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ABSTRACT
                Certain teacher behaviors have been found to be conducive to
learning or reinforcing for learning, while other behaviors have been found
detrimental to learning. Humanism in teacher/pupil control orientation has
been found to promote more positive attitudes toward teachers, and
custodialism has been found to produce more negative attitudes toward
teachers. These foundations have led to two questions: what teacher behaviors
do male adjudicated adolescent students believe are conducive to student
learning, and what teacher pupil control orientation do male adjudicated
adolescent students perceive as most desirable for creating the best learning
environment. In this study, male adjudicated adolescents 12 to 21 years old
(N=104), who were receiving education services within residential facilities,
completed a survey instrument consisting of a verbal frequency scale, an
open-ended question, and an adaptation of the Pupil Control Ideology Form.
Results indicate that adjudicated students' positive and negative perceptions
support the results of prior research with the exception of "rewards" and
"supervises." Supervision was perceived in a more positive manner, and reward
was seen as less positive than in previous studies. Analysis of the
instrument found little consistency of pattern in responses. Appendix A is
"Form PCI"; Appendix B is "Descriptive Statistics for 10-Item PCI Scale:
Comparative Results of 2 Studies"; and Appendix C provides the instrument
used in the study. (Contains 7 tables, 3 figures, and 42 references.) (MKA)

ED 440 320

# Adjudicated Students' Perceptions of Ideal Teacher Characteristics

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## Abstract

This study attempted to determine teacher characteristics that adjudicated adolescent male students perceive as most conducive to learning. A verbal frequency scale, an open-ended question, and an adaptation of the PCI were administered to students in a secure facility. Results indicate discrepancy between the beliefs of teachers and adjudicated students.

Adjudicated Students' Perceptions of Ideal Teacher Characteristics

<u>Rationale</u>

Respondents to the 1998 Phi Delta Kappa Gallup Poll of the public's attitudes toward the public schools ranked discipline second in the list of the biggest problems, with lack of discipline mentioned by 14% of the respondents. The discipline problem in the local public schools was considered "very serious" by 50% of respondents and "fairly serious" by 26%, for a combined total of 76% (Rose & Gallup, 1998).

Research and literature dealing with both classroom management and discipline address teacher behavior concerned with setting and enforcing standards for student behavior. Doyle (1986) suggests that establishing and maintaining order in the classroom is one of the major tasks facing teachers. Effective classroom management involves teacher behaviors that maximize student involvement in classroom activities, minimize  student behaviors that interfere with the teacher or other students' work, and promote efficient use of instructional time (Emmer & Evertson, 1981).

Pupil control ideology as conceptualized by Willower, Eidell, and Hoy (1973) measures educational professionals' orientation toward controlling students on a continuum ranging from custodial to humanistic with incremental variations possible between the extremes. In this typology, the custodial orientation is concerned primarily with the maintenance of order in a rigid and highly controlled setting, while the humanistic orientation promotes student learning in an educational community through cooperative interaction and experience. Research confirmed the hypothesis that  professionals most directly responsible for the control of unselected clients (students) would be more custodial in their control ideology than those less directly responsible; secondary teachers were more custodial than elementary, and teachers were more custodial than

principals or counselors (Willower et al., 1973). This research was an extension of Carlson's (1964) earlier work on the school as a social system unable to control the selection of its clients.

Willower, Eidell, and Hoy (1973) chose to examine teacher ideology concerning pupil control rather than teachers' controlling behavior, a distinction particularly appropriate for the highly structured setting found in correctional institutions with strictly enforced behavior regulations and consequences. A teacher's pupil control orientation is the degree to which the teacher views learning and behavior in psychological and sociological terms rather than moralistic terms. Although student participation in school is mandatory, a student might eagerly participate in a setting he/she found attractive while resenting participation in a different setting (Willower et al., 1973). Teachers within a secure residential facility must adhere to a policy of clearly defined consequences, but individual control orientation can affect teacher-student interpersonal communication and classroom relationships.

As measured by scores on the Pupil Control Ideology Form (PCI), the higher the score the more custodial the teacher's control ideology, and the lower the score the more humanistic the teacher's ideology. Investigation of educator ideology instead of controlling behavior is appropriate within a facility with stringent regulations where behavior is clearly dictated. The significance of this orientation upon student-teacher interactions is consistent with research findings that teachers' own views on pupil control predicted their pupil control behavior while organizational pressures, represented by teacher perceptions of the pupil control views of their peers and administrators, failed to do so (Blust & Willower, 1979).

Research by Foley and Brooks (1978) found that humanistic teachers reported fewer unresolved teacher-pupil conflicts and subsequently fewer referrals of pupils for administrative disciplinary action. Coleman (1983) found no significant correlation between teacher PCI score and discipline effectiveness measured as the number of disciplinary referrals submitted to the

school administration. No significant relationship between the PCI scores of teachers and their

discipline effectiveness measured as a score on the Discipline Organization Effectiveness

Inventory (DOEI) was found in a study by Barrick (1981).

Research by Lunenburg and Schmidt (1988; 1989) indicated that pupil control ideology

and teacher behavior powerfully and pervasively impact the quality of school life as perceived by

students. Research by Lunenberg (1990) supported earlier research findings that teacher

humanism in pupil control ideology and behavior was associated with students' perceptions of

classroom life as more interesting, challenging, and action-packed. A direct relationship between

custodialism in teacher pupil control ideology and  students' negative feelings toward teachers

was found in research by Lunenburg and Stouten (1983). An information analysis by Schmidt and

Jacobson (1990) reported that research studies have found teacher pupil control ideology to be an

accurate predictor of the tone or climate of the school.

A study involving teachers and students in ten alternative schools operating five or more

years within the state of Texas and serving marginal students found the pupil control orientation

of those schools to be primarily humanistic (Todd, 1988). Ferreira (1995) utilized survey research

and statistical analysis to study the interrelationship of pupil control ideology, teaching styles, and

classroom environments, and found differences in climate-related variables across curricula tracks,

indicating a need for further study.

Relatively little research has investigated students' perspective of teacher pupil control

orientation. A naturalistic field study of classroom management that investigated the perspective

of approximately 100 high school students found that clearly expressed teacher behavioral

expectations and provision of a cooperative classroom were important features affecting students'

views on classroom management (Allen, 1986). The Pupil Control Behavior form developed by

Helsel and Willower (1974) measures student perception of teacher pupil control behavior along a

custodial-humanistic continuum and was utilized by Brown and Licata (1978) in a study that found that the teacher is less liked by students as teacher custodialism increases. Davis (1990) studied American Indian boarding students' perceptions of "actual" behavior of dormitory aides with the PCI and developed the Ideal Pupil Control Behavior (IPCB) form to measure students' perceptions of "ideal" control behavior for dormitory aides. This study found that students preferred more humanistic controlling behavior than actually observed, and students' attitudes were less positive toward the aide the more custodial the perceived behavior.

Research investigating control of the behavior of adjudicated students has been limited. A study of 60 adjudicated male juveniles (15-18 years old) in a residential facility found increased student performance and decreased offense behavior within residential and academic settings that utilized a comprehensive contingency program (Traver, Perez, & Rule, 1990). The effects of a behavioral engineering program upon successful adjustment back into a normal public school was the focus of a study of adjudicated male youth attending a city non-residential adjustment school (Lazzaro & Hosie, 1979). Adjudicated female offenders living in a residential treatment facility and attending public school were found to have improved verbal and student behavior when weekly two-way communication between facility and schools was established through use of a 4-level token reinforcement (Marholin, Plienis, Harris, & Marholin, 1975).

Educators within a secure juvenile correctional facility face not only the traditional constraints encountered in traditional secondary schools but also special challenges from additional institutional demands imposed by multiple agencies involved in adjudicated settings. Research in public and private elementary and secondary schools found no significant difference between the pupil control orientation of religious and public school teachers, but determined secondary teachers are more custodial than elementary teachers (Denig, 1996). A study of the social climate in a juvenile correctional institution utilizing a therapeutic community model (Smith,

Maume, & Reiner, 1997) investigated the climate as perceived by both staff (including educators) and residents, but did not deal specifically with either school or the control orientation of educators. No research was found on the pupil control orientation of teachers in juvenile correctional facilities.

The education of adjudicated youth demands attention. Despite a statewide decline in arrests, the number of youths being committed to the state youth commission is steadily rising as a result of increases in the minimum length of stay combined with increasing commitment rates. The average daily population committed to the state youth commission in this Southwestern state has increased by 104% from fiscal year 1993 to fiscal year 1997 (Texas Youth Commission, Executive Director's Statement, 1999, http); the increase is 29% since fiscal year 1996, from 3,123 to 4,015 (Texas Youth Commission, Critical Issues, 1999, http). The core element of the treatment programs for all the state youth commission programs is a comprehensive rehabilitation program called "resocialization," built around the four elements of correctional therapy, education, work, and discipline training. Discipline in the education setting is a crucial element in the efforts to rehabilitate these adolescents (Texas Youth Commission, Resocialization, 1999, http).

Objectives

Results of previous research form the foundation for this study. Certain teacher behaviors have been found to be conducive to learning or reinforcing for learning, while other behaviors have been found detrimental to learning. Humanism in teacher pupil control orientation has been found to promote more positive attitudes toward teachers and custodialism to produce more negative attitudes toward teachers. These foundations have led to development of the following research questions:

1.  What teacher behaviors do male adjudicated adolescent students believe are conducive to student learning?

2.  What teacher pupil control orientation do male adjudicated adolescent students perceive as most desirable for creating the best learning environment?

Significance

Adjudicated students, particularly those with a history of irregular or inconsistent school attendance, may have academic skills and background lagging behind that customarily considered age-appropriate. While in the facility, school attendance is a required part of the program and provides an opportunity to remediate academic deficits. Teacher orientations that positively influence student attitudes will enhance participation in the educational program while orientations that negatively impact student attitudes will diminish opportunities for success.

Methodology

Research Approach

This research project is primarily descriptive in nature, utilizing a survey instrument to determine the attitudes and perceptions of survey respondents. A verbal frequency scale, an open-ended question, and a Likert-type questionnaire are included within the survey instrument. Use of this type instrument is supported by the observations of Borg, Gall, & Gall (1993), who note that survey research is utilized to determine attitudes, preferences, and perceptions held by the population of interest to the researcher.

Selection of Subjects

The population of interest in this study is adjudicated male adolescents receiving education services within residential facilities in a Southwestern state. These are youth, ages 12 to 21, who are committed to the state youth commission. Characteristics of new commitments include an average age of 16 years, academic skills at a 5th grade level, 40% qualifying for special education,

8% exhibiting limited English proficiency, 77% with measured I. Q. below 100, and many with a history of school truancy or dropout. The ethnic background of new commitments is 41% Hispanic, 34% African-American, 24% Anglo, and 1% other backgrounds. The male percentage of total commitments has dropped from 93% in 1994 to 90% in 1998. Information on recommitments, revocations, and reclassifications is not available (TYC Fact Sheet, 1999, http).

Sampling design.

This study deals specifically with that segment of the male population that has violated conditions of parole, resulting in parole revocation and recommitment to a secure reorientation program. The average age of recommitments is necessarily older than new commitments, but other population characteristics remain relatively constant. Although recommitted to the state youth commission, these residents are served in a contract corporate facility where education is the responsibility of the local school district. Residents who have either graduated or earned a GED have the option of attending vocational programming. Students who have not already earned a high school diploma or GED attend class three hours each weekday. Students are permitted to choose a GED preparation program if their measured academic skills meet entry criteria; students not in GED prep are assigned to the academic track, which offers special education resource help in addition to classes in English/language arts, math, science, and social studies. Students in the academic track must earn a minimum of one credit (this can be two half-credits) as a criteria for release; students in GED prep must take the GED exam before release.

Sampling unit.

The sample in this study was an entire population determined by accessibility, and both demographic characteristics and sample size were dictated by facility assignment. It included all students attending education, either academic classes or GED prep, when the instrument was administered. The participants were informed of the researcher's desire to obtain students'

opinions and were asked to participate. Participation was voluntary and each participant was conscious of their involvement in the project. No reward other than verbal thanks was given for participation, and no reprimands or punishment were given for nonparticipation. Research instruments were distributed to all students present, and students who chose not to participate returned blank forms.

Participants completed a total of 104 survey instruments. Three students in the available sample pool chose not to participate. Of the 104 useful instruments returned, 75 were completed in entirety; 100 completed the verbal frequency scale, 82 completed the IPCI, and 94 completed the demographic questions. All available data was entered and used in statistical analysis.

Instrument

History.

A typology utilized by Gilbert and Levinson (1957) in the study of control ideology of staff members toward mental hospital patients was adapted by Willower, Eidell, and Hoy (1973) in their development of the PCI, which employs the concepts of humanism and custodialism as the extremes of a continuum of control. The PCI consists of twenty items which are scored on a Likert-type scale (See Appendix A). Responses are made on a five-point scale with a "strongly agree," "agree," "undecided," "disagree," and "strongly disagree" format. The possible range of scores is 20-100, with the lower scores representing a more humanistic orientation toward pupil control and the higher scores representing a more custodial orientation. The instrument has a validity determined significant at the .01 level of confidence by using principals' judgments concerning their teachers; reliability was determined at .91 (N=55) using a Pearson product-moment correlation and at .95 (N=170) using the Spearman-Brown formula (Willower, Eidell, and Hoy, 1967).

Recent investigation into the reliability of the PCI (Gaffney & Byrd-Gaffney, 1996) found that despite extensive studies utilizing the PCI, of the studies from 1963-1995 only 33% dealing with preservice teachers and 11% of the studies dealing with in-service teachers reported reliability information. However, this review of the literature supported the continued adequacy of the PCI for use in research as the reported scores generally fell within the acceptable range for attitudinal measures.

Only two factor analysis of the PCI were found reported in the literature and results of both studies supported the unidimensionality of the PCI and suggested reduction to a 10-item scale. The first, by Graham, Halpin, Harris, and Benson (1985) utilized a sample of 362 undergraduate and graduate students, and factor analysis results prior to rotation produced three factors with eigenvalues greater than 1.0. Following oblique and varimax rotation with items exhibiting factor loadings of .40 or greater, three factors were produced with eigenvalues greater than 1.0, accounting for 56% of the total test variance; only one item loaded on the third factor at .40 or greater. The researchers reported that the one-factor, 10-item model accounted for 54% of the total test variance. Graham, Benson, and Henry (1985) utilized 199 teachers, defined factors at factor loadings at .35 or greater, and factor analysis prior to rotation produced six factors with eigenvalues greater than 1.0. Oblique and varimax rotation again produced a three-factor solution that accounted for 24% of the test variance and only one item loaded on the third factor at .35 or greater. A one-factor solution accounted for 19% of the total test variance. This study also supported the unidimensionality of the PCI and recommended a 10-item, one-factor model to best describe the data. Both studies supported retention of the same 10 items (See Appendix B).

Gaffney (1997) conducted a reliability analysis of an abbreviated 10-item version of the PCI. and obtained Cronbach's alpha of .61 with a sample of 96 preservice teachers attending a private postsecondary institution, .74 for 72 preservice teachers attending a public postsecondary

institution, .70 for 42   inservice teachers attending a private postsecondary institution and .70 for 44  inservice teachers attending a public postsecondary institution. These results were less than the internal consistency estimate (alpha coefficient) of .936 that was calculated by Graham, Halpin, Harris, and Benson (1985) for the 10-item, one-factor model on their sample of 362 university students; the internal consistency estimate (alpha estimate) for the study conducted by Graham, Benson, and Henry (1985) was only .71. Gaffney compared these results with findings from previous studies utilizing the original PCI and concluded that the abbreviated version of the PCI scale was not as reliable as the original version. The original version of the PCI was used as the basis for the adapted survey instrument utilized in this study.

The verbal frequency scale utilized 10 descriptive terms whose impact upon learning was identified in a study by Olivarez (1989). From a total of fifty verbs, 10 were chosen on the basis of their latent factor structure based on a five factor solution. Six words that loaded into factors "aspects conducive to learning" and "aspects that reinforce learning" were included, and four terms that loaded into "aspects detrimental to learning" were included. "Explains," "discusses," "repeats," and "questions" loaded as conducive to learning at .83675, .82316, .68749, and .53773 respectively. "Encourages" and "rewards" had factor loadings of .87596 and .58254 into the reinforcement factor. "Threatens," "demands," "judges," and "supervises" loaded at .93370, .78803, .57864, and .4457 into the factor for detrimental to learning.

### Survey Instrument.

The survey instrument is a two page questionnaire (Appendix C). The first page consists of a verbal frequency scale and an open-ended question. The second page is a Likert-type scale instrument with 20 questions adapted from the PCI Form (Willower, et al., 1975) with demographic information on the back.

Stimulus verbs used on the verbal frequency scale were chosen from factor analysis results involving stimulus words in previous research on teacher behavior, Olivarez (1989). Word choice was based primarily on factor loadings supported by a review of literature concerning students' perceptions of teachers and review of terms that surfaced as desirable teacher characteristics during a previous series of open-ended interviews with seven adjudicated juvenile female students. A five-point range of response alternatives was provided, with "1" indicating "always," "2" indicating "often," "3" indicating "sometimes," "4" indicating "rarely," and "5" indicating "never," and students were instructed to indicate the frequency with which they believed the "ideal teacher" would utilize each of the actions. The theoretical range of the scale is from 10 to 50 with the lower the score the more positive the response and the higher the score the more negative the response. Scoring criteria was reversed for the three terms that loaded into the detrimental to learning factor.

An open-ended question was added to the study in attempt to help the student develop a vision of the "ideal teacher" and the way that individual would control a classroom. Students were asked to respond spontaneously in writing following completion of the verbal frequency scale and prior to exposure to the IPCI. The item was not scored.

Like the PCI Form upon which it is based, the Ideal Pupil Control Inventory (IPCI) consists of twenty items which are scored on a Likert-type scale, but the neutral response choice has been eliminated. Responses are made on a four-point scale with a "strongly agree," "agree," "disagree," and "strongly disagree" format. The possible range of scores is 20-80, with the lower scores representing a more humanistic orientation toward pupil control and the higher scores representing a more custodial orientation. Eighteen of the items are positive to the custodial perspective and two are positive to the humanistic perspective; scoring is reversed for the two questions positive to humanistic control. In order to measure student preferences for teacher pupil

control orientation, the phrase "The ideal teacher believes" was inserted in the instructions for completing the form and also at the beginning of each item. Adaptation of some vocabulary was required in order to accommodate the language level of the students and also to update language to familiar contemporary vocabulary ("restroom" replaced "lavatory") attempting to retain the original intent of the statement. The initial vocabulary adaptation was piloted with a middle school student to determine terminology appropriateness, and additional replacements were based upon this trial. The resulting Ideal Pupil Control Inventory (IPCI) form is a measure of a student's attribution of pupil control ideology to the student's vision of an "ideal" teacher.

Variables.

The independent variables for this study included students' marital status, age, race, and educational program enrollment. Marital status was divided into two groups: married and single. Age was divided into three groups: ages 14-16, ages 17-18, and ages 19-20. Race was divided into four groups: Anglo-American, African-American, Mexican-American, and other. The educational program had two groups: academic and GED prep.

The dependent variables for this study consisted of the total scores for the survey instruments. The total score for the Verbal Frequency Scale was the sum of item scores with the scores on items 4, 7, and 9 reversed ( previously identified in research as detrimental to learning). The total score on the IPCI included the sum of item scores with scoring reversed for items 5 and 13, items identified as positive for humanistic control .

Procedures

Administration.

Administration was conducted by the researcher when students were in math, English, special education, or GED class. Due to the documented low reading level of the committed population, the entire instrument was read aloud by the researcher. Participants were informed of

the purpose of the study and the first page was distributed and read aloud. When the group had completed the first page, the second page was distributed and read aloud. When both pages had been completed, the demographic information on the back was then read aloud. Students who desired to read the instrument silently and complete it at a different pace (typically faster) were allowed to do so. However, no instruments were collected until the entire group had finished. Administration required two days to complete.

The researcher is a natural part of the environment, working as an itinerant educational diagnostician with the site as an assigned campus. Bogdan and Biklen (1998) note that differences in class, status, gender, and ethnicity can significantly affect the researcher relationship with participants. Some participants initially expressed a desire not to participate, and the researcher assured those students that the researcher was interested in the student's opinion, but nonparticipation was completely acceptable if that was the student's wish. Several students who initially questioned or expressed reservation chose to complete and turn in the instrument. One student remained after class to question the researcher for additional details about the purpose and extent of the research project. Although the professional, middle-class, white background of the researcher differs substantially different from that of many of the adjudicated students, the researcher's previously established positive relationships with participants possibly contributed to student willingness to participate

Scoring.

Each possible response to the survey instrument was assigned a numerical code, and each completed instrument was assigned an identification number. The researcher entered the data from each completed measure into an Excel computer spreadsheet. The data was then electronically exported into a text file for use by the SAS computer program. A special program written in SAS statistically analyzed the data.

## Analyses Performed

Given that both instruments were revised for this study, psychometric properties were

conducted to determine the factorial validity internal consistency reliability of the instruments.

Descriptive and inferential statistics were obtained also for the items and subscales. Total scores

were used as response variables across student demographics.

Results

### Psychometric properties.

Exploratory factor analysis was done on both the verbal frequency scale and the IPCI

utilizing the SAS computer program. Items were initially subjected to an unconstrained analysis of

principal factors and then to both varimax and promax rotation.

The exploratory factor analysis for the verbal frequency scale produced two factors with

eigenvalues greater than 1.0. Their respective eigenvalues were 2.3501 and 1.0631. The promax

rotation produced a two-factor model shown in Table 1.

**Table 1**
Rotation Method: Promax
Rotated Factor Pattern (Std Reg Coefs)

| Item # | FACTOR 1 | FACTOR 2 | Stimulus |
|---|---|---|---|
| V6 | 72 * | -6 | repeats |
| V2 | 61 * | -13 | encourages |
| V1 | 59 * | 11 | questions |
| V3 | 56 * | 18 | explains |
| V5 | 51 * | 10 | discusses |
| V8 | 37 * | -16 | supervises |
| V7 | -8 | 64 * | demands |
| V4 | -17 | 63 * | judges |
| V9 | 22 | 47 * | threatens |
| V10 | 28 | 37 * | reward |

NOTE: Printed values are multiplied by 100 and rounded to the nearest integer.
   Values greater than 0.3 have been flagged by an '*'.

The exploratory factor analysis for the IPCI scale produced three factors with eigenvalues

greater than 1.0. Their were 2.9881, 1.5103, and 1.1653 respectively, and six factors were

retained by the proportion criteria. The promax rotation produced a six-factor model as shown in Table 2.

### Table 2

| Rotation Method: Promax<br>Rotated Factor Pattern (Std Reg Coefs) | Item # | Fct.<br>1 | Fct.<br>2 | Fct.<br>3 | Fct.<br>4 | Fct.<br>5 | Fct.<br>6 |
|---|---|---|---|---|---|---|---|
| 14. The ideal teacher believes if a student uses obscene or dirty language in school, it must be considered immoral. | IPCI 14 | 71 * | -22 | -10 | -7 | 6 | 8 |
| 11. The ideal teacher believes it is more important for students to learn to obey rules than to make their own decisions. | IPCI 11 | 63 * | 5 | -2 | 24 | -12 | -11 |
| 17. The ideal teacher believes it is often necessary to remind students that their status in school differs from that of teachers. | IPCI 17 | 62 * | -5 | 17 | -13 | 1 | 6 |
| 10. The ideal teacher believes being friendly with students often leads them to become too friendly with the teacher. | IPCI 10 | -18 | 60 * | 0 | 3 | 3 | -5 |
| 9. The ideal teacher believes too much student time is spent on counseling and after-school activities and too little on school work. | IPCI 9 | -10 | 53 * | -5 | 15 | -11 | 8 |
| 18. The ideal teacher believes a student who destroys school material or property should be severely punished. | IPCI 18 | 20 | 48 * | -1 | -21 | 5 | -15 |
| 7. The ideal teacher believes students should not be allowed to contradict the statements of a teacher in class. | IPCI I7 | 16 | 37 * | 17 | 11 | 32 * | -7 |
| 3. The ideal teacher believes directing smart-aleck remarks toward a defiant student is a good disciplinary technique. | IPCI 3 | 8 | -7 | 65 * | 19 | 12 | 25 |
| 4. The ideal teacher believes beginning teachers are not likely to maintain strict enough control over their students. | IPCI 4 | -10 | -3 | 62 * | 12 | -2 | -29 |
| 8. The ideal teacher believes it is reasonable to have students learn many facts about a subject even if they have no immediate use. | IPCI 8 | 1 | 38 * | 39 * | -28 | 1 | 2 |
| 13. The ideal teacher believes students can be trusted to work together without supervision. | IPCI 13 | -17 | 14 | -3 | 60 * | 28 | 16 |
| 2. The ideal teacher believes students are not usually capable of solving their problems through logical thinking. | IPCI I2 | 13 | -6 | 28 | 50 * | 1 | -7 |
| 15. The ideal teacher believes if students are allowed to use the restroom without getting permission, this privilege will be abused. | IPCI 15 | 43 * | 5 | -1 | -40 * | 8 | 6 |
| 20. The ideal teacher believes students often misbehave in order to make the teacher look bad. | IPCI 20 | -12 | 4 | 16 | 9 | 55 * | 9 |
| 1. The ideal teacher believes students should be required to sit in assigned seats during school-wide assemblies. | IPCI 1 | 26 | -9 | -12 | 10 | 54 * | -10 |
| 6. The ideal teacher believes the best principals give full support to teachers in disciplining students. | IPCI 6 | 22 | 34 * | -22 | 0 | 33 * | 7 |
| 19. The ideal teacher believes students cannot tell the difference between self-control and no control in the classroom. | IPCI 19 | 15 | 29 | -6 | 11 | -38 * | 24 |
| 12. The ideal teacher believes student governments are a good way for students to "let off steam" but should not have much influence on school policy. | IPCI 12 | -4 | -9 | -6 | -1 | 7 | 58 * |
| 16. The ideal teacher believes a few students are just young delinquents and should be treated accordingly. | IPCI 16 | 33 * | 8 | 9 | 16 | -9 | 45 * |
| 5. The ideal teacher believes teachers should consider changing their teaching methods if these are criticized by their students. | IPCI 5 | 35 * | 8 | -2 | 24 | 6 | -36 * |

NOTE: Printed values are multiplied by 100 and rounded to the nearest integer.
Values greater than 0.3 have been flagged by an '*'.

An internal consistency reliability analysis for both the Verbal Frequency Scale and IPCI were conducted using the Cronbach's alpha technique and the computation of the standard error of measurement for a single administration of a single form. Borg, Gall, and Gall (1993) report that an instrument is usually considered reliable when the calculated reliability coefficients are .80 or higher. For this administration, neither scale met this standard.

The reliability analysis for the Verbal Frequency Scale was done on items 1, 2, 3, 5, 6, 8, and 10 with the SAS computer program. Items 4,7 and 9 were omitted from the analysis because they were included in the instrument based upon previous research that indicated they were factors detrimental to learning, and the remaining items were positive, either conducive to learning or reinforcing of learning. The Cronbach alpha was .73 for raw variables and .74 for standardized variables. Table 3 shows analysis results.

**Table 3**
Reliability for the Verbal Frequency Scale

| Deleted Variable | Raw Variables | | Std. Variables | | |
| | Correlation with Total | Alpha | Correlation with Total | Alpha | Stimulus |
|---|---|---|---|---|---|
| V1 | 0.573952 | 0.670219 | 0.573402 | 0.685507 | encourages |
| V2 | 0.462586 | 0.695897 | 0.468644 | 0.709931 | questions |
| V3 | 0.545367 | 0.680447 | 0.549101 | 0.691272 | explains |
| V5 | 0.458525 | 0.697073 | 0.466920 | 0.710324 | discusses |
| V6 | 0.576333 | 0.669491 | 0.578901 | 0.684194 | repeats |
| V8 | 0.244575 | 0.748426 | 0.253308 | 0.756723 | supervises |
| V10 | 0.324265 | 0.734511 | 0.329125 | 0.740760 | reward |

The reliability analysis for the IPCI Scale was done on all items with scoring reversed for the two humanistic items. The Cronbach alpha was .72 for raw variables and .72 for standardized variables. Analysis results are shown in Table 4.

**Table 4**
Reliability for the IPCI Scale

| Deleted Variable | Raw Variables | | Std. Variables | |
| --- | --- | --- | --- | --- |
| | Correlation with Total | Alpha | Correlation with Total | Alpha |
| IPCI 1 | 0.254976 | 0.712204 | 0.246047 | 0.711113 |
| IPCI 2 | 0.218663 | 0.714738 | 0.215598 | 0.713766 |
| IPCI 3 | 0.299231 | 0.708280 | 0.307081 | 0.705735 |
| IPCI 4 | -0.069915 | 0.739009 | -0.065593 | 0.737328 |
| IPCI 5 | 0.250971 | 0.712864 | 0.250119 | 0.710757 |
| IPCI 6 | 0.472581 | 0.691650 | 0.465753 | 0.691364 |
| IPCI 7 | 0.537549 | 0.687823 | 0.530079 | 0.685375 |
| IPCI 8 | 0.255027 | 0.712194 | 0.255231 | 0.710309 |
| IPCI 9 | 0.298731 | 0.708655 | 0.300232 | 0.706342 |
| IPCI 10 | 0.265378 | 0.711334 | 0.265174 | 0.709437 |
| IPCI 11 | 0.423876 | 0.696487 | 0.431117 | 0.694549 |
| IPCI 12 | 0.066080 | 0.725876 | 0.068872 | 0.726270 |
| IPCI 13 | 0.260991 | 0.711631 | 0.259362 | 0.709947 |
| IPCI 14 | 0.301947 | 0.708026 | 0.295016 | 0.706804 |
| IPCI 15 | 0.224079 | 0.715020 | 0.221564 | 0.713248 |
| IPCI 16 | 0.395749 | 0.698489 | 0.407401 | 0.696714 |
| IPCI 17 | 0.417607 | 0.699954 | 0.411156 | 0.696372 |
| IPCI 18 | 0.368793 | 0.701995 | 0.360956 | 0.700918 |
| IPCI 19 | 0.221692 | 0.714753 | 0.225631 | 0.712894 |
| IPCI 20 | 0.250460 | 0.713071 | 0.252456 | 0.710552 |

Descriptive statistics.

Descriptive statistics were generated for all available data. Data was first looked at in its

entirety, and then divided into classes based on the independent variables of marital status, age,

race and educational program. Table 5 shows the total group means and standard deviations. The

bound on the error of estimation is 1.329 for the Verbal Frequency scale and 1.504 for the IPCI.

**Table 5**
Total scores for the total sample

| Instrument | M | SD | B |
| --- | --- | --- | --- |
| Verbal Frequency Scale | 21.5096 | 6.777 | 1.329 |
| IPCI | 45.1863 | 7.595 | 1.504 |

The means and standard deviations for each measure across classes are shown in Table 6.

**Table 6**
Mean total scores for each instrument across independent variable.

| | | Verbal Frequency Scale | | | IPCI | |
|---|---|---|---|---|---|---|
| Group | n | M | SD | n | M | SD |
| Age Group | | | | | | |
| ages 14-16 | 22 | 21.682 | 4.684 | 22 | 43.409 | 6.888 |
| ages 17-18 | 48 | 21.396 | 6.181 | 48 | 45.604 | 7.485 |
| ages 19-20 | 25 | 20.200 | 8.607 | 25 | 44.880 | 8.671 |
| Marriage Group | | | | | | |
| married | 74 | 21.514 | 6.748 | 72 | 45.931 | 7.471 |
| single | 30 | 21.500 | 6.962 | 30 | 43.400 | 7.717 |
| Race | | | | | | |
| Anglo-American | 10 | 18.400 | 4.402 | 10 | 50.100 | 6.983 |
| African-American | 45 | 20.578 | 5.302 | 45 | 45.911 | 7.684 |
| Hispanic American | 343 | 23.441 | 8.313 | 34 | 42.412 | 6.885 |
| Other | 9 | 20.444 | 6.405 | 9 | 44.778 | 7.155 |
| Education Program | | | | | | |
| academic | 80 | 22.075 | 7.301 | 79 | 45.684 | 7.382 |
| GED prep | 24 | 19.625 | 4.210 | 23 | 43.478 | 8.223 |

Analysis of Variance.

Analysis of variance on the Verbal Frequency Scale revealed no significant differences

across any groups: for age $F$ (2, 92) =2.91, $p$ = .059; for marital status $F$ (1, 102) = 1.66, p=.200;

for race $F$ (3, 94) = 3.29, p= .445; and for educational program $F$ (1, 102)= 2.81, p= .097.

The Analysis of Variance on the IPCI revealed that the ideal pupil control orientation

attributed by students differed significantly across the racial groups, $F$ (3, 94) = 3.29, p=.024. This

result yielded an omega squared equal to 0.05. All other analysis of variance indicated no

significant differences: for age $F$ (2, 92) = .62, p = .539; for marital status $F$ (1,100) = 2.38,

p=.126; and for educational program $F$ (1, 100) = 1.51, p=.222.

A Scheffe post hoc test on the race variable revealed significant differences only between

the Anglo-American group and the Mexican-American group. No other contrasts were significant.

Discussion

Analysis of the verbal frequency scale indicated that adjudicated students' positive and

negative perceptions of teacher behaviors supported the results of prior research with the

exception of "rewards" and "supervises." Previous research had found "rewards" to load into

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factors that reinforce learning at .58254, but this study found it to load into perceived negative

behaviors at .37 while into positive behaviors at only .28. "Supervises" had loaded in factors

detrimental to learning at .445557 in the previous study and into factors conducive to learning at

.32150, while current loadings into positive factors were .37 and negative factors were -.16.

Student responses to "rewards" indicated considerable disagreement about the effectiveness of

that teacher behavior, with 43.3% desiring "always," but 17.3% indicating "never." Responses to

other items also demonstrate inconsistency, although not to the same degree (See Appendix D).

Table 7 indicates the progression of student perceptions as to the desirability of teacher behaviors.

The mean verbal frequency scores are shown in Figure 1.

**Table 7**

| Behavior | encourages | explains | discusses | repeats | rewards | supervises | questions | demands | judges | threatens |
|---|---|---|---|---|---|---|---|---|---|---|
| Frequency | 1.82 | 1.92 | 2.16 | 2.34 | 2.34 | 2.48 | 2.56 | 3.67 | 3.72 | 4.54 |

Analysis of the IPCI found little consistency or pattern in responses. A significant

difference between or among groups was found only between Mexican-American and Anglo-

American students. Figure 2 illustrates the erratic nature of the responses. The diversity of

attitudes held by the group is readily apparent in the wide range of individual IPCI total scores
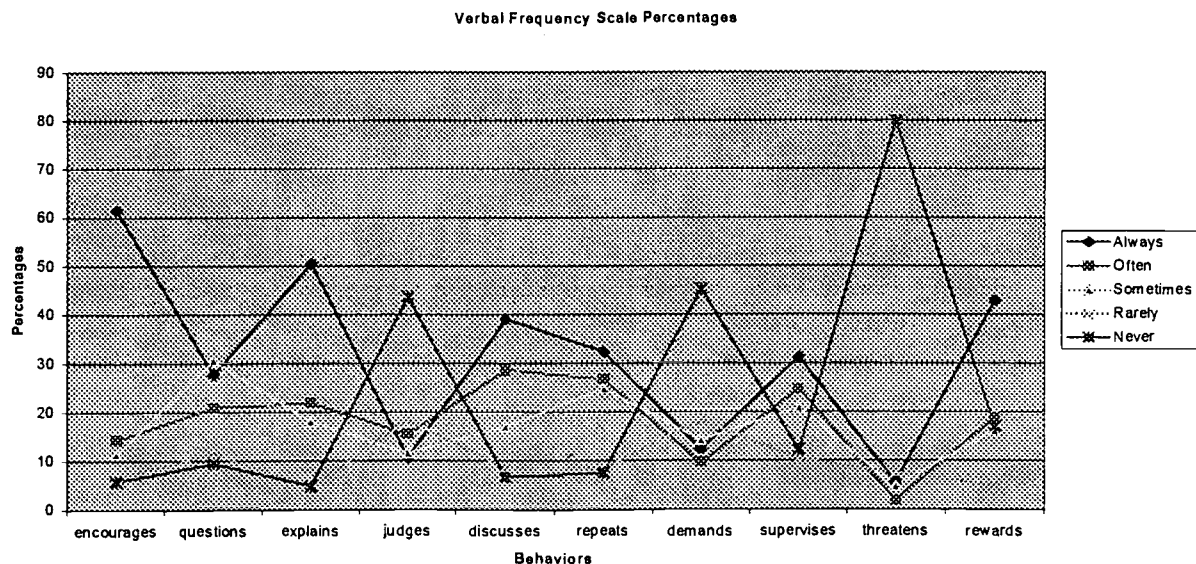
shown in Figure 3.

**Figure 1.**

Verbal Frequency Scale Percentages

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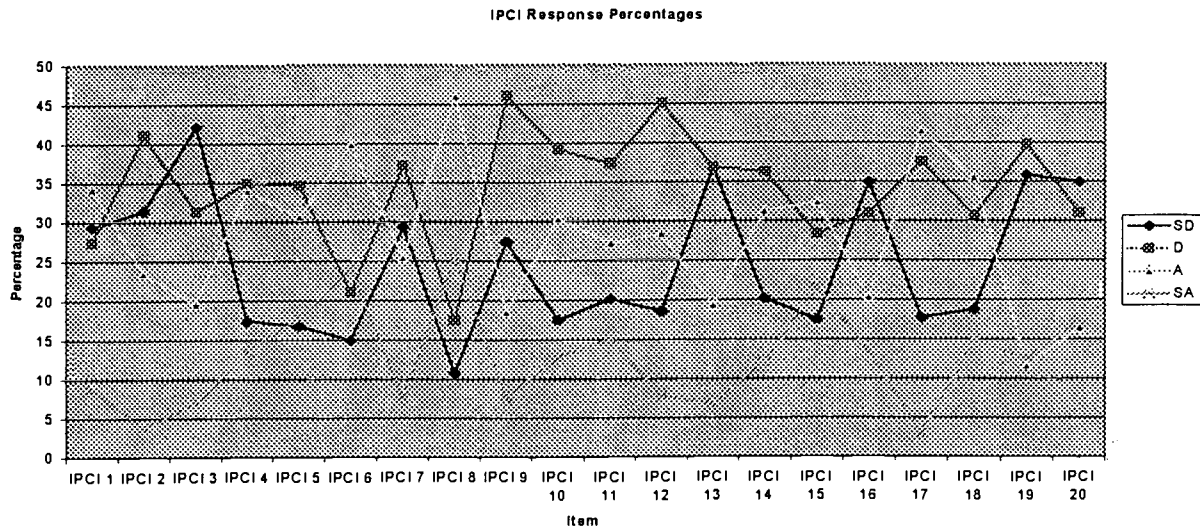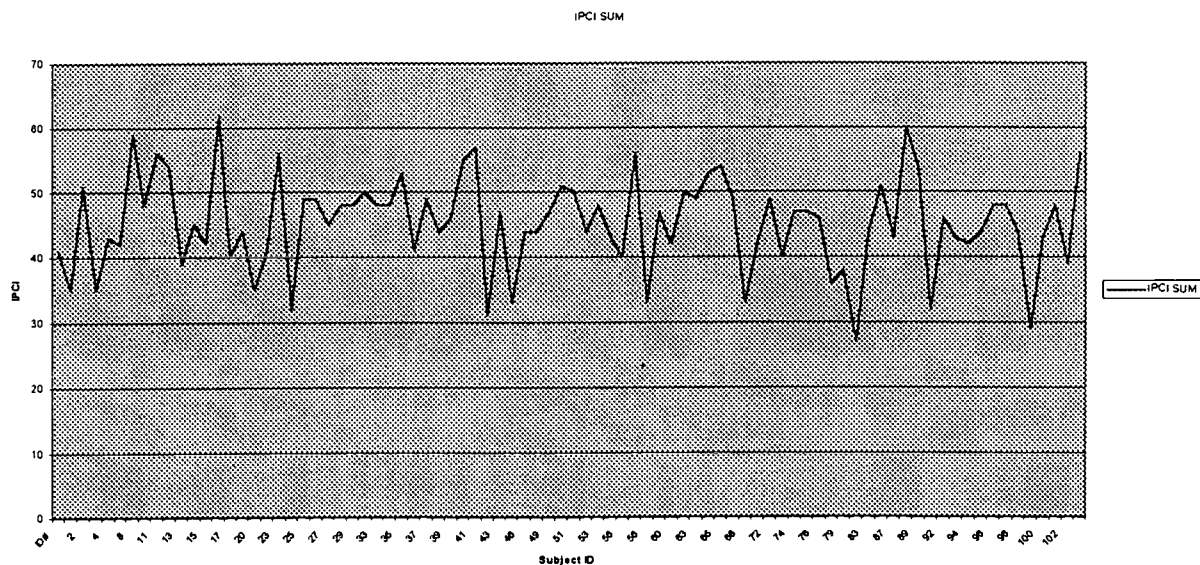**Figure 2.**

IPCI Response Percentages



**Figure 3.**

IPCI SUM



The perceptions of adjudicated students as to what teacher behaviors and attitudes are most conducive for student learning are an area in need of additional study. Results of the verbal frequency scale for ideal teacher behaviors indicate some discrepancy between the beliefs of teachers as to whether the results of certain behaviors are positive or negative in their impact upon student learning. Supervision was perceived positively by the students participating in the study, while previous research had indicated its impact was more negative. Reward was seen as a

very positive reinforcement in the prior study, but current results are less positive. This particular example emphasizes the importance of the unique characteristics of the population being studied. Some students may have overwhelmingly positive responses to a particular stimulus, while other students may respond equally negatively, based upon their own experiences. Researchers must consider whether the negative response to "reward" is based upon understanding of the use of reward or whether the lack of its presence in the students' experience caused them to respond negatively. However, as shown in table 7, student responses do provide a continuum of desirability for teacher behaviors, with "encourages" representing the most positive extreme and "threatens" indicating the most negative.

Based upon the IPCI possible score range from 20 to 80, 50 would represent the midpoint of the continuum. The mean of the total scores (M=43.409) does indicate a general student preference for humanistic behavior. However, the erratic nature of student responses to the IPCI make the researcher hesitant to draw more specific inferences based upon the results of this study. Both the highly restrictive setting in which these students are currently educated and their history of academic difficulties possibly impact their response choices to the IPCI items. More research is needed with adjudicated adolescents to determine the attitudes of this student population, and additional research utilizing these measures with students in traditional secondary schools is needed to determine whether weaknesses in validity and reliability are inherent in the instruments or rise from use with this particular population. Results from this study have no benchmarks with which to compare. Unique characteristics of this population combine with difficulties associated with new measurement instruments to confound interpretation.

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Appendix A

## FORM PCI

### INFORMATION

On the following pages a number of statements about teaching are presented. Our purpose is to gather information regarding the actual attitudes of educators concerning these statements.

You will recognize that the statements are of such a nature that there are no correct or incorrect answers. We are interested only in your frank opinion of them.

Your responses will remain confidential, and no individual or school will be named in the report of this study. Your cooperation is greatly appreciated.

INSTRUCTIONS: Following are twenty statements about schools, teachers, and pupils. Please indicate your personal opinion about each statement by circling the appropriate response at the right of the statement.

| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|

1. It is desirable to require pupils to sit in assigned seats during assemblies.    SA  A  U  D  SD

2. Pupils are usually not capable of solving their problems through logical reasoning.    SA  A  U  D  SD

3. Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.    SA  A  U  D  SD

4. Beginning teachers are not likely to maintain strict enough control over their pupils.    SA  A  U  D  SD

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## INFORMATION SHEET

INSTRUCTIONS: Please complete this form by checking the appropriate boxes and filling in blanks where indicated.

1. Sex

   ( ) Male      ( ) Female

2. Marital status

   ( ) Single      ( ) Married      ( ) Widow(er)

   ( ) Separated or Divorced

3. Age

   ( ) 20-29 years      ( ) 30-39 years      ( ) 40-49 years

   ( ) 50-59 years      ( ) 60-69 years

4. Present position (specify as indicated)

   ( ) Elementary Teacher (please specify grade _____ )

   ( ) Secondary Teacher (subject(s) _____ )

   ( ) Other (please specify position _____ )

5. Experience as an educator (as of the end of this academic year)

   _____ years as a teacher

   _____ years as a principal, supervising principal, or super-
   intendent

   _____ years as a guidance counselor

   _____ years, other (please specify position _____ )

6. Amount of education

   ( ) Less than Bachelor's degree

   ( ) Bachelor's degree

   ( ) Bachelor's degree plus additional credits

   ( ) Master's degree

   ( ) Master's degree plus additional credits

   ( ) Doctor's degree

7. *Undergraduate* preparation

   ( ) Major within the field of education

   ( ) Major in area outside the field of education

8. *Graduate* preparation

   ( ) Major within the field of education

   ( ) Major in area outside the field of education

---

Response scale: SA (Strongly Agree), A (Agree), U (Undecided), D (Disagree), SD (Strongly Disagree)

| # | Statement | SA | A | U | D | SD |
|---|-----------|----|----|----|----|----|
| 5. | Teachers should consider revision of their teaching methods if these are criticized by their pupils. | SA | A | U | D | SD |
| 6. | The best principals give unquestioning support to teachers in disciplining pupils. | SA | A | U | D | SD |
| 7. | Pupils should not be permitted to contradict the statements of a teacher in class. | SA | A | U | D | SD |
| 8. | It is justifiable to have pupils learn many facts about a subject even if they have no immediate application. | SA | A | U | D | SD |
| 9. | Too much pupil time is spent on guidance and activities and too little on academic preparation. | SA | A | U | D | SD |
| 10. | Being friendly with pupils often leads them to become too familiar. | SA | A | U | D | SD |
| 11. | It is more important for pupils to learn to obey rules than that they make their own decisions. | SA | A | U | D | SD |
| 12. | Student governments are a good "safety valve" but should not have much influence on school policy. | SA | A | U | D | SD |
| 13. | Pupils can be trusted to work together without supervision. | SA | A | U | D | SD |
| 14. | If a pupil uses obscene or profane language in school, it must be considered a moral offense. | SA | A | U | D | SD |
| 15. | If pupils are allowed to use the lavatory without getting permission, this privilege will be abused. | SA | A | U | D | SD |
| 16. | A few pupils are just young hoodlums and should be treated accordingly. | SA | A | U | D | SD |
| 17. | It is often necessary to remind pupils that their status in school differs from that of teachers. | SA | A | U | D | SD |
| 18. | A pupil who destroys school material or property should be severely punished. | SA | A | U | D | SD |
| 19. | Pupils cannot perceive the difference between democracy and anarchy in the classroom. | SA | A | U | D | SD |
| 20. | Pupils often misbehave in order to make the teacher look bad. | SA | A | U | D | SD |

## Appendix B

| Descriptive Statistics for 10-Item PCI Scale Comparative Results of 2 studies | LISREL estimate[a] | | SE[b] | | PFA estimate[c] | | communality[c] | | M | | SD | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Item | US | Tch | US | Tch | US | Tch | US | Tch | US | Tch | US | Tch |
| 9. Too much pupil time is spent on guidance and activities and too little on academic preparation. | 0.82 | 0.4 | 0.044 | 0.1 | 0.823 | 0.36 | 0.677 | 0.13 | 2.82 | 2.76 | 1.53 | 0.98 |
| 10. Being friendly with pupils often leads them to become too familiar. | 0.89 | 0.4 | 0.041 | 0.1 | 0.891 | 0.40 | 0.794 | 0.16 | 3.25 | 2.05 | 1.56 | 0.76 |
| 11. It is more important for pupils to learn to obey rules than that they make their own decisions. | 0.85 | 0.50 | 0.043 | 0.1 | 0.838 | 0.51 | 0.702 | 0.26 | 3.17 | 2.26 | 1.66 | 0.86 |
| 12. Student governments are a good "safety vale" but should not have much influence on school policy. | 0.86 | 0.5 | 0.042 | 0.1 | 0.854 | 0.47 | 0.730 | 0.22 | 2.98 | 2.59 | 1.50 | 0.88 |
| 13. Pupils can be trusted to work together without supervision. | 0.72 | 0.4 | 0.046 | 0.1 | 0.706 | 0.35 | 0.498 | 0.12 | 2.72 | 3.10 | 1.48 | 1.03 |
| 14. If a pupil uses obscene or profane language in school, it must be considered a moral offense. | 0.82 | 0.4 | 0.044 | 0.1 | 0.815 | 0.36 | 0.664 | 0.13 | 2.66 | 2.86 | 1.48 | 1.06 |
| 16. A few pupils are just young hoodlums and should be treated accordingly. | 0.82 | 0.4 | 0.043 | 0.1 | 0.835 | 0.44 | 0.698 | 0.19 | 3.48 | 2.00 | 1.39 | 0.78 |
| 17. It is often necessary to remind pupils that their status in school differs from that of teachers. | 0.6 | 0.6 | 0.049 | 0.1 | 0.604 | 0.55 | 0.364 | 0.31 | 2.75 | 2.61 | 1.20 | 0.99 |
| 19. Pupils cannot perceive the difference between democracy and anarchy in the classroom. | 0.6 | 0.6 | 0.049 | 0.1 | 0.605 | 0.61 | 0.366 | 0.37 | 3.39 | 2.21 | 1.08 | 0.73 |
| 20. Pupils often misbehave in order to make the teacher look bad. | 0.7 | 0.5 | 0.047 | 0.1 | 0.710 | 0.46 | 0.505 | 0.21 | 3.22 | 2.26 | 1.21 | 0.75 |

US  Graham, Halpin, Harris, and Benson research with university students

Tch Graham, Benson, and Henry research with inservice teachers

[a]  Factor loading from LISREL program.

[b]  Standard errors for LISREL estimates.

[c]  Factor loading and item communality estimates PA2/SPSS-X program.

Appendix C

Please respond to each question.  If you want more space, write on the back.

1. Please pick a number from the scale to show how often the ideal teacher does each of the actions in class while teaching and jot it in the space to the right of the item.

1  Always
2  Often
3  Sometimes
4  Rarely
5  Never

encourages . . . . . . . . . . . . . . . . . . . _____

questions  . . . . . . . . . . . . . . . . . . . _____

explains. . . . . . . . . . . . . . . . . . . . . _____

judges. . . . . . . . . . . . . . . . . . . . . . _____

discusses  . . . . . . . . . . . . . . . . . . . _____

repeats. . . . . . . . . . . . . . . . . . . . . _____

demands. . . . . . . . . . . . . . . . . . . . _____

supervises . . . . . . . . . . . . . . . . . . . _____

threatens  . . . . . . . . . . . . . . . . . . . _____

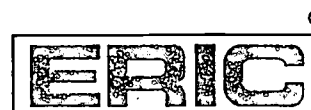rewards. . . . . . . . . . . . . . . . . . . . . _____

2. Describe how the  ideal teacher handles discipline.

INSTRUCTIONS: Following are twenty statements about schools, teachers, and students. Please indicate your personal opinion about each statement by circling the appropriate response at the right of the statement.

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| 1. The ideal teacher believes students should be required to sit in assigned seats during school-wide assemblies. | SA | A | D | SD |
| 2. The ideal teacher believes students are not usually capable of solving their problems through logical thinking. | SA | A | D | SD |
| 3. The ideal teacher believes directing smart-aleck remarks toward a defiant student is a good disciplinary technique. | SA | A | D | SD |
| 4. The ideal teacher believes beginning teachers are not likely to maintain strict enough control over their students. | SA | A | D | SD |
| 5. The ideal teacher believes teachers should consider changing their teaching methods if these are criticized by their students. | SA | A | D | SD |
| 6. The ideal teacher believes the best principals give full support to teachers in disciplining students. | SA | A | D | SD |
| 7. The ideal teacher believes students should not be allowed to contradict the statements of a teacher in class. | SA | A | D | SD |
| 8. The ideal teacher believes it is reasonable to have students learn many facts about a subject even if they have no immediate use. | SA | A | D | SD |
| 9. The ideal teacher believes too much student time is spent on counseling and after-school activities and too little on school work. | SA | A | D | SD |
| 10. The ideal teacher believes being friendly with students often leads them to become too friendly with the teacher. | SA | A | D | SD |
| 11. The ideal teacher believes it is more important for students to learn to obey rules than to make their own decisions. | SA | A | D | SD |
| 12. The ideal teacher believes student governments are a good way for students to "let off steam" but should not have much influence on school policy. | SA | A | D | SD |
| 13. The ideal teacher believes students can be trusted to work together without supervision. | SA | A | D | SD |
| 14. The ideal teacher believes if a student uses obscene or dirty language in school, it must be considered immoral. | SA | A | D | SD |
| 15. The ideal teacher believes if students are allowed to use the restroom without getting permission, this privilege will be abused. | SA | A | D | SD |
| 16. The ideal teacher believes a few students are just young delinquents and should be treated accordingly. | SA | A | D | SD |
| 17. The ideal teacher believes it is often necessary to remind students that their status in school differs from that of teachers. | SA | A | D | SD |
| 18. The ideal teacher believes a student who destroys school material or property should be severely punished. | SA | A | D | SD |
| 19. The ideal teacher believes students cannot tell the difference between self-control and no control in the classroom. | SA | A | D | SD |
| The ideal teacher believes students often misbehave in order to make the teacher look bad. | SA | A | D | SD |

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