

THE RELATIONSHIP OF TEACHER MORALE AND CERTAIN
DEMOGRAPHIC FACTORS TO TEACHER RATINGS
OF CHILDREN LABELLED EMOTIONALLY DISTURBED

By

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Abstract of Dissertation Presented to the Graduate Council
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The purpose of this study was to investigate the relationship of teacher morale and certain demographic factors to teacher ratings of, and attitudes toward, children labelled emotionally disturbed. Demographic factors under consideration were teacher age, sex, race, years of teaching experience, marital status, and number of children of his own.

Subjects in the study were 34 teachers of regular elementary classes (grades four through six), employed by a large metropolitan school system in Florida. Teachers from five different public schools volunteered to participate in the study in lieu of participation in some other mandatory inservice activity.

Subjects were randomly assigned to one of two treatment groups, designated the "normal expectancy" group and the "emotionally disturbed expectancy" group. Each subject completed a form on which he supplied information relevant to his

age, sex, race, years of teaching experience, marital status, and number of children of his own.

The first part of the study involved completion of the Purdue Teacher Opinionaire, an instrument designed to measure teacher morale. Following completion of the morale assessment, all teachers received an information sheet explaining that they were about to view a videotape of a fourth grade child. Half of the teachers were told that the child was normal, and half were told that the child was emotionally disturbed.

All of the teachers were exposed to the same videotape presentation of a normal fourth grade male student. When the videotape had been shown, each teacher was asked to evaluate the child's behavior by completing an observation checklist. Subjects also completed a brief opinion questionnaire.

Analysis of the data indicated that teacher morale was not found to be a statistically significant predictor of teacher ratings of student behavior; however, three factors -- sex, number of children, and label assigned to the child -- were found to be significant predictors. Further examination of results indicated that the more children a teacher had of his own, the more positively he rated student behavior.

To a significantly greater degree, teachers who were told that the videotaped student was emotionally disturbed responded that his presence in a regular class would have a detrimental effect on the other children. The same teachers also felt significantly less capable of providing the videotaped student with a

meaningful educational program than did the teachers who were told that the student was normal. Among all of the subjects who indicated on the questionnaire that they believed the videotaped student to be emotionally disturbed, subjects in the "emotionally disturbed expectancy" condition rated him significantly more disturbed than did teachers in the "normal expectancy" condition.

Both groups of teachers tended to disagree with the statement that, based on the videotaped student's behaviors, they would prefer that he not be placed in their classes. Subjects in the control group tended to disagree with the statement more, although not to a significantly greater degree. Based on this finding, it is suggested that, even though teachers might express misgivings and doubts concerning the placement of students labelled emotionally disturbed in their classes, they tend not to reject the students outright.

CHAPTER 1
INTRODUCTION

This study was designed to investigate the relationship of teacher morale and certain demographic factors with teacher ratings of a child labelled emotionally disturbed. Several authors in the field of special education have advocated the concept of mainstreaming exceptional students in the public schools (Dunn, 1968; Johnson, 1969; Lilly, 1970; Miller & Schoenfelder, 1969; Nelson & Schmidt, 1971), and with the advent of national legislation (Public Law 94-142), many emotionally disturbed children who once spent their entire academic day in a self-contained special education classroom will now spend a sizable portion of their day in a regular classroom.

There is a need for research investigating the factors that could influence the potential for success or failure of an emotionally disturbed child who is placed in a regular class. Brophy and Good (1970), Haring (1957), and Rosenthal and Jacobson (1968) have suggested that teacher expectancy can be a strong determinant of pupil performance. Foster, Ysseldike, and Reese (1975) presented evidence which indicated that labelling a child emotionally disturbed elicits preconceived stereotypical expectancies on the part of teachers and that these expectancies are held even in the face of conflicting evidence.

Most of the investigators who have researched the effect of teacher expectancy on pupil performance have concerned themselves only with whether or not such an effect exists, and have not concerned themselves with an investigation of the factors which could have an influence on teacher expectancy (Brophy & Good, 1970; Foster, Schmidt, & Sabatino, 1976; Mason, 1973). A teacher's expectancy and attitude toward a mainstreamed emotionally disturbed child could be affected by any number of factors.

Several researchers have investigated teacher morale (Blocker & Richardson, 1963; Ellenburg, 1972; Rempel & Bentley, 1970b); however, there has been no research investigating the relationship between teacher morale and attitude toward emotionally disturbed children. Harasymiw and Horne (1975), in discussing the integration of handicapped children in the regular classroom, suggested the feasibility of reeducating classroom teachers to work with handicapped students in the regular classroom. They pointed out that these retraining workshops could be best developed if based on an understanding of teacher characteristics (e.g., sex, age, race, and years of teaching experience) and their relationship to teacher attitudes.

Obtaining information concerning the relationship of teacher morale and other characteristics with teacher attitudes could prove useful to administrators who place emotionally disturbed children in regular classrooms. If certain teacher characteristics can be shown to be predictors of more positive teacher expectancy for the child, then the administrator can examine

the relevant characteristics of the teacher and place the child appropriately.

Statement of the Problem

The problem in this study was to determine whether teacher morale, as measured by the Purdue Teacher Opinionaire, and certain demographic characteristics of teachers can be used to predict how teachers of regular grades four through six rate the behavior of students labelled either emotionally disturbed or normal. Demographic factors considered were teacher age, sex, race, years of teaching experience, marital status, and number of children of his own.

Definition of Terms

Emotionally Disturbed Child - any child who is placed for some portion of his academic day in a resource room for emotionally disturbed children and who spends the remainder of the day in a regular classroom. According to Hillsborough County Public Schools, such children may be characterized by disturbed peer relations, poor relations with teachers, aggressive behavioral outbursts, or withdrawal.

Mainstreaming - the practice in which each handicapped student is integrated, insofar as possible, into a non-special educational environment so that he comes into contact with normal students and learns from regular class teachers.

Regular Class Teachers - any certified teacher in the Hillsborough County School System who has been trained in elementary education and is employed as a teacher of grades four, five, or six.

Resource Room - a classroom to which small groups of students identified as emotionally disturbed are assigned for some portion of the academic day. The activities of the resource room are designed for the remediation of emotional difficulties.

Teacher Morale - the professional interest and enthusiasm that a teacher displays toward the achievement of individual and group goals in a given job situation, as measured by the Purdue Teacher Opinionnaire.

Delimitations

Subjects for this study were selected from one populous county in the state of Florida, and only regular education teachers of grades' four through six participated. The subjects came from five elementary schools in different parts of Hillsborough County. The sample cannot be said to be representative of teachers of grades one through three or grades seven through twelve.

Limitations

Due to school district policy, participation in the study was purely voluntary. It is possible that teachers having one

or more characteristics in common could have refused to participate, thereby limiting the representativeness of the sample.

The assessment measures used in this study were paper and pencil instruments. A problem with paper and pencil evaluation is the difficulty in determining whether a teacher's response on paper corresponds to how she would feel or act in the classroom. Nevertheless, the teachers' completion of the dependent measures was based on actual behavior as observed on a videotape.

Summary

In Chapter I, the problem of stereotypical teacher expectancies was discussed relative to the mainstreaming of emotionally disturbed children. How regular class teachers view the behavior of a child labelled emotionally disturbed could influence how they will deal with that child; therefore, it is of concern to administrators. Teacher characteristics, such as morale, were discussed as possible predictors of teacher ratings of children labelled emotionally disturbed and normal.

In Chapter II, the review of literature, the problem will be discussed in more detail as it fits into the context of past research. The actual procedures involved in the study will be presented in Chapter III. The results will be presented in Chapter IV, with a discussion of the results following in Chapter V.

CHAPTER 11
REVIEW OF RELATED LITERATURE

Three bodies of literature are relevant to the present study and will be reviewed in this chapter. The review includes literature concerning (a) teacher morale, (b) teacher attitudes toward integration of handicapped students in the regular classroom, and (c) teacher expectancy.

Teacher Morale

The literature concerning teacher morale is replete with correlational studies and questionnaire techniques (Coughlan, 1970; Coverdale, 1973; Ellenburg, 1972; Price, 1971). Several authors have offered their own definitions and then suggested ways in which to maintain or to improve teacher morale (Adams, 1975; Stevenson & Milt, 1975; Van Hoven, 1974).

Blocker and Richardson (1963), in reviewing morale research, cited the need for studies investigating the relationship between morale and teacher performance. They also recognized the need for development of assessment devices which have been validated against external criteria. Rempel and Bentley (1970a) responded to the need with the development of the Purdue Teacher Opinionaire (PTO). The PTO has been used in a variety of research studies.

Administering the PTO to 3,075 secondary school teachers, Rempel and Bentley (1970b) found a relationship between salary and level of teacher morale. The investigators observed a gradual progression in level of morale as the number of years of teaching experience increased, and they found that teachers who had a master's degree had a higher morale score than teachers who had a bachelor's degree.

Greenwood and Soar (1973) used the PTO to investigate the relationship between morale and verbal behavior of 39 female elementary school teachers. The investigators found teacher morale to be negatively correlated with the percentage of teacher talk, but they indicated that the amount of pupil talk followed by more pupil talk was positively related to satisfaction with teacher salary and teacher load. The significance of such findings is dubious since correlation does not demonstrate any cause and effect relationship.

Jones (1968) used the PTO to evaluate and compare the morale of 204 regular class teachers with the morale of 146 teachers of the mentally retarded. He found no difference between the morale of the two groups of teachers, and observed no relationship between morale and whether a special education teacher worked in a special or regular school. Kovacevich (1974) also found that there was no difference between the morale of special education and regular class teachers, controlling for the variables of experience, type of school district, level taught (elementary or secondary) and training.

The relation between performance and teacher morale is a problem that merits further investigation. As technology continues to be improved (e.g., development of the Purdue Teacher Opinionaire), this potentially valuable source of information about teachers can be more profitably investigated.

Teacher Attitudes Toward Integrating Handicapped Students

There exists an abundance of research dealing with attitudes toward handicapped individuals (Sigler & Lazar, 1976); however, the scope of the present research narrows the relevant literature to that pertaining to teacher attitudes toward, not just handicapped children, but the integration of handicapped children into regular classes. The investigative technique most often used has been some form of questionnaire.

Guerin and Szatlocky (1974) used the questionnaire approach to investigate the attitudes of 17 administrators and 31 teachers who worked in schools where the integration of mildly retarded children into regular classes had recently taken place. The behavior of the retarded students was said to be similar in many aspects to that of normal students. The investigators concluded that the majority of teachers and administrators involved with the program approved of the integration.

The results of the Guerin and Szatlocky study are suspect because of the presence of several uncontrolled potentially confounding variables. The characteristics of the teachers and administrators were not described, and there was not adequate

description of the differences and similarities between the mildly retarded students and the normal ones.

Other investigators (Barngrover, 1971; Phelps, 1974) found teachers to be less favorable toward regular class placement of handicapped students. Barngrover interviewed 50 teachers, administrators and school psychologists who were in daily contact with exceptional children. In her effort to determine opinion regarding placement, she found that classroom teachers more often favored special class placement for mildly handicapped students, while non-teaching professionals favored regular class placement. Phelps (1974) obtained similar results using a questionnaire technique.

Proctor (1967) supported the idea that teacher attitudes toward integration of exceptional children are a function of whether the teacher teaches a special education class or a regular class. Combs and Harper (1967) disagreed, concluding that the amount of experience, rather than type of experience, is the variable which most affects teacher attitudes.

Gullotta (1974) found teachers to be more willing to keep a moderately disturbed child in their regular classes provided they received assistance needed to help and maintain the child. Graduate students in education read a case history of an acting-out male and, using a seven-point Likert scale, indicated whether they would recommend or not recommend each of ten suggested solutions. The three solutions most acceptable to the teachers were referral to a guidance clinic, referral to outside community activity, such as scouting, and special education assistance.

All three solutions allowed for the child to remain in the regular classroom.

It could be that the crucial variable determining whether or not teachers have favorable attitudes toward the integration of mildly handicapped students is actual contact with such students (Guerin & Szatlocky, 1974; Harasymiw & Horne, 1975; Shotel, Iano, & McGettigan, 1972), or perhaps it is instruction in how to manage handicapped students (Brooks & Bransford, 1971; Shaw & Gillung, 1975). Either results in more information for the regular class teacher.

Shaw et al. investigated the latter possibility by examining the effect of a six-week summer course on the attitudes of ten regular class teachers. The investigators attempted to assess the teachers' attitudes toward mainstreaming mildly handicapped children by administering to them the Rucker-Gable Educational Scale. The scale was administered prior to, immediately after, and three months following completion of the course. The same scale was administered to a control group of teachers who were not enrolled in the course. Analysis of the results indicated no significant difference between pretest scores of the experimental and control groups; however, there was a significant attitude change for the experimental group from pretest to posttest. The increased positive attitude was maintained over the ensuing three-month period. The results of the study lend support to the opinion of Brooks and Bransford (1971) that there is a need to retrain regular teachers regarding how to properly serve the needs of exceptional children in regular classes.

As suggested earlier, another possible determinant of teacher attitudes toward integration of exceptional children is actual contact with the children. Johnston (1972) used a questionnaire to investigate the attitudes of regular class teachers into whose classes a mildly handicapped child had already been placed. The investigator reported that every teacher who answered the questionnaire agreed that class progress was not impeded by the presence of the handicapped student, and many teachers expressed amazement at the achievement of the handicapped child in the classroom. The results of this study may be biased since no information was provided regarding the opinion of those teachers who did not answer the questionnaire, and how many teachers failed to do so.

Johnston's findings were supported by the results of a study by Harasymiw and Horne (1975). Subjects were 352 teachers from integrated (experimental) and non-integrated (control) educational settings. All subjects completed a questionnaire designed to measure teacher attitudes toward issues involved in a recently passed state law requiring integration of handicapped children into the regular classroom. Analysis of the results indicated that teachers in the experimental group tended to have more favorable attitudes than their counterparts in the control group.

Several authors (Brooks and Bransford, 1971; Harasymiw & Horne, 1975) have suggested the feasibility of reeducating classroom teachers to work with handicapped students in the regular classroom. They concluded that these retraining workshops could be best developed if based on an understanding of teacher charac-

teristics and their relationship to the attitudes held by teachers. If teacher expectancies and attitudes toward handicapped students could be made more positive, then perhaps teachers could be taught to deal more effectively with handicapped children placed in their classes. In their investigation of teacher perception of behavioral disorders in children, Kelly, Bullock, and Dykes (1974) classified the teachers according to sex, age, race, years of teaching experience, and educational level. Harasymiw and Horne (1975) suggested that more research into the inter-relationships of demographic factors and attitudes is required.

Teacher Expectancy

The Landmark Study and Criticism

The landmark study concerning teacher expectancy, or self-fulfilling prophecy, was reported by Rosenthal and Jacobson (1968). They explained self-fulfilling prophecy to be "how one person's expectations for another's behavior can quite unwittingly become a more accurate prediction simply for its having been made" (Rosenthal & Jacobson, 1968, p. vii). Their research has aroused great controversy and, subsequently, has spawned a host of expectancy studies.

Rosenthal and Jacobson asked elementary school teachers to administer the Tests of General Ability (TOGA) to every child in their school (K through 5). The teachers were led to believe that the instrument was capable of identifying "bloomers," defined as students who could be expected to show an academic spurt in

their performance during the school year. The TOGA is actually a nonlanguage group intelligence measure.

In the fall of 1964, twenty percent of the students were randomly selected to be potential "spurters," and the teachers were so informed. The TOGA was readministered in January, 1965, May, 1965, and May, 1966. Of the control group children, 19 percent gained 20 or more points in total IQ while, of the experimental group students, 47 percent made similar gains.

The authors concluded that favorable teacher expectations can result in improved pupil IQ scores. The gains appeared to be most dramatic in the case of younger children. The investigators suggested that younger children were more easily influenced but required constant contact with the biased agent (the teacher) in order to maintain their expectancy. Older children were said to be more difficult to influence but were capable of maintaining their behavior change once it had taken place.

The study received mixed, but strong, reactions ranging from wholehearted endorsement (Neurmberger, 1969) to outright rejection as incompetent research (Thorndike, 1968). Snow (1969) criticized the use of IQ scores rather than more meaningful mental age data which was available in the school files. He further pointed out that pretest data indicated that some children were functioning at the "imbecile" or "moron" level while, on the posttests, the children appeared to make spectacular gains. One child with a pretest IQ of 17 scored IQs of 148, 110, and 112 on the posttests.

Snow questioned the fact that no group differences were noted at the higher grade levels and also questioned the authors' reliance on the conservative normative data supplied with the TOGA. Finally, Rosenthal and Jacobson did not attempt to explain the effects of a 20 percent subject loss, nor the fact that teachers could not remember which children were the "bloomers."

Research in Which Expectancy Effect Was Not Demonstrated

Several other investigators have conducted experiments similar to the one by Rosenthal and Jacobson and have attained conflicting results. Baker and Crist (1971) summarized nine unsuccessful attempts to replicate the study. Fleming and Anttonen (1971) investigated the effects of teacher expectancy upon intellectual growth when teachers were given erroneous reports concerning the IQ scores of their second grade students. Correct pupil IQ scores and scores inflated by 16 points were randomly presented to teachers. The researchers reported no significant difference among treatment groups. Fleming and Anttonen concluded that self-fulfilling prophecy has not been shown to be generalizable to all settings.

Brophy and Good (1972) suggested that results inconsistent with those of Rosenthal and Jacobson (1968) generally spanned a long time period. Also, teachers were often already familiar with students before any misinformation could be presented about them. Brophy and Good suggested that in this type of situation, teachers could easily disbelieve or reject the experimenter's information if it conflicted too greatly with what they already knew.

What studies in the area of teacher expectancy suggest, according to Gaité (1974), is that if teacher expectancy really does influence pupil performance, then it probably only does so when the expectation is massive, and is a consistent part of a set of opinions and beliefs held by a teacher. In an attempt to focus on how self-fulfilling prophecy actually operates, Jeter (1975) and Schain (1975) both concluded that teacher expectations are not automatically self-fulfilling. They suggested that self-fulfilling expectations must be translated into behavior that will communicate the expectations to the pupil and thereby shape his behavior toward expected patterns.

Research in Which Expectancy Effect Was Demonstrated

Several investigators have demonstrated that giving biased information concerning students to the teacher can affect her expectations of the student, her behavior toward the student and the student's classroom performance (Brandt & Hayden, 1974; Larsen, 1975). Cahen (1966) demonstrated that teachers of elementary grades display a tendency toward biased test grading when they receive false information concerning students, and that the test grading bias is in the direction of the information bias.

Palardy (1969) found that teacher expectancy is related to reading achievement test scores. Male students whose teachers felt that boys could learn to read at the same rate as girls achieved a test score comparable to the girls'. In a matched sample of other boys and girls, whose teachers felt that boys could not learn to read at the same rate as girls, the male students achieved a significantly lower test score.

Jones (1970) randomly labelled certain children as "culturally deprived" and found that student teachers consistently assigned lower morale scores to those children, in contrast to the higher morale scores assigned to "non-deprived" children. Favorable, neutral, or unfavorable psychological reports also appear to have an effect on teacher expectancy. Mason (1973) randomly distributed different reports to teachers who were then exposed to a videotape of a kindergarten child being tested. Subjects were asked what grades the youngster would receive at the end of first grade. There were significant differences in expectations, with the lowest grade being assigned by subjects who read negative reports.

Several researchers have attempted to analyze the behavioral mechanism involved in expectancy effects (Dusek, 1975; Finn, 1972; Rist, 1970; Rubovits & Maehr, 1971). Brophy and Good (1970) observed the dyadic interaction between teachers and individual students who had previously been ranked by the teachers as either very high or very low in achievement. Results indicated that teachers demanded better performance from those children for whom they had higher expectations and were more likely to praise such performance when it occurred. On the other hand, teachers were more likely to accept poor performance from, and gave less praise for good performance to, those students for whom they held low expectations. The findings of Brophy and Good offer behavioral evidence for the hypothesis that teacher expectancy affects teacher behavior toward students.

Another cluster of research has demonstrated that teachers will maintain stereotypes of improperly labelled children despite conflicting behavioral evidence (Foster, 1976). Foster, Ysseldike, and Reese (1975) divided 38 graduate and undergraduate students enrolled in an introductory course in education of emotionally disturbed children into two groups. Both groups viewed the same videotape of a normal fourth grade male. One group had been told that the child portrayed in the videotape was normal. The other group was told that the child was emotionally disturbed. Following the videotape, both groups completed a referral form on which they were asked to rate the behavior of the child they had just seen on videotape. The researchers found that the group which expected the child to be emotionally disturbed rated his behavior significantly more negatively than did the normal expectancy group. Foster et al. suggested that teacher trainees have preconceived stereotypical expectancies about the behavior of emotionally disturbed children, and that labelling a child as such calls forth these biases despite behavioral evidence to the contrary.

The study has been replicated with the only difference being the exceptionality ascribed to the student. Foster, Schmidt, and Sabatino (1976) obtained similar results when elementary school teachers expected the child in the videotape to be learning disabled. Salvia, Clark, and Ysseldike (1973) also obtained similar results when the child in the videotape was assigned either the label "mentally retarded" or "gifted."

Foster et al. (1975) pointed out that no matter what the deviancy label, the teacher approaches the child with a mental set based on preconceived expectancies, and that normal behaviors can be misinterpreted as typical of whatever labelled condition is ascribed to the child.

Summary

There is ample evidence to suggest the existence of a teacher expectancy effect on pupil performance in the classroom. There has been no research to investigate whether certain teacher characteristics, such as teacher morale and demographic factors, can be used as predictors of teacher expectancy, and to what extent they might influence teacher behavior toward children. The present study is an attempt to respond to this research need by investigating whether teacher morale and certain demographic factors relate to teacher expectancy in such a way that they can be useful as predictors.

CHAPTER III
METHOD AND PROCEDURES

In Chapter III are presented the method and procedures used in the study. The chapter is divided into five sections, which are statement of the null hypotheses, description of the subjects, description of the instrumentation, description of procedures, and treatment of the data.

Statement of Null Hypotheses

1. Teacher morale is not a predictor of how teachers rate the behavior of students labelled emotionally disturbed or normal.
2. Teacher age, sex, race, years of teaching experience, marital status, number of children, and label assignment are not predictors of how teachers rate the behavior of students.
3. No differences exist in teacher attitudes toward students labelled emotionally disturbed as opposed to students labelled normal.
- 4a. There is no relationship between categorical label assigned to a student and teacher ratings of presence or absence of disability in that student.

- 4b. There is no difference between teacher ratings of degrees of disability attributed to a student, after having viewed the student on videotape.

Subjects

Subjects were 34 teachers of regular elementary classes (grades four through six), employed by the Hillsborough County Public Schools in Tampa, Florida. Prior to a district-wide inservice day, teachers from five different public schools were asked to participate in the study in lieu of attending some other inservice activity. Attendance at an inservice meeting was mandatory; but participation in the study was voluntary.

The 34 volunteers were randomly assigned to one of two treatment groups. The relevant demographic characteristics of the subjects in both groups are presented in Table 1. In Hillsborough County, teachers are assigned from a pool to teach either grade four, five, or six and teacher assignment may vary from one year to the next; therefore, no attempt was made to categorize the sample according to grade level taught.

Instrumentation

Purdue Teacher Opinionnaire

The Purdue Teacher Opinionnaire (Rempel & Bentley, 1970a) was designed to measure teacher morale. The instrument provides sub-scores of ten morale dimensions including teacher rapport with

Table 1
Demographic Characteristics of Subjects in the
Experimental and Control Conditions

Variables	Experimental (E.D. Expectancy)	Control (Normal Expectancy)
Sex		
Males	3	2
Females	15	14
Race		
White	16	13
Black	2	2
Latin	0	1
Age		
21 to 30 years	6	6
31 to 40 years	3	7
41 to 50 years	5	2
over 51 years	4	1
Education		
Bachelors Degree	9	13
Masters Degree	9	3
Marital Status		
Single	3	3
Married	13	12
Divorced	0	1
Widowed	2	0
Mean Number of Children	1.7	1.8
Mean Years of Teaching Experience	13.1	8.8
Mean Morale Score	286.6	296.1

principal, satisfaction with teaching, rapport among teachers, teacher salary, teaching load, curriculum issues, teacher status, community support of education, school facilities and services, and community pressures. The instrument also yields a total score which was used for purposes of this study. The total score indicates the general level of a teacher's morale. The 100-item questionnaire can be group administered in 20 to 30 minutes.

Rosner (1972) favorably reviewed the instrument, citing the total score test-retest reliability of .87. Rempel and Bentley (1970a) validated the original form of the Opinionaire against peer judgment made by fellow teachers. Teachers throughout a school system were asked to identify the teachers in their school with the highest morale and an equal number of teachers with the lowest morale. The teachers were asked to use the conceptual definition of morale which is presented in this study.

To determine instrument validity, mean Opinionaire scores were calculated for groups of teachers judged on the basis of peer judgments to be high, medium, or low morale teachers. Differences among the three groups were significant ($\alpha = .05$) in the expected direction.

In a validation study of the revised form of the Opinionaire, principals in Indiana and Oregon were asked to complete the Opinionaire as they believed the faculty would complete it. The faculty also completed the Opinionaire. Rempel and Bentley reported that the differences between the median scores for teachers and the median scores for principals were not significant.

F-Y Observation Checklist

The observation checklist consists of a 15-item rating scale on which subjects were asked to rate the behavior of the child portrayed in the videotape. Various areas of behavior were rated including academic skills, perceptual motor development, activity level and personal-social adjustment.

Ratings were made along a 104 mm. continuum divided into five levels ranging from Superior to Far Below Average. Distance along this line constitutes the score for each item, with the total score being determined by the average distance for all items. High scores indicate negative ratings. Foster, Ysseldike, and Reese (1975) computed a split half reliability coefficient for this instrument with 60 elementary teachers and graduate students in education. Corrected for length of test, they found the reliability coefficient to be .917. A sample copy of the scale can be found in Appendix B.

Case Study Vignettes

The two case study vignettes were typewritten descriptions of a 4th grade male student. In one vignette, the student is said to be emotionally disturbed and in the other, the student is presented as "normal." Both vignettes were labelled "Study II" and were approximately one half page in length. (See Appendix C for complete vignettes.)

Videotape

The 12-minute color videotape of a beginning 4th grade child, developed by Foster, Ysseldike, and Reese (1975) was used in this

study. The child was normal in the areas of intelligence and academic achievement. His appearance was determined to be normal on the basis of a Q-sort technique employed during a previous study. The child's cumulative folder contained no records of unusual or deviant behavior.

The child was presented on videotape as he engaged in four different activities: (a) taking the reading recognition subtest of the Wide Range Achievement Test, (b) taking the general information subtest of the Peabody Individual Achievement Test, (c) performing several perceptual-motor tasks, and (d) playing with several toys provided by a supervising adult. The child performed on the achievement tests at grade level.

Questionnaire

The opinion questionnaire consisted of seven typewritten questions referring to the child who was viewed on the videotape (see Appendix D). For each of the first four questions, subjects were to check one of the following responses: strongly agree, agree, disagree, strongly disagree. For purposes of scoring, the response to each question was assigned a numerical value from one (strongly agree) to four (strongly disagree).

In the final three questions the subject was requested to indicate to what degree she thought the child portrayed in the videotape was learning disabled, emotionally disturbed, or mentally retarded. Five choices, ranging from no disability to profound disability, were presented on a continuum for each question. The subject was allowed to mark any spot along the

continuum which corresponded to her opinion. Responses were scored by measuring the distance from the point of origin to the point marked by the subject on the continuum. Responses by all subjects in both experimental conditions were summed and averaged for each question.

Procedures

Pilot Study

A pilot study was conducted to investigate whether the two case study vignettes created the desired expectancy effect in the minds of the teachers who read them. Subjects were 17 teachers and three assistant principals from a middle school in Alachua County, Florida. Of the subjects, 13 were female and 7 were male. Two were black and 18 were white. Subjects were asked to participate in the study during the course of a three-hour period in one school day.

Subjects were seated, one at a time, in a small room with the experimenter. Each subject was asked to read a case study vignette which described either a normal 4th grade male or one said to show indications of emotional disturbance. Half of the subjects read the "normal expectancy" vignette while the other half read the "emotionally disturbed expectancy" vignette.

Upon reading the vignette, each subject was asked to describe the child as he remembered him from the vignette ("What did these paragraphs tell you about the child who was discussed in them? . What do you remember about the child?"). No teacher heard the

other teachers' responses or even knew which vignette the other teachers read. Participants were asked to refrain from discussing anything about the activity until the experiment was completed. Collection of all the data for the pilot study required approximately three hours.

Of the ten educators who read the "emotionally disturbed expectancy" vignette, all ten described the child as emotionally disturbed. Of the ten who read the "normal expectancy" vignette, nine described the child as normal, and one teacher suggested that the child was probably abnormal because of special interest shown in him. The same teacher placed the student in a state different from the one mentioned in the vignette. Some verbatim responses of the 20 teachers are presented in Appendix F.

Examination of the results indicates that the two case study vignettes successfully conveyed two different pictures of the same student. The "emotionally disturbed expectancy" vignette did create, in the minds of those who read it, the expectancy that the child described was, or could be, emotionally disturbed. The "normal expectancy" vignette, on the other hand, seemed to convey to the readers that the child was normal or average for his age level.

Data Collection

Subjects were randomly assigned to one of two treatment groups, designated the "normal expectancy" group and the "emotionally disturbed expectancy" group. Every teacher was asked to complete a form requesting demographic data regarding age, sex, race,

years of teaching experience, marital status, and number of children of her own. (See Appendix A for a copy of the data form.)

Subjects were told that they were going to participate in two short studies. Study I involved completion of the Purdue Teacher Opinionaire. Study II involved viewing the videotape, and then completing the F-Y Observation Checklist and an opinion questionnaire.

All subjects received a typewritten information sheet labelled Study I (see Appendix E). By means of the information sheet, teachers in both experimental groups were asked to complete the Purdue Teacher Opinionaire which was used to measure teacher morale. Upon completion of the morale assessment, teachers in the "normal expectancy" (control) group each received a typewritten case study vignette labelled Study II, in which a 4th grade male student was described. The vignette indicated that the teachers were about to view a videotape of a child who functions at a level normal for his age group.

Teachers in the "emotionally disturbed expectancy" (experimental) group each received a vignette similar to that given the control group except that the student they were about to see on videotape was described as showing indications of emotional disturbance. All of the teachers were exposed to the same videotape presentation of a 4th grade male student who, under the supervision of an adult male, engages in various activities. When the videotape had been shown, each teacher in both groups was asked to evaluate the child by completing the F-Y Observation Checklist.

Throughout the entire procedure, all subjects were in the same room and complied with the request that they remain silent until everyone had completed the observation checklist and the opinion questionnaire. Figure 1 outlines the experimental procedure.

Data Analysis

Data relevant to the first hypothesis were evaluated by means of multiple regression analysis, a method of analyzing the collective and separate contributions of two or more independent variables to the variation of a dependent variable. This method yields a linear combination of variables having a maximum correlation with the dependent variable. Kerlinger and Pedhazur (1973) explained the procedures involved in multiple regression analysis of data with both categorical and continuous independent variables. In the present study, these procedures were used to analyze the effects of the categorical variable (whether the teacher was assigned to the experimental or control group) and the continuous variable (teacher morale) on the dependent variable (teacher rating of the student on the F-Y Observation Checklist). The data were analyzed via the computer package SPSS (Nie, Hull, Jenkins, Steinbrenner, & Bent, 1975).

With respect to hypothesis two, the data were again analyzed using multiple regression procedures and the SPSS computer package. The total score from the F-Y Observation Checklist was regressed on the following variables: group assignment, sex, race, age, marital status, education, teaching

Sequence of Events

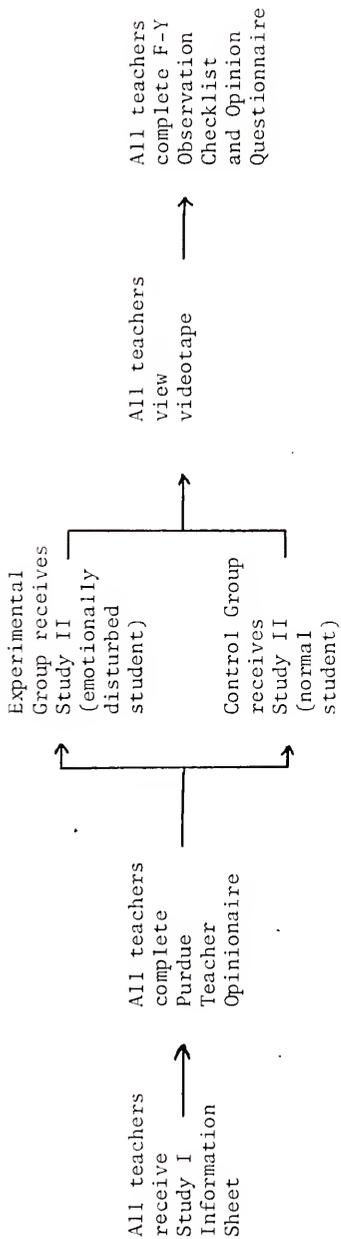


Figure 1

Experimental Procedure

experience, morale, and number of children. An additional multiple regression analysis was employed to analyze the potential interaction of the three variables group assignment, sex, and number of children, using age as a covariate.

Hypothesis three was tested after the subjects' responses on each of the first four questions of the questionnaire were analyzed to determine if there was a significant difference in how the experimental and control groups responded to each question. Four separate t-tests were used to test for a significant difference between the response means of the experimental and control groups.

Null hypothesis four-a was tested by use of the chi-square test of statistical significance with respect to the final three questions of the questionnaire. The test was employed to determine whether a relationship exists between the teacher ratings of presence or absence of a disability and either of the three categorical labels learning disabled, emotionally disturbed, and mentally retarded.

Hypothesis four-b was tested after data relevant to the final three questions of the questionnaire were analyzed by use of three separate t-tests. Of those teachers who responded that the student showed indications of a particular disability, the t-test was employed to determine whether one experimental group rated the child's disability to be of a significantly greater degree than did the other group.

CHAPTER IV

RESULTS

This chapter deals with the presentation of the results. The chapter has been divided into four major sections which correspond to the null hypotheses of the study.

Null Hypothesis One

Hierarchical regression analysis was used to test the null hypothesis that teacher morale is not a predictor of how teachers rate the behavior of students labelled emotionally disturbed or normal. A summary of the regression analysis is presented in Table 2.

Table 2

Summary of Hierarchical Regression Analysis for the
Independent Variables of Group Assignment and Teacher Morale

Source/Order	SS	df	MS	F at Entry
Group	81270.84	1	81270.84	3.209
Morale	26742.82	1	26742.82	1.056
Error	785065.90	31	25324.71	
Total	893079.56	33		
Interaction Group x Morale	8328.47	1	8328.47	.3217

Examination of the obtained F values indicates that neither the main effects for group and morale nor their interaction were statistically significant ($\alpha = .05$). Based on the statistical analysis, the null hypothesis that teacher morale is not a predictor of teacher rating could not be rejected.

Null Hypothesis Two

The second null hypothesis was that teacher age, sex, race, years of teaching experience, marital status, and number of children are not predictors of how teachers rate the behavior of students labelled emotionally disturbed as opposed to students labelled normal. The total score from the F-Y Observation Checklist was regressed on teacher morale and selected demographic variables. Intercorrelations of the demographic, dependent and independent variables are presented in Table 3.

When all eight independent variables were permitted to enter the system, the observed multiple R was .74523, with a corresponding R^2 of .55537. This finding indicated that, operating jointly, the eight independent variables explained approximately 55% of the variance in the dependent variable, the rating of the child's behavior by the teacher on the F-Y Observation Checklist.

The observed multiple R , the corresponding R^2 and the R^2 change for the independent variables as they entered the system, are presented in Table 4.

Table 3
Intercorrelations of Demographic, Dependent and Independent Variables

	Group	Sex	Race	Age	Marital Status	Education	Children	Experience	Morale Score	F-Y Score
Group	1.00	0.06	-0.07	0.24	0.14	0.53	-0.04	0.27	-0.12	0.50
Sex	-0.06	1.00	-0.10	0.14	0.11	-0.21	0.27	0.20	0.27	0.58
Race	-0.07	-0.10	1.00	-0.04	0.11	0.01	0.19	0.15	-0.00	0.02
Age	0.24	0.14	-0.04	1.00	0.42	0.13	0.54	0.71	0.55	0.11
Marital Status	0.14	0.11	0.11	0.42	1.00	-0.06	0.48	0.42	0.28	0.01
Education	0.53	-0.21	0.01	0.15	-0.06	1.00	-0.10	0.01	-0.17	-0.22
Children	-0.04	0.27	0.19	0.54	0.48	-0.10	1.00	0.55	0.45	-0.25
Experience	0.27	0.20	0.15	0.71	0.42	0.01	0.55	1.00	0.25	0.51
Morale Score	-0.12	0.27	-0.00	0.55	0.28	-0.17	0.45	0.25	1.00	0.15
F-Y Score	0.50	0.58	0.02	0.11	0.01	-0.22	-0.25	0.51	0.15	1.00

Table 4
Multiple R , R^2 , and R^2 Change for the Independent
Variables as They Entered the System

Variable	Multiple R	R^2	R^2 Change
Sex	0.37814	0.14299	0.14299
Children	0.51138	0.26151	0.11852
Experience	0.62157	0.38635	0.12484
Group	0.65789	0.43282	0.04647
Education	0.70908	0.50279	0.06997
Morale	0.72751	0.52927	0.02648
Race	0.74307	0.55215	0.02288
Age	0.74523	0.55537	0.00323

The R^2 indicates the proportion of variance accounted for by all of the independent variables which have entered the system at any given point in the procedure. The R^2 change indicates the increase in R^2 accounted for by the entry of the next variable into the system. The prediction equation derived for all eight variables and their respective partial regression coefficients was

$$\hat{Y} = 492.776 + 182.240(\text{Sex}) - 50.075(\text{Children}) + 6.084(\text{Experience}) \\ + 118.846(\text{Group}) - 89.546(\text{Education}) + 0.927(\text{Morale}) + 62.489 \\ (\text{Race}) - 13.567(\text{Age}).$$

Presented in Table 5 are the F -ratios for each variable after all eight variables had entered into the regression analysis. The F -ratios were examined to determine whether the unique contribution of each variable was statistically significant. Only the F -ratios associated with sex, number of children, and group assignment were significant statistically.

Table 5
F-ratios for the Independent Variables
 in the Regression Analysis

Variable	df	F
Sex	1 & 25	7.424*
Number of Children	1 & 25	11.259*
Experience	1 & 25	2.030
Group Assignment	1 & 25	5.901*
Education	1 & 25	3.183
Morale	1 & 25	1.926
Race	1 & 25	0.990
Age	1 & 25	0.181
$R^2 = .55$		

*Statistically significant ($\alpha = .05$)

Using age as a covariate, three variables (sex, group assignment, and number of children) and their interactions were allowed to enter the multiple regression system. The resulting F-ratios for the unique contribution of the three variables as well as their interactions were not found to be significant, although $R^2 = .47$. This disparity appears to result from overlap among the independent variables in the source analysis.

Null Hypothesis Three

The third null hypothesis was that no significant difference exists in teacher attitude toward a student labelled emotionally disturbed as opposed to a student labelled normal. Four separate t-tests for independent samples were used to test for a significant

difference between the response means of the experimental and control groups for the first four questions on the opinion questionnaire. A summary of the t-test analyses is presented in Table 6.

Table 6
Summary of t-test Analysis for Questions One
Through Four of the Questionnaire

1. If the student shown in the videotape were assigned to my class, I could provide him with a meaningful educational program.			
<u>Condition</u>	<u>Mean</u>	<u>df</u>	<u>Calculated t</u>
Emotionally Disturbed Expectancy	2.39		
Normal Expectancy	1.75	30	2.70*
2. This student can learn successfully in a regular elementary class.			
<u>Condition</u>	<u>Mean</u>	<u>df</u>	<u>Calculated t</u>
Emotionally Disturbed Expectancy	2.39		
Normal Expectancy	2.00	30	2.00
3. This student's presence in a regular elementary class would probably have a detrimental effect on the other children.			
<u>Condition</u>	<u>Mean</u>	<u>df</u>	<u>Calculated t</u>
Emotionally Disturbed Expectancy	2.50		
Normal Expectancy	3.06	30	2.55*
4. This student's behaviors are such that I would prefer that he not be placed in my class.			
<u>Condition</u>	<u>Mean</u>	<u>df</u>	<u>Calculated t</u>
Emotionally Disturbed Expectancy	2.72		
Normal Expectancy	3.13	30	1.70

*Statistically significant ($\alpha = .05$)

A significant value for \bar{t} was obtained for questions one and three. In examining the table, it should be remembered that the lower the mean, the more the subjects tended to agree with the statement presented. The higher the mean, the more the subjects tended to disagree with the presented statement. Two scores, chosen at random from the experimental group, were omitted from the \bar{t} -test analysis in order to equalize the number of scores in each sample.

Null Hypothesis Four-a

The hypothesis that there would be no relationship between categorical label assigned to a student and teacher ratings of presence or absence of disability in that student was analyzed by use of the chi-square test of statistical significance, a procedure used to test whether a systematic relationship exists between two variables. The test was employed with regard to each of the final three questions of the questionnaire, to determine whether a relationship exists between the teacher ratings of presence or absence of a disability and either of the three categorical labels, learning disability, emotionally disturbed, and mentally retarded.

Based on the statistical analysis, the null hypothesis was not rejected, as none of the three relationships was found to be significant ($\alpha = .05$). The results of the chi-square analyses are presented in Table 7.

Table 7
Results of Chi-Square Analysis for Hypothesis Four-a

Relationship Examined	df	Chi-Square
Group by label <u>learning disability</u>	1	0.04250
Group by label <u>emotionally disturbed</u>	1	0.04250
Group by label <u>mentally retarded</u>	1	2.17321

Null Hypothesis Four-b

Three separate t-tests for independent samples were used to test the hypothesis that there would be no significant difference between teacher ratings of degrees of disability attributed to a student, after the teachers viewed the student on videotape. Results of the three t-tests are presented in Table 8.

Among all the teachers who rated the student emotionally disturbed, teachers in the "emotionally disturbed expectancy" group rated him significantly more disturbed than did teachers in the "normal expectancy" group ($\alpha = .05$). Among all the teachers in both experimental conditions who rated the child learning disabled or mentally retarded, neither group rated the child significantly more learning disabled nor mentally retarded than did the other group.

Table 8

Results of the t-tests on the Means for Each of the
Last Three Questions of the Questionnaire

5. To what degree is the student learning disabled?

<u>Condition</u>	<u>N</u>	<u>Mean</u>	<u>S.D.</u>	<u>df</u>	<u>t-value</u>
Emotionally Disturbed Expectancy	14	49.214	11.60	23	0.91
Normal Expectancy	11	44.364	15.12		

6. To what degree is the student emotionally disturbed?

<u>Condition</u>	<u>N</u>	<u>Mean</u>	<u>S.D.</u>	<u>df</u>	<u>t-value</u>
Emotionally Disturbed Expectancy	14	58.000	18.12	23	2.08*
Normal Expectancy	11	42.636	18.54		

7. To what degree is the student mentally retarded?

<u>Condition</u>	<u>N</u>	<u>Mean</u>	<u>S.D.</u>	<u>df</u>	<u>t-value</u>
Emotionally Disturbed Expectancy	4	35.750	24.199	4	--
Normal Expectancy	0	0.000	0.000		

*Statistically significant ($\alpha = .05$)

CHAPTER V
DISCUSSION

Review of the Purpose

The purpose of this study was to investigate the relationship of teacher morale and certain demographic factors with teacher ratings of, and teacher attitudes toward, children labelled emotionally disturbed. With the recent push for the integration of handicapped students into regular classrooms, it has become increasingly important to investigate the variables which could determine whether the placement of a given handicapped student is advantageous or detrimental to him.

Review of the Literature

There are differing opinions as to what may affect teacher attitudes toward the integration of handicapped students into regular classrooms. Some authors feel that the crucial variable is actual teacher contact with handicapped students while other authors contend that additional instruction in how to manage handicapped students is the answer. The differing opinions suggest the need for further research to determine what variables affect teacher attitudes.

A further examination of research findings suggests the possibility that teacher expectancy influences a teacher's attitude and behavior toward students which, in turn, has an effect on student performance. Most investigators have concerned themselves only with whether or not such an effect exists, and have not investigated the factors which could be related to teacher attitude and behavior toward a handicapped student.

The present study was conducted in an attempt to fulfill the need for research investigating factors that could influence the potential for success or failure of an emotionally disturbed child who is placed in a regular class. A teacher's attitude and expectancy toward an emotionally disturbed student could be related to any number of possibly predictive factors. In the present study several of these possible predictors were investigated in an effort to provide information for the successful placement of emotionally disturbed children into regular classes.

Review of Hypotheses

To investigate the relationship of teacher morale, and other teacher characteristics, with teacher ratings of, and attitudes toward, students labelled emotionally disturbed, the following null hypotheses were tested:

1. Teacher morale is not a predictor of how teachers rate the behavior of students labelled emotionally disturbed or normal.

2. Teacher age, sex, race, years of teaching experience, marital status, number of children, and label assignment are not predictors of how teachers rate the behavior of students.
3. No differences exist in teacher attitudes toward students labelled emotionally disturbed as opposed to students labelled normal.
- 4a. There is no relationship between categorical label assigned to a student and teacher ratings of presence or absence of disability in that student.
- 4b. There is no difference between teacher ratings of degrees of disability attributed to a student, after having viewed the student on videotape.

Review of the Methods

Subjects in the study were 34 teachers of regular elementary classes (grades four through six), employed by a large metropolitan school system in Florida. Teachers from five different public schools volunteered to participate in the study in lieu of participation in some other mandatory inservice activity.

Subjects were randomly assigned to one of two treatment groups, designated the "normal expectancy" group and the "emotionally disturbed expectancy" group. Every subject completed a form on which he supplied information relevant to his age, sex, race, years of teaching experience, marital status, and number of children of his own.

The first part of the study involved completion of the Purdue Teacher Opinionaire, an instrument designed to measure teacher

morale. Following completion of the morale assessment, all teachers received an information sheet explaining that they were about to view a videotape of a fourth grade child. Half of the teachers were told that the child was normal, and half were told that the child was emotionally disturbed.

All of the teachers were exposed to the same videotaped presentation of a normal fourth grade male student. When the videotape had been shown, each teacher was asked to evaluate the child's behavior by completing an observation checklist. Subjects also completed a brief opinion questionnaire.

Summary of Findings

Analysis of data relevant to the hypotheses of the study indicated that teacher morale was not found to be a statistically significant predictor of teacher ratings of student behavior; however, three factors -- sex, number of children, and group assignment -- were found to be significant predictors.

To a significantly greater degree, teachers who were told that the videotaped student was emotionally disturbed responded that his presence in a regular class would have a detrimental effect on the other children. The same teachers also felt significantly less capable of providing the videotaped student with a meaningful educational program than did the teachers who were told that the student was normal. Among the subjects who indicated on the questionnaire that they believed the videotaped student to be emotionally disturbed, subjects in the "emotionally disturbed

expectancy" condition rated him significantly more disturbed than did teachers in the "normal expectancy" condition.

Interpretation and Literature Support

A finding of the present study was that male teachers tended to rate student behavior more positively than did female teachers, and that the more children a teacher has of her own, the more positively she will rate student behavior. The finding that sex was a statistically significant predictor must be viewed with caution since the statistical significance could be attributed to the small number of male teachers in the sample. A possible interpretation of the finding relating to number of children is that teachers are more tolerant of behaviors exhibited by their students when they have had experience in dealing with similar behaviors exhibited by children of their own.

The finding that group assignment (or, which label was assigned to the videotaped student) was a significant predictor of teacher ratings should have been expected, based on the recent findings of other researchers (Brandt & Hayden, 1974; Larsen, 1975) who have demonstrated that giving biased information concerning students to the teacher can affect her expectations of and behavior toward the students. The finding also lends support to the proposition that teachers have certain preconceived stereotypical expectancies about the behavior of emotionally disturbed children, and that labelling a child as such calls forth these biases despite behavioral evidence to the contrary (Foster, 1976; Foster, Schmidt, & Sabatino, 1976; Foster, Ysseldike, & Reese, 1975).

In the present study, the label assigned to the student was a significant predictor of teacher ratings even after all teachers had viewed the child's actual behavior on videotape. Further support for the existence of an expectancy effect was suggested by the finding that, among those subjects who indicated that the student was emotionally disturbed, subjects in the experimental condition rated him significantly more disturbed than did subjects in the control group.

The finding that subjects in the "emotionally disturbed expectancy" condition were significantly more fearful that the student's presence in a regular class would have a detrimental effect on other children in the class can help to explain the results of studies in which teachers opposed the integration of handicapped students into regular classes (Barngrover, 1971; Harasymiw & Horne, 1975; Phelps, 1974). For example, Harasymiw and Horne found that teachers from an educational setting in which handicapped students were integrated with non-handicapped students tended to have more favorable attitudes toward integration than did teachers from a non-integrated educational setting. The concern of subjects in the present study that other children in the class would be detrimentally affected by the disturbed child's presence could help to explain the less favorable attitudes of teachers who have had little or no contact with handicapped students. Johnston's (1972) results indicated that this fear on the part of teachers was unfounded and that it diminished when the teachers came into actual contact with handicapped children.

Johnston reported that teachers into whose classes a mildly handicapped child was placed indicated that class progress was not impeded by the presence of the handicapped student, and many teachers expressed amazement at the achievement of the handicapped student.

Additional evidence to support the possibility that teachers of regular classes have misgivings about the integration of emotionally disturbed students into regular classes was derived as a result of the present study. Teachers in the "emotionally disturbed expectancy" condition reported that they felt significantly less capable of providing the videotaped student with a meaningful educational program than did teachers in the "normal expectancy" group. According to Brooks and Bransford (1971), Gullotta (1974) and Shaw and Gillung (1975), the feeling of incapability on the part of teachers could be allayed by additional information and instruction in how to manage handicapped students.

The subjects' responses to the questionnaire seemed to suggest the following conclusions with regard to teacher attitudes toward students labelled emotionally disturbed:

- (1) Teachers who expect a student to be emotionally disturbed feel less capable of providing that student with a meaningful educational program than do teachers who expect the same student to be within the normal range of performance.

- (2) Teachers who expect a student to be emotionally disturbed feel more strongly that the student's presence in a regular class will have a detrimental effect on the other students than do teachers who expect the same student to be within the normal range of performance.

It should be noted that the preceding conclusions represent doubts, fears, or a lack of knowledge on the part of teachers, and not outright rejection toward students labelled emotionally disturbed. Any rejection would have to be described as subtle or indirect at most; however, the fourth question on the questionnaire provided the subjects with the opportunity to express the opinion of not wanting the student in their classes. Both groups of teachers tended to disagree with the statement that, based on the videotaped student's behaviors, they would prefer that he not be placed in their classes. Subjects in the control group tended to disagree with the statement more, although not to a significantly greater degree. Based on this finding, it is suggested that, even though teachers might express misgivings and doubts concerning the placement of students labelled emotionally disturbed in their classes, they tend not to reject the student outright.

Problems and Limitations

One of the objectives of the present study was to investigate the relationship between teacher morale and teacher ratings of children labelled emotionally disturbed. No statistically

significant relationship was found. There are several possible explanations for this. The first concerns the nature of the sample population. Due to limitations imposed by school district policy, all subjects in the study were volunteers. It is possible that teachers having one or more characteristics in common could have refused to participate, thereby limiting the representiveness of the sample. A possible solution to the problem might be to conduct the study in a school district where the administration could, in some way, arrange for all of the teachers in a certain number of schools to participate. Rather than have all of the subjects gather in one location, as was necessary in the present study due to school district administrative constraints, the researcher could move from one school to the next, collecting data at each school. This would increase the likelihood of a more representative, and probably larger, sample population by eliminating the necessity for volunteers to travel to a central location.

Another possible limitation of the findings was the use of paper and pencil evaluation. Given that the Purdue Teacher Opinionnaire is a valid and reliable assessment of teacher morale, there are still two problems associated with the use of such an assessment device. First, the subject may not be candidly responding to the opinionnaire and, secondly, even if the subject is candidly responding to the questionnaire, his responses are based on how he feels at that particular moment in time. There is no guarantee that a subject's morale score on that one day accurately represents his morale on any other day. It is hoped that, since the subjects responded anonymously to the questionnaire,

the problem of non-candid responses was minimized in the present study. In addition, since the morale assessment and the dependent measures were all completed within the same hour, it can be argued that the only relevant assessment of teacher morale was assessment during that hour.

A similar evaluation problem exists with regard to the dependent measures. There was no assurance that the subjects' responses on paper corresponded to how they actually feel or act toward a student in the classroom. In the present study, the teachers' completion of the dependent measures was based on actual behavior as observed on the videotape. Another possible solution might involve actual classroom observation of teachers in whose classes an emotionally disturbed student had recently been placed; however, there would be new problems resulting from the fact that every teacher would not be managing the same emotionally disturbed student.

There remains one other possible explanation of the finding that there was no statistically significant relationship between teacher morale and teacher rating of student behavior. It might be that teacher morale has little or nothing to do with teacher ratings of student behavior, and that there really is no need to pursue the investigation of the relationship between teacher morale and teacher performance.

Practical Implications

A number of practical implications can be derived from the findings of the present study. The finding that number of children

and teacher sex were significant predictors of teacher ratings has meaning for school administrators. When placing emotionally disturbed children in regular classes, administrators might do well to remember that, based on the results of the present study, teachers with more children of their own tend to be less critical of student behavior than teachers with fewer children. Based on the findings regarding teacher sex, male teachers tend to be less critical of student behavior than do female teachers. It must be remembered, however, that the statistical significance of sex as a predictor could have been due to the small number of males in the sample.

Another practical implication relates to the possible content of inservice presentations for teachers into whose classes an emotionally disturbed student might be placed. Based on the findings of the present research, inservice presentations should be attempts to accomplish the following:

- (1) instruct teachers in how to provide meaningful educational programs for emotionally disturbed students who are placed in their classes, and encourage them to do so,
- (2) present evidence that the presence of an emotionally disturbed child in a regular class does not necessarily have a detrimental effect on the other children,
- (3) present evidence that emotionally disturbed students can and do learn successfully,

- (4) illustrate the possible effects of expectancies generated by the label "emotionally disturbed", and
- (5) clarify what is meant by "emotionally disturbed" to the teacher.

The significant differences in teacher attitudes toward the presence of an emotionally disturbed student in a regular class could be attributable to a lack of information on the part of regular class teachers; hence, the primary goal of an inservice could be one of information dissemination. It is important to discuss with teachers the difference between "disturbed" behavior and behavior that is "disturbing." There is evidence that teachers hold preconceived expectancies concerning children who are assigned the label "emotionally disturbed"; therefore, it is possible that teachers will tolerate the same behavior on the part of students labelled "normal" while they will refuse to tolerate the same behaviors on the part of students labelled "emotionally disturbed." The behavior may be "disturbing" to the teacher no matter which child exhibits it; however, the impact of the label "emotionally disturbed" could result in the teacher viewing the student as "disturbed" rather than "disturbing."

Suggestions for Future Research

Based on the results of the present study, it appears that teachers of elementary grades four through six retain certain expectancies regarding the presence of a student labelled emotionally disturbed in a regular elementary classroom. Researchers in

the future could investigate whether these expectancies are common to teachers of all regular grades, from first grade through high school. It might also be profitable to determine whether teachers from small rural school districts demonstrate attitudes similar to those held by teachers in large urban districts.

A second avenue for future research would be to examine how these expectancies are affected by actual classroom experience. The researcher could administer an attitude assessment to each teacher in whose class an emotionally disturbed student is to be placed. At the end of a given period of time, the attitude assessment could again be administered to determine whether each teacher's classroom experience with the emotionally disturbed student has altered her attitude.

In the future, researchers could change the method of data collection in an attempt to avoid the problems associated with self-report paper and pencil assessment. An alternative assessment method would be direct observation of teacher behavior. Trained observers would record specific aspects of teacher behavior and comparisons could be made of teacher behavior before, during, and after placement of a child labelled emotionally disturbed in regular classes. The data could also be compared to that collected from observation of a control group composed of teachers in whose classes a child labelled normal was placed.

Teachers in the present study seemed to have doubts concerning their ability to provide an emotionally disturbed student with a meaningful educational program, and concerning the effect

the student's presence in a regular class would have on other children. In the future, researchers could investigate whether such misgivings also appear in relation to students labelled "mentally retarded" or "learning disabled."

Finally, it is suggested that, in the future, researchers take whatever precautions are necessary to ensure a larger number of males in the experimental sample. By increasing the sample size, the number of males should also increase. This could be accomplished by collecting the data in several experimental sessions over a longer period of time so that more teachers could participate in the study.

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APPENDICES

APPENDIX A

THE PURDUE TEACHER OPINIONAIRE*

Prepared by Ralph R. Bentley and Averno M. Rempel

This instrument is designed to provide you the opportunity to express your opinions about your work as a teacher and various school problems in your particular school situation. There are no right or wrong responses, so do not hesitate to mark the statements frankly.

Directions for Recording Responses on Opinionaire

Fill in the information below. You will notice that there is no place for your name. Please do not record your name.

Sex: ___ male ___ female

Race: ___ black ___ white ___ Latin ___ other(_____)

Age: ___ 20 to 30 ___ 31 to 40 ___ 41 to 50 ___ over 51

Marital status ___ single ___ married ___ divorced ___ widowed

Highest degree completed _____

If you are a parent, how many children do you have? _____

Including the present year, how many years of teaching experience do you have? _____

Read each statement carefully. Then indicate whether you agree, probably agree, probably disagree, or disagree with each statement. Mark your answers in the following manner:

If you agree with the statement, circle "A"..... A PA PD D

If you are somewhat uncertain, but probably agree with the statement, circle "PA" A PA PD D

If you are somewhat uncertain, but probably disagree with the statement, circle "PD" A PA PD D

If you disagree with the statement, circle "D"..... A PA PD D

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|---|---|----|----|---|
| 1. Details, "red tape," and required reports absorb too much of my time | A | PA | PD | D |
| 2. The work of individual faculty members is appreciated and commended by our principal | A | PA | PD | D |
| 3. Teachers feel free to criticize administrative policy at faculty meetings called by our principal | A | PA | PD | D |
| 4. The faculty feels that their suggestions pertaining to salaries are adequately transmitted by the administration to the board of education | A | PA | PD | D |
| 5. Our principal shows favoritism in his relations with the teachers in our school | A | PA | PD | D |
| 6. Teachers in this school are expected to do an unreasonable amount of record-keeping and clerical work | A | PA | PD | D |
| 7. My principal makes a real effort to maintain close contact with the faculty | A | PA | PD | D |
| 8. Community demands upon the teacher's time are unreasonable | A | PA | PD | D |
| 9. I am satisfied with the policies under which pay raises are granted | A | PA | PD | D |
| 10. My teaching load is greater than that of most of the other teachers in our school | A | PA | PD | D |
| 11. The extra-curricular load of the teachers in our school is unreasonable | A | PA | PD | D |
| 12. Our principal's leadership in faculty meetings challenges and stimulates our professional growth ... | A | PA | PD | D |
| 13. My teaching position gives me the social status in the community that I desire | A | PA | PD | D |
| 14. The number of hours a teacher must work is unreasonable | A | PA | PD | D |
| 15. Teaching enables me to enjoy many material and cultural things I like | A | PA | PD | D |
| 16. My school provides me with adequate classroom supplies and equipment | A | PA | PD | D |
| 17. Our school has a well-balanced curriculum | A | PA | PD | D |
| 18. There is a great deal of griping, arguing, taking sides, and fueling among our teachers | A | PA | PD | D |

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|--|---|----|----|---|
| 19. Teaching gives me a great deal of personal satisfaction | A | PA | PD | D |
| 20. The curriculum of our school makes reasonable provision for student individual differences | A | PA | PD | D |
| 21. The procedures for obtaining materials and services are well defined and efficient | A | PA | PD | D |
| 22. Generally, teachers in our school do not take advantage of one another | A | PA | PD | D |
| 23. The teachers in our school cooperate with each other to achieve common, personal, and professional objectives | A | PA | PD | D |
| 24. Teaching enables me to make my greatest contribution to society | A | PA | PD | D |
| 25. The curriculum of our school is in need of major revisions | A | PA | PD | D |
| 26. I love to teach | A | PA | PD | D |
| 27. If I could plan my career again, I would choose teaching | A | PA | PD | D |
| 28. Experienced faculty members accept new and younger members as colleagues | A | PA | PD | D |
| 29. I would recommend teaching as an occupation to students of high scholastic ability | A | PA | PD | D |
| 30. If I could earn as much money in another occupation, I would stop teaching | A | PA | PD | D |
| 31. The school schedule places my classes at a disadvantage | A | PA | PD | D |
| 32. Within the limits of financial resources, the school tries to follow a generous policy regarding fringe benefits, professional travel, professional study, etc. | A | PA | PD | D |
| 33. My principal makes my work easier and more pleasant . | A | PA | PD | D |
| 34. Keeping up professionally is too much of a burden ... | A | PA | PD | D |
| 35. Our community makes its teachers feel as though they are a real part of the community | A | PA | PD | D |
| 36. Salary policies are administered with fairness and justice | A | PA | PD | D |

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|---|---|----|----|---|
| 37. Teaching affords me the security I want in an occupation | A | PA | PD | D |
| 38. My school principal understands and recognizes good teaching procedures | A | PA | PD | D |
| 39. Teachers clearly understand the policies governing salary increases | A | PA | PD | D |
| 40. My classes are used as a "dumping ground" for problem students | A | PA | PD | D |
| 41. The lines and methods of communication between teachers and the principal in our school are well developed and maintained | A | PA | PD | D |
| 42. My teaching load in this school is unreasonable | A | PA | PD | D |
| 43. My principal shows a real interest in my department . | A | PA | PD | D |
| 44. Our principal promotes a sense of belonging among the teachers in our school | A | PA | PD | D |
| 45. My heavy teaching load unduly restricts my nonprofessional activities | A | PA | PD | D |
| 46. I find my contacts with students, for the most part, highly satisfying and rewarding | A | PA | PD | D |
| 47. I feel that I am an important part of this school system | A | PA | PD | D |
| 48. The competency of the teachers in our school compares favorably with that of teachers in other schools with which I am familiar | A | PA | PD | D |
| 49. My school provides the teachers with adequate audio-visual aids and projection equipment | A | PA | PD | D |
| 50. I feel successful and competent in my present position | A | PA | PD | D |
| 51. I enjoy working with student organizations, clubs, and societies | A | PA | PD | D |
| 52. Our teaching staff is congenial to work with | A | PA | PD | D |
| 53. My teaching associates are well prepared for their jobs | A | PA | PD | D |
| 54. Our school faculty has a tendency to form into cliques | A | PA | PD | D |
| 55. The teachers in our school work well together | A | PA | PD | D |

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|-----|---|---|----|----|---|
| 56. | I am at a disadvantage professionally because other teachers are better prepared to teach than I am | A | PA | PD | D |
| 57. | Our school provides adequate clerical services for the teachers | A | PA | PD | D |
| 58. | As far as I know, the other teachers think I am a good teacher | A | PA | PD | D |
| 59. | Library facilities and resources are adequate for the grade or subject area which I teach | A | PA | PD | D |
| 60. | The "stress and strain" resulting from teaching makes teaching undesirable for me | A | PA | PD | D |
| 61. | My principal is concerned with the problems of the faculty and handles these problems sympathetically .. | A | PA | PD | D |
| 62. | I do not hesitate to discuss any school problem with my principal | A | PA | PD | D |
| 63. | Teaching gives me the prestige I desire | A | PA | PD | D |
| 64. | My teaching job enables me to provide a satisfactory standard of living for my family | A | PA | PD | D |
| 65. | The salary schedule in our school adequately recognizes teacher competency | A | PA | PD | D |
| 66. | Most of the people in this community understand and appreciate good education | A | PA | PD | D |
| 67. | In my judgment, this community is a good place to raise a family' | A | PA | PD | D |
| 68. | This community respects its teachers and treats them like professional persons | A | PA | PD | D |
| 69. | My principal acts as though he is interested in me and my problems | A | PA | PD | D |
| 70. | My school principal supervises rather than "snooper-vises" the teachers in our school | A | PA | PD | D |
| 71. | It is difficult for teachers to gain acceptance by the people in this community | A | PA | PD | D |
| 72. | Teachers' meetings as now conducted by our principal waste the time and energy of the staff | A | PA | PD | D |
| 73. | My principal has a reasonable understanding of the problems connected with my teaching assignment | A | PA | PD | D |

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|-----|---|---|----|----|---|
| 74. | I feel that my work is judged fairly by my principal | A | PA | PD | D |
| 75. | Salaries paid in this school system compare favorably with salaries in other systems with which I am familiar | A | PA | PD | D |
| 76. | Most of the actions of students irritate me | A | PA | PD | D |
| 77. | The cooperativeness of teachers in our school helps make my work more enjoyable | A | PA | PD | D |
| 78. | My students regard me with respect and seem to have confidence in my professional ability | A | PA | PD | D |
| 79. | The purposes and objectives of the school cannot be achieved by the present curriculum | A | PA | PD | D |
| 80. | The teachers in our school have a desirable influence on the values and attitudes of their students | A | PA | PD | D |
| 81. | This community expects its teachers to meet unreasonable personal standards | A | PA | PD | D |
| 82. | My students appreciate the help I give them with their school work | A | PA | PD | D |
| 83. | To me there is no more challenging work than teaching | A | PA | PD | D |
| 84. | Other teachers in our school are appreciative of my work | A | PA | PD | D |
| 85. | As a teacher in this community, my nonprofessional activities outside of school are unduly restricted .. | A | PA | PD | D |
| 86. | As a teacher, I think I am as competent as most other teachers | A | PA | PD | D |
| 87. | The teachers with whom I work have high professional ethics..... | A | PA | PD | D |
| 88. | Our school curriculum does a good job of preparing students to become enlightened and competent citizens | A | PA | PD | D |
| 89. | I really enjoy working with my students | A | PA | PD | D |
| 90. | The teachers in our school show a great deal of initiative and creativity in their teaching assignments | A | PA | PD | D |
| 91. | Teachers in our community feel free to discuss controversial issues in their classes | A | PA | PD | D |
| 92. | My principal tries to make me feel comfortable when he visits my classes | A | PA | PD | D |

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|------|---|---|----|----|---|
| 93. | My principal makes effective use of the individual teacher's capacity and talent | A | PA | PD | D |
| 94. | The people in this community, generally, have a sincere and wholehearted interest in the school system | A | PA | PD | D |
| 95. | Teachers feel free to go to the principal about problems of personal and group welfare | A | PA | PD | D |
| 96. | This community supports ethical procedures regarding the appointment and reappointment of members of the teaching staff | A | PA | PD | D |
| 97. | This community is willing to support a good program of education | A | PA | PD | D |
| 98. | Our community expects the teachers to participate in too many social activities | A | PA | PD | D |
| 99. | Community pressures prevent me from doing my best as a teacher | A | PA | PD | D |
| 100. | I am well satisfied with my present teaching position | A | PA | PD | D |

APPENDIX B

F-Y OBSERVATION CHECKLIST

Please rate the child you just observed on each of the following items. Place an "X" along the line indicating your evaluation of the child's ability or development in each area. Ratings are to be made in comparison to other children of the same age.

1. Knowledge of general information

Superior	Above Average	Average	Below Average	Far Below Average

2. Ability to recognize words

Superior	Above Average	Average	Below Average	Far Below Average

3. Phonetic word analysis ability

Superior	Above Average	Average	Below Average	Far Below Average

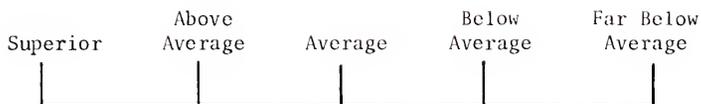
4. Overall academic skills

Superior	Above Average	Average	Below Average	Far Below Average

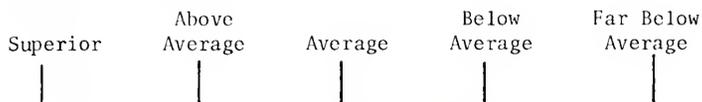
5. Overall intelligence

Superior	Above Average	Average	Below Average	Far Below Average

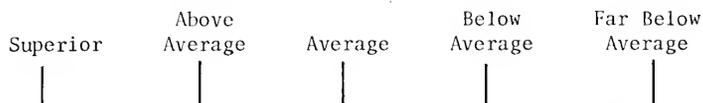
6. Maturity of language



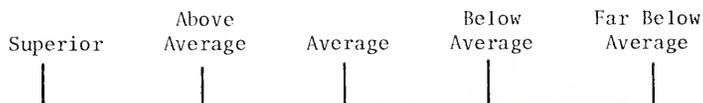
7. Speech development



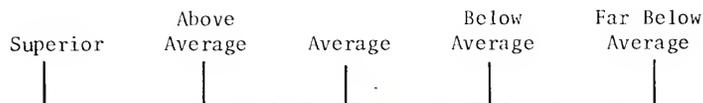
8. Problem attack skills



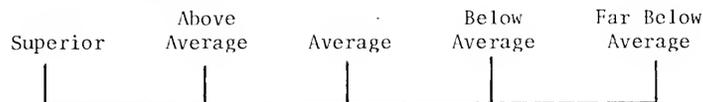
9. Precision of gross movements



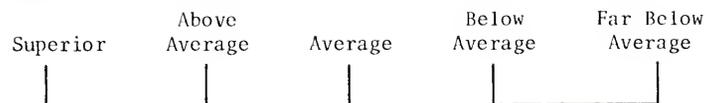
10. Social maturity with adults



11. Self confidence



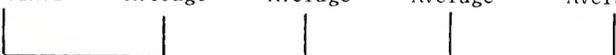
12. Maturity of play activities



13. Overall personality adjustment

Superior	Above Average	Average	Below Average	Far Below Average
				

14. Enthusiasm toward task

Superior	Above Average	Average	Below Average	Far Below Average
				

15. Persistence on tasks

Superior	Above Average	Average	Below Average	Far Below Average
				

When you have completed all of the items on the observation checklist, please place the checklist inside the brown envelope. Then, complete the final questionnaire which is at your desk, and place it also in the brown envelope. Please refrain from making any comments until everyone has finished. Thank you for your cooperation.

APPENDIX C

STUDY II

The purpose of this study is to investigate the reliability of the attached observation checklist. We want to know the consistency with which different observers view the same set of behaviors.

An educational team has observed the child you are about to see on videotape, and has concluded that he shows indications of emotional disturbance. The child is a 4th grader from Pennsylvania who has recently been in a program for emotionally disturbed children. He will be engaged in a variety of activities including achievement tests, physical tasks, and a supervised free play period.

After you have viewed the videotape, you will be asked to complete the attached checklist. So as not to interfere with reliability, please do not ask any questions or make any comments until all people have completed the checklist. Thank you.

STUDY 11

The purpose of this study is to investigate the reliability of the attached observation checklist. We want to know the consistency with which different observers view the same set of behaviors.

An educational team has observed the child you are about to see on videotape and has concluded that he functions at a normal level for his age group. The child has recently begun the 4th grade in Pennsylvania. He will be engaged in a variety of activities including achievement tests, physical tasks, and a supervised free play period.

After you have viewed the videotape, you will be asked to complete the attached checklist. So as not to interfere with reliability, please do not ask any questions or make any comments until all people have completed the checklist. Thank you.

APPENDIX D

QUESTIONNAIRE

Please respond with your opinion to the following questions regarding the child you saw on the videotape.

1. If the study shown in the videotape were assigned to my class, I could provide him with a meaningful educational program.

STRONGLY
AGREE _____ AGREE _____ DISAGREE _____ DISAGREE _____

2. This student can learn successfully in a regular elementary class.

STRONGLY
AGREE _____ AGREE _____ DISAGREE _____ DISAGREE _____

3. This student's presence in a regular elementary class would probably have a detrimental effect on the other children.

STRONGLY
AGREE _____ AGREE _____ DISAGREE _____ DISAGREE _____

4. This student's behaviors are such that I would prefer that he not be placed in my class.

STRONGLY
AGREE _____ AGREE _____ DISAGREE _____ DISAGREE _____

5. To what extent does this child have a learning disability?

No Disability	Mild Disability	Moderate Disability	Severe Disability	Profound Disability

6. To what degree is this child emotionally disturbed?

Not Disturbed	Mildly Disturbed	Moderately Disturbed	Severely Disturbed	Profoundly Disturbed

7. To what degree is this child mentally retarded?

Not Retarded	Mildly Retarded	Moderately Retarded	Severely Retarded	Profoundly Retarded

APPENDIX E

STUDY I

The purpose of this study is to investigate how teachers feel about their work. We want to know your opinion about various issues involved in being a classroom teacher. In order for you to remain anonymous, please do not sign your name at any time during this study.

Please read the instructions and complete the information items on page 1 of the attached questionnaire. Then, respond with your opinion to all of the questions on pages 2 through 6 of the questionnaire. Please do not ask questions or make comments until everyone has completed the questionnaire. Thank you very much.

APPENDIX F

SOME VERBATIM RESPONSES OF PILOT STUDY SUBJECTS WHO READ
THE "EMOTIONALLY DISTURBED EXPECTANCY"
AND "NORMAL EXPECTANCY" VIGNETTES

Emotionally Disturbed Expectancy Condition

<u>Subject</u>	<u>Response</u>
1	emotionally disturbed, emotional problem, probably a slow learner, looks normal
2	emotionally disturbed
3	emotionally disturbed
4	possibly emotionally disturbed, has been in an "E.D." class
5	possible emotional disturbance
6	emotionally disturbed, has problems
7	some sort of problem, emotionally disturbed
8	emotionally disturbed
9	supposedly emotionally disturbed
10	emotionally disturbed

Normal Expectancy Condition

<u>Subject</u>	<u>Response</u>
1	normal ability
2	normal child
3	normal 4th grader
4	average 4th grader
5	normal 4th grader
6	normal 4th grader

<u>Subject</u>	<u>Response</u>
7	normal
8	4th grader from Pennsylvania
9	4th grader from Wisconsin, probably abnormal because of special interest
10	4th grade level, functions normally at his level

BIOGRAPHICAL SKETCH

Robert Green Simpson, III, was born April 24, 1949, in Louisville, Kentucky. He attended public schools in Louisville and graduate from Seneca High School in 1967. He received the Bachelor of Arts degree in psychology from Vanderbilt University in 1971.

For approximately one year, Mr. Simpson was employed as a teacher of special education by Children's Treatment Service, a subunit of Central State Hospital, Louisville, Kentucky. Following six months of United States Army Reserve active duty, during which time he served as a psychiatric social worker, Mr. Simpson enrolled in graduate school at the University of Kentucky, where he earned the Master of Arts degree in special education of the emotionally disturbed in 1974.

Beginning September, 1973, Mr. Simpson was employed as a master teacher of emotionally disturbed children by the Dale H. Farabee School in Lexington, Kentucky. In September of 1974, he moved to Columbia, South Carolina, where he began working as a teacher of emotionally disturbed children at William S. Hall Psychiatric Institute.

Mr. Simpson entered graduate school at the University of Florida in 1975. Since that time he has been studying toward the Doctor of Philosophy degree, majoring in special education of the emotionally disturbed and minoring in educational

administration. In April of 1977, he completed six years in the United States Army Reserve, and received an honorable discharge from the service.

Robert Green Simpson, III, is married to the former Virginia Lynn Imhoff. Mr. Simpson is a member of the Council for Exceptional Children, Phi Delta Kappa, Council for Children with Behavior Disorders, and Teacher Educators of Children with Behavior Disorders.

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.



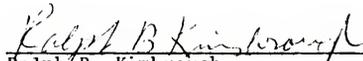
Mary K. Bykes, Chairperson
Associate Professor of Special
Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.



Charles Forgnone
Professor of Special Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.



Ralph B. Kimbrough
Professor of Educational
Administration

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.



William R. Reid
Professor of Special Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.



William B. Ware
Professor of Foundations of
Education

This dissertation was submitted to the Graduate Faculty of the Department of Special Education in the College of Education and to the Graduate Council, and was accepted as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

August 1977

Dean, Graduate School

UNIVERSITY OF FLORIDA



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