terms of statistical treatment but there are numerous weaknesses. For example, the method of validation is open to question. Again, the limiting of numbers of items in each category plus the authors' admission that separating of Progressive from Community School philosophy was found to be impossible, present serious unsolved problems so far as the instrument goes. In addition, the challenge of Bain and Lundberg, that the items of the questionnaire should be queries regarding action, is not met successfully.

CONCLUSION

The type of instrument formulated by this group has been issued successfully for similar purposes. The modified A priori type was followed by Kreitlow, Wandt and Coo, Leeds and Collis. However, we have followed the recommendations of Bain and Lundberg that the items should concern queries that are more concerned with action rather than statements of belief.

In order to allow for a more diversified choice, the authors have included more items than their predecessors. The items have been given weights in accordance with their importance. It is estimated that the finished product has length, breadth, and weight enough to comprehensively measure the attitude of any teacher or supervisor toward educational practices.
CHAPTER III

PLAN OF PROCEDURE

Introduction

In order to develop an instrument which would measure an individual's educational philosophy, it was necessary to construct many statements of varying points of view. The group arbitrarily determined, after reading and discussion, that the various current educational philosophies could be classified as traditional, progressive and transitional or middle of the road.

It was necessary to secure reactions in regard to method, curricula material, discipline, administration, organizational patterns and various other factors. In addition, the items were geared to the curricula areas of the elementary school, so that some were very markedly arithmetic or reading while others sought a reaction to provision for individual differences or small group instruction and other general aspects.

Classification of Items

After the group had prepared two hundred and fifty items, they tried to classify them on an eleven point scale:

- 1 & 2 Highly Traditional
- 5, 6, 7 Middle of the Road
- 10, 11 Very Progressive

Any items which did not fall neatly into any of the above categories were deleted or re-edited until they clearly stated a particular point of view.

Three professors in the school of education were asked to classify each item into one of the above categories. If the item was classified into the same category by both the professors and the seminar group, it
was retained for the inquiry form. If, on the other hand, discrepancies occurred between the two groups, items were re-edited until unanimity could be achieved. In any case, where this was not possible, the item was discarded.

The Inquiry Form

A total of seventy items were retained for use in the final form of the instrument. These presented a balance between traditional and progressive points of view. One more item was added at the end, not for the purpose of determining philosophy, but to gather in an unobtrusive manner, the attitude toward teaching.

Scoring Techniques

Each person was asked to react to each item in terms of a five point scale with score values as listed below:

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<th></th>
<th>Traditional Item</th>
<th>Progressive Item</th>
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<tr>
<td>Strongly agree</td>
<td>-2</td>
<td>+2</td>
</tr>
<tr>
<td>Agree</td>
<td>-1</td>
<td>+1</td>
</tr>
<tr>
<td>Cannot decide</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>+1</td>
<td>-1</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>+2</td>
<td>-2</td>
</tr>
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</table>

Parentheses with appropriate column headings followed each item.

Values ranging from plus two through zero to minus two were assigned to each point on the scale. Agreement with a progressive item resulted in a positive score, while agreement with a traditional item resulted in a negative score. Any items which had been classified as middle of the road were given a zero value and made no contribution to the score.

Informational Data

THE First page of the instrument was devoted to a series of questions
providing descriptive data concerning the teacher and his teaching situation in order that status studies could be made.

These studies attempt to relate philosophy to sex, teaching status, experience, salary, community size, degree status and participation in in-service work.

Population

The instrument was administered to 276 teachers within a radius of thirty miles of Boston. The communities were rural and urban, from various socio-economic levels, and represented parts of large and small school systems. No statistical sampling procedure was employed.

The additional 47 teachers who were currently enrolled in a course in Supervision participated in the study. This group represented superintendents, principals, supervisors, and advanced graduate students preparing for administrative positions. The data from the group were analyzed separately as it represents a select, rather than a typical teaching group.

Scoring

The items indicated as Progressive (P) were graded thus: SA, +2; A, +1; ?, 0; D, -1; SD, -2. Those considered Middle of the Road (M) were not weighted either plus or minus. The Traditional (T) items were scored: SA, -2; A, -1; ?, 0; D, +1; SD, +2. The totals were derived in two separate computations, plus or minus. The smaller score was deducted from the larger, and the remainder used to determine the category into which the examinee would fall.
WHAT DO YOU THINK?

Directions: Listed below is a series of items or statements to which you are to give your reactions. As you will not be asked to sign your name to this instrument and as there are no right or wrong answers, it is requested that you give as frank a response to each item as possible. After reading an item carefully, you are to indicate the extent of your agreement or disagreement with the statement as follows:

If you


Before answering the various items, however, you are requested to provide the following information by placing a check-mark in the appropriate parentheses:

Sex: Male () Female ()
Teaching status:
   Classroom teacher () Grade level 1 () 2 () 3 () 4 () 5 () 6 () 7 () 8 ()
   Supervisor or guidance specialist ()
   Administrator ()
Degree status: Bachelor () Master's () Work beyond Master's ()
   No degree or temporary certificate ()
Teaching Experience:
   First year ()
   Less than five years ()
   Between six and ten years ()
   Between eleven and twenty years ()
   Over twenty years ()
Salary bracket:
   Less than $3000 per year ()
   Over $3000 but less than $4000 per year ()
   Over $4000 but less than $5000 per year ()
   Over $5000 per year ()
Participation in Local In-Service Education within last two years:
   Taking courses at present ()
   Workshops ()
   Curriculum work ()
   As officer or committee member in professional organization M.T.A., N.E.A., etc. ()
Your opinion of the reaction of the general public to teachers and the teaching profession:
   High degree of respect for teachers and the profession ()
   Some respect for teachers and the teaching profession ()
   No or limited respect for teachers and the teaching profession ()
Check the size of the community in which you teach:
   Less than 5,000 people ()
   From 5,000 to 15,000 people ()
   From 15,000 to 30,000 people ()
   From 30,000 to 50,000 people ()
   Over 50,000 people ()
Are you married? Yes () No ()
   If "yes" to the above, does your husband or wife work full-time? Yes ()
   No ()

Now turn to the next page and give your reaction to each item requested.
1. Public education should be directed mainly toward the preparation of children for adult living.

2. It is more important to teach pupils what to think than how to think.

3. Flexible instructional groups should replace specific grade levels.

4. Curriculum planning should identify important skills and understandings to be achieved by pupils at various age or grade levels.

5. Requirements for completion of each grade level should be clearly defined.

6. Teachers need specific training for the particular age group they intend to teach.

7. The entire school should be adapted to the needs and interests of pupils.

8. Children learn best by reading or listening followed by oral recitation.

9. Public education should be concerned with both the immediate and future needs of its pupils.

10. Although major responsibility for curriculum planning is vested in the teacher, the interests and ideas of pupils and parents should be given consideration.

11. Skills and understandings should be developed in learning situations which are meaningful to pupils.

12. A major criterion for selection of curricular activities is the satisfaction of pupil purposes and wishes.

13. Curriculum content should be planned by school administrators or subject field specialists.

14. The major function of the elementary school is to assist children in their personal and social adjustment.

15. Pupils and parents should be given extensive opportunity to participate in curriculum planning.

16. Children should be promoted yearly regardless of their academic achievement.

17. Pupil behavior or conduct in the class should be controlled completely by the teacher.

18. The functions of the public school should be determined by the professional educator rather than by the community.
19. Aiding the child to adjust to the present is a valid means of insuring future adjustment

20. Pupil readiness for instruction in the basic skills should be ascertained before actual instruction is given

21. While academic achievement should receive major emphasis in questions concerning promotion, attention should be given to such factors as physical, social, and emotional development

22. Data concerning physical, mental, and social development should be used by teachers in planning curricular activities

23. Elementary school pupils are too immature to apply principles of scientific investigation or research

24. Pupil failure to conform to accepted class behavior should be referred immediately to the appropriate administrative authority

25. Regular report cards should be replaced by teacher-parent conferences

26. Freedom for pupils to move around, talk, and express themselves as they see fit should be encouraged

27. Schools should be adapted to children rather than children to the schools

28. The school (classrooms, lunchroom, corridors) should be organized for the development of self-discipline with a minimum of teacher control

29. Class should be kept as nearly homogeneous as possible to secure adequate progress

30. All curriculum activities should be planned around the pupil's centers of interest

31. Basic texts should be replaced by a variety of reading, reference, and resource materials

32. Strict scheduling of instruction in various subject areas is essential for effective subject coverage

33. Although occasional deviation from accepted group behavior is ignored, children should be taught to conduct themselves in the best interests of the group

34. Children should be made to fit into the pattern of behavior prescribed by the school

35. Formal arithmetic should be omitted from the curriculum for the first three or four grades
36. The language arts program should encourage pupils to express their feelings, give vent to emotions, and relieve tension........ ( ) ( ) ( ) ( ) P

37. Extensive attention to formal grammar should precede all written language activities........................................ ( ) ( ) ( ) ( ) T

38. Time should be devoted daily to oral drill in arithmetic and spelling............................................................ ( ) ( ) ( ) ( ) T

39. Proficiency in arithmetic fundamentals should be a major criterion for promotion.................................. ( ) ( ) ( ) ( ) T

40. Pupils should be given freedom to use either cursive or manuscript writing as they desire................... ( ) ( ) ( ) ( ) P

41. Instruction in science should be provided in an experimental or laboratory atmosphere.......................... ( ) ( ) ( ) ( ) m

42. Choice of all reading materials should be made by pupils............. ( ) ( ) ( ) ( ) P

43. Instruction in social studies should emphasize recall of historical and geographical information............... ( ) ( ) ( ) ( ) T

44. Intelligence is the only important factor in conditioning a child's success or failure in school...................... ( ) ( ) ( ) ( ) T

45. Manipulation of objects and groups of objects to develop number sense should precede instruction in the arithmetic processes........ ( ) ( ) ( ) ( ) m

46. Understanding should precede or parallel drill in each arithmetic process.................................................. ( ) ( ) ( ) ( ) m

47. Instruction in social studies should develop understandings of peoples and cultures........................................ ( ) ( ) ( ) ( ) m

48. Literature of children should consist of poetry to be memorized and prose presented as models to be imitated in style and form.... ( ) ( ) ( ) ( ) T

49. The primary aim of the curriculum should be to develop skill with the fundamentals of reading, writing, and arithmetic........ ( ) ( ) ( ) ( ) T

50. Pupil achievement should be evaluated in relation to the group and in relation to the individual's ability...................... ( ) ( ) ( ) ( ) m

51. The instructional area of music should include work in singing, listening, rhythmic, and theory........................................... ( ) ( ) ( ) ( ) m

52. The textbook should be the major criterion for social studies content................................................................. ( ) ( ) ( ) ( ) T

53. Mastery of beginning reading should be the main criterion for promotion to the second grade.................... ( ) ( ) ( ) ( ) T

54. Analysis of pupil and community needs are essential in planning curriculum content.................................... ( ) ( ) ( ) ( ) P
55. Skill in note reading in the late elementary grades insures a basis for effective progress in music. 

56. If a pupil's achievement is at least one year in advance of his grade, he should be given an extra promotion.

57. Literature should emphasize appreciation and enjoyment rather than study and analysis.

58. Formal instruction in history and geography should be replaced by group planning and participation in school and community projects and experiences.

59. Physical education should be taught through the media of games and dances.

60. Arithmetic is best mastered through intensive drill.

61. Although learning may occur in a unit or subject-integrated atmosphere, evidence of achievement in the basic skills should be identified and evaluated.

62. All teachers may profit from helpful supervision.

63. Instruction in art should be confined to periods conducted by art specialists.

64. The pupil's progress should be evaluated in terms of his own aptitudes and abilities rather than by comparison with any class or group standard.

65. Daily activities should occur as needs arise without attention to any prescribed schedule.

66. Art work of pupils should be evaluated in terms of the effectiveness of expression without reference to conformity or reality.

67. Training in music skills of note reading and theory is not necessary for effective self-expression through music.

68. Instruction in reading and language skills should be provided as pupil errors identify needs.

69. Calesthenics should be the basis for the physical education program.

70. Recent research results question the validity of traditional methods of instruction.

71. I like teaching.
CHAPTER IV

ANALYSIS OF DATA

It was the purpose of this study to build and try out an objective instrument for determining a teacher's philosophy of education.

The instrument was administered to 276 people who teach in towns or cities within a radius of approximately thirty miles of Boston.

All the instruments were scored and a mean and standard deviation was calculated. On the basis of these statistics the scores were divided into the five categories outlined below:

<table>
<thead>
<tr>
<th>Group</th>
<th>Scores</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>33 &amp; above</td>
<td>Very Progressive</td>
</tr>
<tr>
<td>4</td>
<td>15 to 32</td>
<td>Progressive</td>
</tr>
<tr>
<td>3</td>
<td>-2 to 14</td>
<td>Transitional</td>
</tr>
<tr>
<td>2</td>
<td>-3 to -19</td>
<td>Traditional</td>
</tr>
<tr>
<td>1</td>
<td>-20 to below</td>
<td>Very Traditional</td>
</tr>
</tbody>
</table>

The data were analyzed to reveal the philosophies of teachers under the following categories:

1. Primary, Intermediate, secondary teachers, administrators.
2. Different educational levels, AB, BS, M, above M, no degree.
3. Number of years of experience, 1-5, 6-10, 11-20, 20, and above.
4. Salary brackets under $3,000, 3-4,000, 4-5,000, over 5,000.
5. Recent participation in In Service education.
6. Size of community.
7. Marital Status.
8. Attitude toward teaching.
The instrument was administered to 47 people currently enrolled in a course in Supervision. Many of these people were consultants, supervisors or administrators. All were engaged in graduate work at the university. It was felt that they might represent a different philosophy and for this reason this group was separated and analyzed as a unit apart from the major portion of the study.
TABLE I

Distribution of 276 Cases According to the Types of Philosophies

<table>
<thead>
<tr>
<th>Group</th>
<th>Testees</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Progressive</td>
<td>25</td>
<td>9.0</td>
</tr>
<tr>
<td>Progressive</td>
<td>54</td>
<td>19.6</td>
</tr>
<tr>
<td>Transitional</td>
<td>108</td>
<td>39.1</td>
</tr>
<tr>
<td>Traditional</td>
<td>75</td>
<td>27.2</td>
</tr>
<tr>
<td>Very Traditional</td>
<td>14</td>
<td>5.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>276</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The largest percent, 39.1% fell at the middle score which can be interpreted as transitional or middle of the road philosophy. 19.6% of the cases fell at the progressive point, and 27.2% at the traditional. The group tested spread over a wide range and indicates in general a tendency to middle of the road philosophies.
TABLE II

Distribution of 276 Cases According to Sex

<table>
<thead>
<tr>
<th>Group</th>
<th>Male (%)</th>
<th>Female (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Progressive</td>
<td>5.0</td>
<td>9.7</td>
</tr>
<tr>
<td>Progressive</td>
<td>17.5</td>
<td>19.9</td>
</tr>
<tr>
<td>Transitional</td>
<td>32.5</td>
<td>40.3</td>
</tr>
<tr>
<td>Traditional</td>
<td>35.0</td>
<td>25.8</td>
</tr>
<tr>
<td>Very Traditional</td>
<td>10.0</td>
<td>4.3</td>
</tr>
</tbody>
</table>

In the above distribution of scores it can be seen that 35% of the male testees fall in the moderately traditional group, and 40.3% of the female testees fall in the transitional or middle of the road group. The table indicates that the males are generally traditional whereas the female testees tend to be from the transitional or middle of the road to the progressive.
### TABLE III

Distribution of 276 Cases According to Grade Level of Teaching

<table>
<thead>
<tr>
<th>Group</th>
<th>K-3</th>
<th>4-6</th>
<th>7-8</th>
<th>Specialists</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Very Progressive</td>
<td>10.0</td>
<td>9.7</td>
<td>0.0</td>
<td>8.4</td>
</tr>
<tr>
<td>Progressive</td>
<td>19.5</td>
<td>19.5</td>
<td>20.0</td>
<td>20.8</td>
</tr>
<tr>
<td>Transitional</td>
<td>40.3</td>
<td>36.8</td>
<td>50.0</td>
<td>33.3</td>
</tr>
<tr>
<td>Traditional</td>
<td>24.4</td>
<td>29.2</td>
<td>30.0</td>
<td>33.3</td>
</tr>
<tr>
<td>Very Traditional</td>
<td>5.8</td>
<td>4.8</td>
<td>0.0</td>
<td>4.2</td>
</tr>
</tbody>
</table>

At all grade levels the mean scores tended toward the transitional position. Approximately 30% of the primary group fell at a traditional philosophy. 34% of the intermediate teachers, 30% of the Junior High teachers and 37.5% of the specialists fell in the same category.
The largest percentage in all cases fell at the middle score which can be interpreted as "middle of the road" philosophy. The most progressive group were those teachers who had their master's degrees. 24.3% of them fell above the middle score. 9.1% of people who were above a master's degree fell at a traditional score. This is a higher percentage than that of any other group. No great differences in attitudes were noted between those teachers holding no degrees and those who had obtained their Bachelor's degree.
At all levels of experience the largest percent of cases fall in the transitional group with the exception of the 6-10 yr. level. This level leans more to the moderately traditional group.

In the above distribution it can also be seen that at all levels the moderately traditional group percentages are higher than in the moderately progressive.
### TABLE VI

Distribution of 276 Cases According to Salary Bracket

<table>
<thead>
<tr>
<th>Group</th>
<th>0-3000</th>
<th>3-4000</th>
<th>4-5000</th>
<th>5000 -</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Progressive</td>
<td>0.0</td>
<td>14.0</td>
<td>0.07</td>
<td>5.3</td>
</tr>
<tr>
<td>Progressive</td>
<td>17.8</td>
<td>20.8</td>
<td>0.17</td>
<td>26.3</td>
</tr>
<tr>
<td>Transitional</td>
<td>53.6</td>
<td>40.3</td>
<td>32.0</td>
<td>47.4</td>
</tr>
<tr>
<td>Traditional</td>
<td>28.6</td>
<td>20.2</td>
<td>37.0</td>
<td>15.7</td>
</tr>
<tr>
<td>Very Traditional</td>
<td>0.0</td>
<td>4.7</td>
<td>7.0</td>
<td>5.3</td>
</tr>
</tbody>
</table>

In all salary brackets, with the exception of the $4000-$5000 group, the transitional people led percentage wise. In the $4000-$5000 dollar bracket, they are 5% behind the traditional group. The table shows the transitional group leading in every salary bracket.
TABLE VII
Distribution of 276 Cases According to Local In-Service Participation

<table>
<thead>
<tr>
<th>Group</th>
<th>Courses</th>
<th>Workshops</th>
<th>Curricula</th>
<th>Officers N.E.A. etc.</th>
<th>Non-Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Very Progressive</td>
<td>15.7</td>
<td>0.0</td>
<td>6.0</td>
<td>0.0</td>
<td>1.6</td>
</tr>
<tr>
<td>Progressive</td>
<td>17.6</td>
<td>16.6</td>
<td>21.4</td>
<td>33.0</td>
<td>21.3</td>
</tr>
<tr>
<td>Transitional</td>
<td>40.9</td>
<td>40.7</td>
<td>50.0</td>
<td>14.0</td>
<td>36.1</td>
</tr>
<tr>
<td>Traditional</td>
<td>21.4</td>
<td>40.7</td>
<td>21.4</td>
<td>47.0</td>
<td>32.8</td>
</tr>
<tr>
<td>Very Traditional</td>
<td>4.4</td>
<td>0.0</td>
<td>7.2</td>
<td>0.0</td>
<td>8.2</td>
</tr>
</tbody>
</table>

Of the teachers taking courses 40.9% fell in the transitional group. The remainder were spread fairly evenly throughout the other groups with the exception of the very traditional group which showed only 4.4%.

In the workshop group the traditional and transitional groups both scored 40.7%. The progressive group made up the remainder of the group 18.6%.

50% of the transitional group are engaged in curriculum work. The progressive and traditional groups tied in this category at 21.4%. The very traditional group averaged 7.2%. In terms of holding office in educational associations, the traditional group led with 47%. The progressives scored 33%. The transitional group made 14%. Of the teachers who were non-participants, 36.1% were transitional.

In general the entire table tends toward the transitional group.
### TABLE VIII

Distribution of 276 Cases According to Degree of Respect

<table>
<thead>
<tr>
<th>Group</th>
<th>High</th>
<th>Some</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Very Progressive</td>
<td>11.7</td>
<td>7.5</td>
<td>22.6</td>
</tr>
<tr>
<td>Progressive</td>
<td>20.9</td>
<td>20.8</td>
<td>6.5</td>
</tr>
<tr>
<td>Transitional</td>
<td>34.8</td>
<td>42.0</td>
<td>22.6</td>
</tr>
<tr>
<td>Traditional</td>
<td>30.3</td>
<td>27.8</td>
<td>19.3</td>
</tr>
<tr>
<td>Very Traditional</td>
<td>2.3</td>
<td>1.9</td>
<td>29.0</td>
</tr>
</tbody>
</table>

In the distribution of scores in the above table we see that the highest percentage 42.0% of the teachers who indicated some respect fall in the transitional or middle of the road group. 22.6% of the group that indicated no respect fell in the transitional group. 34.8% of the group that indicated high respect fell in the transitional group with 30.3% of this same group falling in the traditional group. The group that indicated a high respect had a greater tendency than the other groups toward the traditional.
### TABLE IX

Distribution of 276 Cases According to Marital Status

<table>
<thead>
<tr>
<th>Group</th>
<th>Not Married</th>
<th>Married Spouse Not Working</th>
<th>Married Spouse Working</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Progressive</td>
<td>8.4%</td>
<td>10.2%</td>
<td>10.8%</td>
</tr>
<tr>
<td>Progressive</td>
<td>18.8%</td>
<td>20.4%</td>
<td>20.5%</td>
</tr>
<tr>
<td>Transitional</td>
<td>45.1%</td>
<td>36.8%</td>
<td>28.9%</td>
</tr>
<tr>
<td>Traditional</td>
<td>22.2%</td>
<td>26.5%</td>
<td>36.1%</td>
</tr>
<tr>
<td>Very Traditional</td>
<td>5.5%</td>
<td>6.1%</td>
<td>3.7%</td>
</tr>
</tbody>
</table>

In the above table, the highest percent of the non-married teachers, 45.1%, fall in the transitional group. In the married group whose spouse is not working, 36.8% fell in the transitional group. The married group whose spouse is working have 28.9% transitional with 36.1 in the moderately traditional group. This shows that their group is generally traditional.
TABLE X

Distribution of 276 Cases According to Community Population

<table>
<thead>
<tr>
<th>Group</th>
<th>Below 5,000</th>
<th>5,000-15,000</th>
<th>15,000-30,000</th>
<th>30,000-50,000</th>
<th>Above 50,000</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Very Progressive</td>
<td>9.3</td>
<td>14.7</td>
<td>3.4</td>
<td>21.4</td>
<td>11.5</td>
</tr>
<tr>
<td>Progressive</td>
<td>25.9</td>
<td>14.8</td>
<td>19.5</td>
<td>35.7</td>
<td>14.9</td>
</tr>
<tr>
<td>Transitional</td>
<td>42.6</td>
<td>14.1</td>
<td>35.6</td>
<td>35.7</td>
<td>37.9</td>
</tr>
<tr>
<td>Traditional</td>
<td>22.2</td>
<td>20.5</td>
<td>36.8</td>
<td>7.2</td>
<td>25.3</td>
</tr>
<tr>
<td>Very Traditional</td>
<td>0.0</td>
<td>2.9</td>
<td>4.7</td>
<td>0.0</td>
<td>10.4</td>
</tr>
</tbody>
</table>

The largest percentage (42.6%) fell at the middle score in towns of less than 5,000 inhabitants. 48.1% of the cases fell on either side of the middle score. 9.3% of the cases fell at the very progressive level. No cases of very traditional philosophies were recorded. The implications are that such communities are in the transitional stage - the majority of the teachers having the "middle of the road" attitude but tending toward the progressive.

In communities where the population is between 5,000-15,000 the largest percentage (44.1%) fell at the middle score. 29.5% of the cases fell at the progressive level and 23.4% of the cases fell at the traditional level. This would indicate a traditional philosophy, in general, with progressive leanings.

In those communities whose population is between 15,000-30,000, the largest percentage (36.8%) fell slightly below the middle score of 35.6%. 22.9% of the cases fell above the middle score, whereas 41.5% of the cases fell below the middle score. This can be interpreted to mean that teachers in communities of this size tend to be traditional in philosophy.
In towns of between 30,000-50,000 population, the largest percentage (35.7%) was identical at the middle score and one step above the middle. 21.4% of the cases were very progressive, while no one scored at the very traditional level. 93% of the cases, or 13 out of 14 teachers in communities of this size have a tendency to be progressive in their attitudes toward teaching.

In communities with a population of over 50,000, the largest percentage (37.9%) fell at the middle score. 26.4% of the cases fell at the progressive level and 35.7% fell at the traditional level. This would indicate that the teachers in larger communities were "middle of the road" with a tendency toward the traditional philosophy of education.

Taking the distribution of population as a whole, it may be concluded, in general, the teachers have a "middle of the road" philosophy with a penchant toward the progressive.
TABLE XI

Distribution of 276 Cases According to Attitude Toward Teaching

<table>
<thead>
<tr>
<th>Group</th>
<th>Like</th>
<th>Very Much</th>
<th>Like</th>
<th>Indifferent</th>
<th>Dislike</th>
<th>Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td></td>
<td>%</td>
<td></td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Very Progressive</td>
<td>*10.0</td>
<td>7.7</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Progressive</td>
<td>22.1</td>
<td>5.3</td>
<td>40.0</td>
<td>0.0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Transitional</td>
<td>37.6</td>
<td><strong>46.1</strong></td>
<td>40.0</td>
<td>0.0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Traditional</td>
<td>24.3</td>
<td>38.5</td>
<td>20.0</td>
<td>0.0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Very Traditional</td>
<td>5.5</td>
<td>1.2</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
<td></td>
</tr>
</tbody>
</table>

*Percentages based on the number of people in each category.

The individuals who liked teaching were spread throughout all the varying philosophy categories. It is interesting to note that of the group indifferent to teaching none were either markedly progressive or traditional. Only one person in the entire group reported disliking teaching and this individual had a traditional philosophy.
TABLE XII

Distribution of 47 Cases According to the Types of Philosophies

<table>
<thead>
<tr>
<th>Group</th>
<th>Testees</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Progressive</td>
<td>15</td>
<td>31.9</td>
</tr>
<tr>
<td>Progressive</td>
<td>18</td>
<td>38.3</td>
</tr>
<tr>
<td>Transitional</td>
<td>11</td>
<td>23.4</td>
</tr>
<tr>
<td>Traditional</td>
<td>3</td>
<td>6.4</td>
</tr>
<tr>
<td>Very traditional</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>47</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

70.2% of this Supervision group scored above the transitional level. A very small percentage (6.4%) scored traditional with none scoring in the Very Traditional group. This contrasts sharply with the scores showing over one-third falling in the Progressive category and almost another third being Very Progressive.
TABLE XIII

Distribution of 47 Cases According to Sex

<table>
<thead>
<tr>
<th>Group</th>
<th>Male %</th>
<th>Female %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Progressive</td>
<td>34.5</td>
<td>27.8</td>
</tr>
<tr>
<td>Progressive</td>
<td>34.5</td>
<td>44.4</td>
</tr>
<tr>
<td>Transitional</td>
<td>24.1</td>
<td>22.2</td>
</tr>
<tr>
<td>Traditional</td>
<td>6.9</td>
<td>5.6</td>
</tr>
<tr>
<td>Very Traditional</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

The scores of the two sexes compared very closely. More than two-thirds of each group scored Progressive or Very Progressive with a very small percentage falling in the Traditional group.
TABLE XIV

Distribution of 47 Cases According to Grade Level of Teaching

<table>
<thead>
<tr>
<th>Group</th>
<th>K-3</th>
<th>4-6</th>
<th>7-8</th>
<th>Specialists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Progressive</td>
<td>25.0</td>
<td>33.3</td>
<td>23.5</td>
<td>42.8</td>
</tr>
<tr>
<td>Progressive</td>
<td>25.0</td>
<td>33.3</td>
<td>41.2</td>
<td>42.8</td>
</tr>
<tr>
<td>Transitional</td>
<td>50.0</td>
<td>33.4</td>
<td>23.5</td>
<td>7.2</td>
</tr>
<tr>
<td>Traditional</td>
<td>0.0</td>
<td>0.0</td>
<td>11.8</td>
<td>7.2</td>
</tr>
<tr>
<td>Very Traditional</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

The significant score in this table is the 85.6% of those in special fields being placed in the Progressive or Very Progressive categories as contrasted with 14.2% scoring Transitional or Traditional.

It is surprising that the K-3 group scored more heavily in the Transitional section than did the other groups, especially since the most recent progressive research is being devoted to the primary grades.
TABLE XV

Distribution of 47 Cases According to Degree Status

<table>
<thead>
<tr>
<th>Group</th>
<th>No Degree</th>
<th>Bachelors</th>
<th>Masters</th>
<th>Masters -</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Very Progressive</td>
<td>0.0</td>
<td>24.0</td>
<td>20.0</td>
<td>50.0</td>
</tr>
<tr>
<td>Progressive</td>
<td>100.0</td>
<td>36.0</td>
<td>60.0</td>
<td>31.3</td>
</tr>
<tr>
<td>Transitional</td>
<td>0.0</td>
<td>32.0</td>
<td>20.0</td>
<td>12.5</td>
</tr>
<tr>
<td>Traditional</td>
<td>0.0</td>
<td>8.0</td>
<td>0.0</td>
<td>6.2</td>
</tr>
<tr>
<td>Very Traditional</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Those who have the highest degree of education appear to score more toward the Progressive line of thought. The difference is slight, moving from 60% for the Bachelors to 80% for the Masters and 81.3% for those beyond a Masters.
The similarity of scores would indicate that experience is not a determinant of attitude. Those with 20 or more years experience scored higher (83.3%) in the Progressive groups than those who are fresh from their college training (76.5%).
### TABLE XVII

Distribution of 47 Cases According to Salary Brackets

<table>
<thead>
<tr>
<th>Group</th>
<th>Below $3000</th>
<th>$3000-$4000</th>
<th>$4000-$5000</th>
<th>$5,000 and above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Progressive</td>
<td>50.0%</td>
<td>21.1%</td>
<td>37.5%</td>
<td>40.0%</td>
</tr>
<tr>
<td>Progressive</td>
<td>50.0%</td>
<td>42.1%</td>
<td>37.5%</td>
<td>30.0%</td>
</tr>
<tr>
<td>Transitional</td>
<td>0.0%</td>
<td>26.3%</td>
<td>25.0%</td>
<td>20.0%</td>
</tr>
<tr>
<td>Traditional</td>
<td>0.0%</td>
<td>10.5%</td>
<td>0.0%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Very Traditional</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

The highest percentages of Progressives occur in the group receiving below $3000 (100%). Next in order come the $4,000-$5,000 (75.0%), the $5,000 and above (70.0%) and the $3,000-$4,000 (63.2%).
### TABLE XVIII

Distribution of 47 Cases According to In-Service Activities

<table>
<thead>
<tr>
<th>Group</th>
<th>Courses</th>
<th>Workshops</th>
<th>Curriculum</th>
<th>Officers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Progressive</td>
<td>31.9</td>
<td>40.0</td>
<td>35.7</td>
<td>37.5</td>
</tr>
<tr>
<td>Progressive</td>
<td>38.3</td>
<td>60.0</td>
<td>28.6</td>
<td>50.0</td>
</tr>
<tr>
<td>Transitional</td>
<td>23.4</td>
<td>0.0</td>
<td>21.4</td>
<td>0.0</td>
</tr>
<tr>
<td>Traditional</td>
<td>6.4</td>
<td>0.0</td>
<td>14.3</td>
<td>12.5</td>
</tr>
<tr>
<td>Very Traditional</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Since all of those answering the questionnaire are in a graduate course, the first column includes all of the scores.

Some of those scored were engaged in two or three of these activities concurrently. The more active the person, the more progressive was his attitude rating.
TABLE XIX

Distribution of 47 Cases According to Opinion of Public Respect

<table>
<thead>
<tr>
<th>Group</th>
<th>High Degree</th>
<th>Some</th>
<th>None or Limited</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Very Progressive</td>
<td>33.3</td>
<td>33.3</td>
<td>0.0</td>
</tr>
<tr>
<td>Progressive</td>
<td>41.7</td>
<td>36.4</td>
<td>50.0</td>
</tr>
<tr>
<td>Transitional</td>
<td>16.6</td>
<td>27.2</td>
<td>0.0</td>
</tr>
<tr>
<td>Traditional</td>
<td>8.4</td>
<td>3.1</td>
<td>50.0</td>
</tr>
<tr>
<td>Very Traditional</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

The thought-provoking result of this question is not found in the comparative percentages in the table, but in the fact that 70.2% of the total felt that the general public has only some respect for teachers and the teaching profession. 4.3% felt there is no or limited respect, while only 25.5% felt that the public has a high degree of respect.
<table>
<thead>
<tr>
<th>Group</th>
<th>Below 5,000</th>
<th>5,000-15,000</th>
<th>15,000-30,000</th>
<th>30,000-50,000</th>
<th>Above 50,000</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Very Progressive</td>
<td>42.9</td>
<td>22.2</td>
<td>30.8</td>
<td>33.3</td>
<td>33.3</td>
</tr>
<tr>
<td>Progressive</td>
<td>42.9</td>
<td>44.5</td>
<td>38.5</td>
<td>33.4</td>
<td>33.3</td>
</tr>
<tr>
<td>Transitional</td>
<td>14.2</td>
<td>22.2</td>
<td>23.1</td>
<td>33.3</td>
<td>25.0</td>
</tr>
<tr>
<td>Traditional</td>
<td>0.0</td>
<td>11.1</td>
<td>7.6</td>
<td>0.0</td>
<td>8.4</td>
</tr>
<tr>
<td>Very Traditional</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

The highest percentage (85.8%) in the Progressive groups belongs to those in the small communities. The other scores (66.7%, 69.3%, 66.7%, and 66.6%) in the Progressive groups show a striking similarity of placement. The Transitional or Middle of the Road groups above the 5,000 population show very close scores of 22.2%, 23.1%, 33.3%, and 25.0%.
### TABLE XXI

Distribution of 47 Cases According to Marital Status

<table>
<thead>
<tr>
<th>Group</th>
<th>Married %</th>
<th>Single %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Progressive</td>
<td>30.4</td>
<td>33.0</td>
</tr>
<tr>
<td>Progressive</td>
<td>34.8</td>
<td>41.7</td>
</tr>
<tr>
<td>Transitional</td>
<td>26.1</td>
<td>20.9</td>
</tr>
<tr>
<td>Traditional</td>
<td>8.7</td>
<td>4.1</td>
</tr>
<tr>
<td>Very Traditional</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Although the scores achieved in this comparison are very similar, it might be concluded that the single teacher has a slightly higher tendency to be progressive than his more transitional wedded brethren.
**TABLE XXII**

Distribution of 47 Cases According to Attitude Toward Teaching

<table>
<thead>
<tr>
<th>Group</th>
<th>Like Very Much</th>
<th>Like Much</th>
<th>Indifferent</th>
<th>Dislike Very Much</th>
<th>Dislike Much</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Very Progressive</td>
<td>30.7</td>
<td>37.5</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Progressive</td>
<td>4.1</td>
<td>25.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Transitional</td>
<td>23.1</td>
<td>25.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Traditional</td>
<td>5.1</td>
<td>12.5</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Very Traditional</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Of the 47 cases reporting, 83.0% liked teaching very much and 17% liked it. No one was indifferent or disliked the profession.
CHAPTER V

SUMMARY AND CONCLUSIONS

It was the purpose of this study to build and try out an objective instrument to determine a teacher's philosophy.

The instrument was administered to two discrete population groups. The first group consisted of 276 teachers, administrators, and specialists in towns and cities adjacent to Boston. The second group consisted of 47 students in a graduate course in supervision given at Boston University.

Conclusions in Relation to 276 People in Group I

1. The largest percentage of this group fell at a middle of the road philosophy. The range in score was very great, showing people who were extremely traditional and people who were very progressive. 108 or 39.1% of the population were in the middle of the scale.

2. 32.5% of the men fell at the middle of the road score; 40.3% of the women fell at the same place. There is very little difference between the male and female population tested.

3. At all grade levels the mean score tended toward the middle of the road philosophy. It is interesting to note that 34% of the intermediate teachers and 37.5% of the specialists fell in the traditional category.

4. The highest percentage of people with the progressive philosophy were those who had the master's degree. No great differences were noted between teachers with no degree and those with bachelor's degrees.

5. At all levels of experience the largest percent of cases fell at the middle of the road philosophy with the exception of the six to ten year group. In this group the highest percentage fell at the traditional philosophy.
6. In all salary brackets, with the exception of the $4000-5000 level, the highest percentage fell at the middle of the road philosophy. In the case of this particular group, the largest percentage fell in the traditional bracket.

7. In the case of the teachers taking course, the largest percent fell at the middle of the road. For the workshop group, percentages at the middle of the road and traditional were exactly the same. Of the people engaged in curricular revision the greatest percent fell at the middle of the road; 15% of the testees were officers in educational associations. 47% of this group had a traditional philosophy. Those people who had participated in none of the activities mentioned were divided evenly between middle of the road and traditional philosophies.

8. Of the group who rated the teaching profession as having a high respect, the largest percentage had a middle of the road philosophy. The same was true of the people who thought the profession was granted some degree of respect. Of the group who felt it was not respected at all, 29% fell at the very traditional philosophy.

9. Marital status seemed to have little or no effect on the group's philosophy; in both instances the highest percentage fell at the middle of the road.

10. The community size that had the greatest number of people falling at middle of the road and above was the 30,000-50,000 category. In the category of 50,000 and above a large percentage of the people fell in the traditional category. Communities below 5,000 and up to 15,000 were very much alike. The middle group of 15,000-30,000 had a great number falling at the traditional, but not as great as those communities of over 50,000.
11. The individuals who liked teaching were spread throughout all the varying philosophy categories. It is interesting to note that of the group indifferent to teaching more were either markedly progressive or traditional. Only one person in the entire group reported disliking teaching and this individual had a traditional philosophy.

Conclusion in Relation to 47 People in Group II

1. The largest percentage of this group fell at the 70.2% mark above the middle of the road philosophy. The tendency was towards the progressive philosophy. No cases of very traditional philosophy, and a negligible percentage of traditional philosophy were noted.

2. 72.2% of the women and 69% of the men fell at the progressive philosophy or above. A very small percentage fell at the traditional.

3. 85.6% of the people in the special fields fell at the progressive or very progressive categories. In the intermediate and junior high school grades the highest percentages were toward the progressive, with a fairly heavy percentage at the middle of the road. 50% of the kindergarten-primary group fell at the middle of the road. None fell in the traditional philosophy.

4. Those who have the highest degree of education scored at the progressive line of thought. The difference is slight, moving from 60% at the bachelor's to 80% at the master's, and 81% beyond.

5. Experience is not necessarily a determinant of traditional attitude. The group with twenty or more years of experience had a higher percentage of progressive philosophy than those who were fresh from college training.

6. The highest percentage of progressive philosophy occurs in the group receiving below $3000. The next highest were in the salary bracket
7. In general, the more active the person, the more progressive his philosophy.

8. A high percentage of the group who felt the general public had a high degree of respect for the profession of teaching fell in the progressive or very progressive category. Although the percentages were somewhat lower, this was true, also, of the group who felt the public had some respect for teachers. Only two people felt there was no respect for the profession. One of these had a progressive philosophy; the other a traditional philosophy.

9. The highest percentage of progressive philosophy belongs to those who teach in smaller communities. All other community sizes show a striking similarity with a tendency toward a smaller percentage falling toward the traditional in each instance.

10. Very little difference was found between married and single people at the various levels of philosophy.

11. All 47 people fell in the category of liking teaching or liking teaching very much. The philosophies, in general, moved from middle of the road to very progressive.

A comparison of the data for the two groups indicates very clearly that those who were members of the Supervision class had a markedly different philosophy from the original sample. In both of the groups studied, however, the spread in philosophy is from very traditional to very progressive. No matter what the group, individual differences were very evident.
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