

A MEASUREMENT OF ATTITUDES OF HOME ECONOMICS
STUDENT TEACHERS AT OKLAHOMA STATE
UNIVERSITY TOWARD THE MENTALLY
RETARDED

By

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PREFACE

This study is primarily concerned with the attitudes of home economics student teachers at Oklahoma State University in the 1969-1970 academic school year towards the mentally retarded. It is hoped that the information arrived at through this study could be useful in determining (1) the need for the instruction of causes, treatments, and social implications of mental retardation and (2) the need for providing personal contact with the mentally retarded in college curriculums preparing students for careers in the teaching field.

This research project would not have been possible without the cooperation and help of Dr. Herman Efron, Ph.D., Veterans Administration Hospital, Washington, D.C. Use of the instrument developed by Dr. Efron was vital and his assistance and aid were greatly appreciated.

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CHAPTER I

INTRODUCTION

Mental retardation is a problem of mounting concern today, both in terms of the retardates personal adjustment and in terms of the social consequences to society. The increasing awareness of the educational, social, and emotional needs of exceptional children has led to the integration of educable mentally retarded children into the regular public school class program. These children must achieve a satisfactory adjustment within a predominately normal society and must be provided with experiences with this society. Initially, these experiences will be with those in the school environment.

Teachers rank second only to parents in terms of their influence on the behavior of retarded children and the actual number of hours spent with the children (1). It is apparent that the importance of their role in the successful social and emotional adjustment of the retarded child cannot be underestimated. A significant component of this social context involves the attitude of the teacher towards the mentally retarded child. Thus, there has become an increasing need for the practical as well as theoretical conceptualization of the complexities of the reciprocal interaction between the mental retardate and his social environment. A greater understanding of the attitudes of educators toward the mental retardate will aid in the achievement of the successful integration of the mental retardate into society.

Statement of the Problem

Awareness of the importance of the role of the teacher in the successful social and emotional adjustment of the retarded child as well as recognition of the need for the measurement of select teacher attitudes lead this study towards the measurement of future home economics teachers' attitudes toward the mentally retarded. Those particular attitudes of student teachers in the Fall semester of 1969 and prospective student teachers in the Spring semester of 1970 at Oklahoma State University were investigated.

Purpose of the Study

The main purpose of this study was to identify the attitudes of home economics student teachers at Oklahoma State University towards the mentally retarded. Information arrived at through the study was used to determine (1) the need for the instruction of causes, treatments, and social implications of mental retardation and (2) the need for providing personal contact with the mentally retarded in college curriculums preparing students for careers in the teaching field.

Specific objectives were:

1. To determine the dimensionality of the attitudes held by the student teachers in six areas of conceptualization.

There factors were:

- a. Segregation via Institutionalization
- b. Cultural Deprivation
- c. Noncondemnatory Etiology
- d. Personal Exclusion

- e. Hopelessness
- f. Authoritarianism

Limitations of the Study

This study was limited to:

1. One institution of higher learning: College of Home Economics, Department of Home Economics Education, Oklahoma State University, Stillwater, Oklahoma.
2. Home economics student teachers completing their student teaching in the Fall semester of 1969 and prospective student teachers in the Spring semester of 1970.
3. An investigation of the attitudes of this given group of student teachers with no generalizations for any larger group.
4. An investigation of opinions expressed as indices of attitudes.
5. An investigation of only those attitude dimensions measured by the questionnaire in use.
6. An investigation with directions for use of the questionnaire set by the author.

Definition of Terms

In the study, the following terms were important. Definitions relevant to this study were:

1. Attitude is defined as the predisposition of the individual to evaluate some symbol or object or aspect of his world in a favorable or unfavorable manner (1).

2. Attitude Scale is a set of statements (items) about an attitude object, to which an individual responds with a set of specified response categories (2).
3. Future Home Economics Teacher refers to the college student in the senior year of her program in home economics education. She may have completed her student teaching or be in the process of doing the student teaching.
4. Home Economics Student Teacher refers to the student involved in the student teaching experience.
5. Prospective Home Economics Student Teacher refers to the student enrolled in the block semester in which the student teaching experience occurs, but she has not begun the student teaching experience.
6. Measurement refers to the assignment of numerals to objects according to a rule (3).
7. Mental Retardation refers to subaverage general intellectual functioning which originates during the developmental period and is associated with impairment in adaptive behavior in the individual's rate of maturation, learning, and social adjustment (4).
8. Mental Retardate refers to the individual with subaverage general intellectual functioning (4).
9. Educable Mental Retardate refers to the individual with an IQ of 55-75. This classification refers to only the intellectual dimension of the condition (5).
10. Special Education refers to that educational segment which provides special services for children with particular

conditions that may handicap them educationally, socially, or vocationally (5).

Procedure for the Study

To enable the writer to meet the objectives of this study, the following steps were involved:

1. An investigation of recent research in the development of attitude scales in questionnaire form for the measurement of attitudes toward the mentally retarded was made.
2. A questionnaire for the measurement of attitudes toward the mentally retarded was located.
3. A letter was sent to the author informing him of the proposed study and interest in the use of the questionnaire in the study. Permission was granted to use the questionnaire, and it was reproduced in quantity.
4. Arrangements were made to administer the questionnaire to the student teachers in the Fall semester of 1969 who had completed their student teaching and to prospective student teachers in the Spring semester of 1970.
5. The questionnaire was given to each group of students in Home Economics Education 4102, Philosophy of Education--a class included on the block semester in which the student teaching experience occurs.
6. The questionnaire was given to 70 students. It was administered to 34 students at the conclusion of the student teaching experience and to 36 students at the beginning of the semester in which the student teaching experience

occurred.

7. The data from the questionnaire was analyzed, conclusions were drawn, and recommendations were made.

Organization of the Report of the Study

The report of this study is organized into five chapters. Chapter I has presented the problem, objectives, limitations, definitions of relevant terms, and procedures involved. The remainder of the report is divided into four additional chapters. Chapter II will present a review of relevant literature. Chapter III will discuss the procedures, and Chapter IV will present and analyze the data in the study. The final chapter will present a summary, and conclusions and recommendations.

CHAPTER II

REVIEW OF LITERATURE

The American Association on Mental Deficiency defines "mental retardation" as:

Subaverage general intellectual functioning which originates during the developmental period and is associated with impairment in adaptive behavior (4).

Intelligence and behavior are the two dimensions by which retardation is defined today. This subaverage intellectual functioning--intellectual functioning greater than one standard deviation below the population mean of the age group--is reflected by impairment in adaptive behavior in the individual's rate of maturation, learning, and social adjustment (4). In addition, the term "mental retardation" has a second more general definition. Not only does the term have the previous particularly apt and precise definition, but it equally refers to all degrees of intellectual deficiency.

The degree of intellectual deficiency is classified from one of three standpoints: severity of the handicap, etiology of the handicap, or the syndrome (5). Of these three approaches, educators classify on the severity of the handicap. In 1965, Garrison and Force (5) listed the label of significance to educators in the public school system as: Educable Mentally Retarded -- IQ 55-75. It is precisely this particular group with which educators in the public school system are most concerned. In the following review of literature, selected aspects of the

problem of this individual's successful integration into the public school system will be reviewed.

Mental Retardation: The Situation Today

Estimates of Incidence

Estimates of incidence of mental retardation in the total population vary. Sixty studies conducted between 1894 and 1958 in the United States show estimates of the mentally retarded population ranging from .05 to 13 per cent of the population (6). Today, however, estimates range from 1 to 3 per cent. Using this 3 per cent figure, the number of mentally retarded individuals would be about five and one-half million (7). Equally startling is the fact that total school enrollment has kept pace with this population growth, and increased school enrollment has brought forth increased diversity in the school population.

In 1962, Gardner (7) estimated that approximately 3 per cent of the school population was retarded with 2.5 per cent in the educable mentally retarded IQ range. Five years later, Hastings stated in her presidential acceptance address to the American Association on Mental Deficiency that the number of mentally retarded children in the public school system would increase (8). It is apparent that such an increase in the diversity in intellectual functioning in the school population will create special problems in educational provisions for all children.

Estimates of incidence of mental retardation do vary, for unlike measles or pneumonia, mental retardation is not a disease entity, and no definite answers can be expected to statistical questions concerning the prevalence of mental retardation in the total population or in the

school population. In addition, difficulties inherent in large scale research and the haziness of the concept make definite surveys of number difficult if not outright impossible. Regardless of the actual statistical count, it is quite apparent that "intellectual subnormality" exists in the total population and in the school population, and it is a problem which must be faced (4). Initially, this problem must be faced within the public school system.

Historical Perspective of Educational Provisions

With the rise of modern science and the doctrine of the brotherhood of man, efforts were made to deal with the special problems of the mentally retarded. Interest in the education of the mentally retarded dated from 1801 with the attempts of Itard to educate a single defective boy. His work gave impetus to the more highly organized work of Seguin, who guided the early institutional movement in the United States with the establishment in 1847 of the Walter Fernald State School for the mentally retarded in Massachusetts (9).

As a means of dealing with all degrees of mentally defective children and adults, the growth of state institutions was slow, but today, practically all states maintain residential institutions for the mentally retarded. At the beginning of the movement, it was strongly believed that the expansion of the residential homes was the ultimate solution to the problem, but after 150 years of experience, less than 5 per cent of the mentally retarded are in residential institutions today (7). Increasing numbers of mentally retarded children remaining in the community necessitated educational provisions at the community level.

Fifty years after the first residential school was founded, special classes for the educable mentally retarded at the elementary level began to appear in large public school systems throughout the country. With laws making public school attendance compulsory, schools were confronted with the problems of providing educational programs for pupils with ranges in mental ability. Pupils who were unable to make satisfactory progress in the regular school program brought about experimentation with special classes with modified curricula; however, growth of such special classes was slow (7). Finally, in the 1930's, state legislatures recognized the importance of the programs. Special education laws were amended to include education of the educable mentally retarded and provide financial support to schools with programs (7). Late in the 1940's, the cause of the rapidly expanding mentally retarded population was laid before the eyes of the public. The Selective Service System encountered problems in drafting mentally retarded young men, and parent groups were spurred to protest the inadequacy of facilities for mentally retarded children. With post war prosperity, fund raising campaigns, legislative lobbying, and massive federal support under the Kennedy administration, a new day was born (9).

Current Public School Programs

Today, according to the National Association for Retarded Children: the provision of educational opportunities for retarded children of school age is the responsibility of the public school system (10). Several interdependent developments resulting from continuous research and educational planning have contributed to this trend. These are, among others:

1. The refinement of diagnostic instruments and procedures.
2. The increased training of specialists and itinerant personnel.
3. The increased number of preschool training programs.
4. The increased awareness on the part of educators of the educational, social and emotional needs of exceptional children (11).

As a result of these developments, increasing numbers of educable mentally retarded children are being provided with part-time and/or full-time educational programs within the structure of regular public day schools (11).

At the present time, the status of programs for the educable mental retardate vary from state to state, city to city, and school to school. Geer (12) found that out of 70 cities surveyed, 35 utilized special classes exclusively, 2 had special schools, 11 had both special classes and separate schools, 9 had combinations of special classes with special provisions in the regular school curriculum, 5 had no services provided, 4 were planning services, and only 1 felt that no provisions were necessary. In a similar study by Wallace (13), special day classes or special day schools within the public school system were the most common provision for educable mentally retarded students. Thus, today it is apparent that special classes within the structure of the regular public day school or special classes with provisions in the regular school curriculum tend to be the most common provisions for the mentally retarded (4).

Educational Goals for the Mentally Retarded

The wealth, power and spiritual force of this nation lies in the

infinitely varied potentialities of all children. The mentally retarded child is like other children, for in most cases, he is capable of acquiring the social and vocational skills that will enable him to take his place as a cooperative and contributing member of society. It is estimated that as high as 70 to 80 per cent of the total mentally retarded population is potentially capable of reaching a status of being gainfully employed (7). Considering this important source of raw material for the democracy of tomorrow, educators direct the program for the mental retardate toward one that not only includes the academic but the prevocational and the vocational directed towards the economic and social adjustment of the individual (14).

The Policy of Integration and New Responsibilities for All

Increasing numbers of educable mentally retarded children are being integrated into the regular public school system for experiences within this environment (11). These children will eventually be required to achieve a satisfactory adjustment within a predominately normal society, and if the educational goals are to be met, the experiences they have as children with this society must be positive (4).

The retarded child must develop healthy attitudes towards himself, others, and towards whatever daily tasks he must undertake (15). Considering the complexities of the reciprocal interaction between attitudes and the development of the individual, it is quite apparent that these experiences are invaluable to him. Of particular importance are those experiences with the teacher, for the teacher has the most potent influence on the social and emotional adjustment of the retarded child, both in terms of the teacher-child relationship and in terms of the

relationships between the retarded child and other children (11). However, special provisions for the mental retardate within the public school system in terms of special classes do not relieve the regular classroom teacher of the responsibility for the exceptional child (5). Recent trends in the education of exceptional children have prompted special education teachers to provide many such children with part-time and/or full-time educational programs within the structure of the regular public school class program (11).

The Mental Retardate and Home Economics

In the past ten years, particularly within the secondary school system, transferring students from special education classes into regular vocational classroom programs for part-time experiences has become a prevalent practice (7). Home economics is one of the more important areas into which such students are being transferred (4), for it aims to create and integrate knowledge that will help individuals develop competences fundamental to effective living as well as bring people further along the path toward complete physical, mental, and social well-being (16). The mental retardate is one individual greatly in need of such a program. In light of the recent Vocational Education Amendments to the Vocational Education Act of 1963 (17) authorizing federal grants to states to assist them to maintain, extend, and improve existing programs of vocational education for persons of all ages in all communities--those in high school, those with special educational handicaps, and those in post secondary schools--, it is apparent that increasing numbers of educable mentally retarded students will be integrated into home economics programs to take advantage of such opportu-

ities available within the home economics program. In recognition of these facts, future home economics teachers will encounter greater responsibilities in the education of the educable mental retardate.

Attitudes Toward the Mentally Retarded

Since time immemorial--or ever since the origin of man and the family--the human race has had with it the mentally retarded person. The term "idiot" is derived from the Greek "idiotas" or "idios" which implied a "peculiar individual," hence one to neglect or "get rid of" (18). He was a person set apart or alone and lived in a world by himself more or less outside the realm of society. For centuries, the mentally retarded were treated as being totally different from other citizens of their times. A survey of literature tells us that the mentally retarded were not wanted and were destroyed or left to the wild beasts of the fields. In Puritan times, the mentally retarded were regarded as the curse of an evil spirit or a disgrace. In other cultures, the mentally retarded were allowed to perish from neglect. Many were cast into the rivers or drowned or left to perish on the mountainsides as a means of extermination. They were treated as being different from other human beings and were given no consideration. Ostracism, neglect, persecution, and mockery were the lot of these creatures, who were helpless in the hands of their superiors (19).

Today, public morality and the ethical belief in the value of individual life and its welfare interests has brought about a movement towards a more realistic view of mental retardation (20). The retarded person is seen as an individual with a limiting condition, yet due to the great emphasis on intellectual status and achievement in our society,

we tend to cloak him with a diagnostic label that prevents our seeing him as a learning, developing person in a particular setting with his own special skills as well as limitations (4). Myths of culture from the past tend to be so pervasive that they interfere with true perceptions, and today, there is still a definite stigma attached to the term "mental retardation" (1). According to Gellman (21):

Prejudice toward the handicapped person with its open or hidden rejection by the non-handicapped occurs at all socioeconomic levels and in all regions of our country. It is evidenced in the social, educational, and vocational discrimination which hampers disabled persons.

The seriousness of the stigma attached to mental retardation by all levels in our society can be seen quite readily in a review of current research which has been conducted in this area of concern.

Community Attitudes

In 1960, Belinkoff (22) reported observations made of community attitudes in relation to the degree of facility and interest that community groups had in identifying mental retardation without obvious organic involvement. In order to locate the requisite number of children for the Columbia University Teachers College Mental Retardation Project, more than 900 individuals were contacted. The bulk of the referrals (85 per cent) came from specialized clinics for retarded children with very few coming from pediatricians or private physicians. Children without observable organic defects who were able to fit into the mainstream of life were not referred. Only 21 per cent came from the public schools who encountered great difficulty in referring children due to the stigma attached to the term "mental retardation." Twelve per cent of the referrals came from parent organizations for the mentally retard-

ed. It is interesting to note that after the project name was changed to Special Education Research Project, there was a noticeable 64 per cent increase in the proportion of parents who applied.

Employer Attitudes

It is estimated that as high as 70 to 80 per cent of the total retarded population is potentially capable of reaching a status of being gainfully employed (7). Studies by Cohen (23) in 1960 and Fraenkel (24) in 1961 indicate that the negative attitudes of employers and the community toward the mentally retarded have a definite effect on the vocational success of the retarded. While these individuals are capable of being successful, they are very often not given the chance. In a later study in 1962, Cohen (25) again found that negative attitudes were held irrespective of knowledge on the subject. On the subject of the mental retardate and his probable success as an employee, Cohen stated:

If the retarded individual is to succeed vocationally, it appears that educational programs entailing more than presentation of facts will be necessary. It is apparent that the mental retardate is not accepted by employers (25).

Parental Attitudes

Limitations imposed upon the parent by the community and the elements in the child's condition create a very frustrating situation for the parent. The case is stated so well by Pearl S. Buck: "all the brightness of life is gone, all the pride in parenthood" (26). Parents feel they have failed in the most important aspect of human creativity--the producing of normal offspring. They suffer feelings of frustration and futility which are evoked by the hard realities of the situation and

by the emotional strain within themselves. Attitudes fluctuate between two different poles of human relationships, those of love and hate. Love is expressed in the acceptance of the child; hate is expressed in rejection of the child. Between the accepting and rejecting attitudes are the reactions determined by ambivalent feelings such as over indulgence, over protection, and parental over authority (27). Grebler (28) found that the greater number of parents react with emotions of guilt and remorse condemning themselves and showing ambivalent feelings toward the child. It is unfortunate, for such unfavorable parental attitudes can prevent the child from using even his limited capacity.

Attitudes in the School Environment

In terms of their influence on the behavior of retarded children and the actual number of hours spent with the children, teachers rank second only to parents (4). With the recent trend of integrating educable mentally retarded children into normal classrooms, more and more teachers in the general educational fields will come in contact with retarded students. In light of this situation, in 1967, Efron (29) investigated the attitudes of teachers in the general educational fields versus those in the special education field. He found that teachers of the retarded in special education as compared to teachers in general educational fields in the normal classroom, were less authoritarian, had less inclination to segregate and institutionalize the retardate, and were more accepting of intimate contact with the retardate. Teachers of the retarded were more inclined to ascribe cases of mental retardation to cultural impoverishment, and in addition, had more factual information about retardation than those in the general educational fields.

Teachers of the retarded in special education were the only group in the study who differed from the others in their acceptance of intimate contact with the retarded. Thus, Efron concluded that intimate contact with the retarded in teacher preparation programs or by other means was perhaps the only way of changing the more personal and less intellectual facet of attitudes.

The results of this study caused great concern and led to further investigation of attitudes in the school environment. While few investigators used the attitude scale developed by Efron, one did continue investigations. Jaffe (30) questioned those attitudes of students. He found that negative attitudes were elicited by the label "mentally retarded" in a group of high school seniors. Thus, with these beginnings, it appears that attitudes in the school environment are not totally positive either, but research in this realm of the community is incomplete.

While there has been a proliferation of research in many areas of mental retardation, that is, in the areas of learning problems, perceptual difficulties, institutional living, and biological causes, it is apparent that there is a definite paucity of recent research of attitudes in all segments of society towards the mentally retarded. If the mental retardate is to be given the opportunity to acquire the social and vocational skills that will enable him to take his place as a cooperating and contributing member of society, research must direct itself toward detection of prevalent attitudes and methods of dealing with those found. In this way, we can only hope to change the current situation (29). It is, therefore, apparent that the direction for attitude research in the future is laid for investigators in attitudes toward the

mentally retarded in all areas of society.

Attitude Research

Directions for Attitude Research toward the Mental Retardate

Today, the realization is rapidly growing that attitudes or the ways individuals and groups feel about the various aspects of their world are probably more determinative of behavior than mere cognitive understanding of the world (31). Thus, attitude research continues to occupy a central position in social psychology and related disciplines. Considerable work has been done investigating the variables influencing attitude formation and change and the effects of attitudes on individual behavior. The contributions of this research are great, and their significance for theory and practice cannot be denied; however, leaders in the field have begun to feel that much effort has been wasted and that contributions might have been greater if research had been more cumulative in nature. As pointed out by Shaw (3):

The researcher spends a considerable amount of time developing a scale of his own thereby wasting time that could have been more profitably spent on the research itself. Attitude research has been hindered by the lack of use of existing scales resulting in less than optimum advances in the scientific analysis of attitudes.

In the educational realm, as previously mentioned, Efron developed a set of scales to explore the dimensionality of educator attitudes toward the mentally retarded in his 1967 investigation comparing the attitudes of teachers in general educational fields towards the mentally retarded to those in special education. At that time, he stated:

Extension of this instrument of measurement to different segments of the educational population is warranted at this time in order to arrive at

a body of information on attitudes toward the mentally retarded which has previously been inadequate due to the lack of instrumentation (29).

Thus, it appears that current research needs to begin directing itself toward the use of existing scales in arriving at needed cumulative information on attitudes toward the mentally retarded. It is apparent that in the educational realm, use of Efron's set of scales is now warranted, for it is becoming increasingly important to have a body of knowledge on which there is professional agreement and for which there is objective substantiation so that it may be utilized for the realization of the mental retardate's capacities and happiness and for his integration into the school population in terms of his general welfare (31). Through the use of such existing scales, future studies will add to cumulative research and knowledge on the subject, for as pointed out by the President's Panel on Mental Retardation (32):

Studies must seek to discover the range and variability of attitudes, beliefs, and information levels in the various segments of the community toward the mentally retarded.

The Need for Research in Teacher Attitudes

With increasing numbers of educable mentally retarded children being integrated into the regular public school class program, greater numbers of teachers will be encountering the mentally retarded student in their classrooms (11). As a result, there will be a reaction to this student. Human beings have the predisposition to evaluate aspects of their world in a favorable or unfavorable manner, and in this instance, this phenomenon will occur either in nonverbal behavior or in the expression of opinions (1). Attitudes are theoretically a component of

all behavior and can be either positive or negative in their effect upon the individual (31). For this reason, there is concern. We live together in a reciprocal process, and the attitudes held by various segments in society towards the five and one-half million mentally retarded individuals in the population do have a tremendous amount of influence on the development of these individuals (33). The attitudes of those in the school environment towards the mentally retarded student are of particular importance (11).

What a child "is" objectively may be perceived both realistically and symbolically (33). Since the child must develop healthy attitudes towards himself, others, and towards whatever daily tasks he must undertake (15), the mentally retarded child must be seen as he "is", not as he "should be" (33). It appears that ways of belief, of expectation, of judgment, and attendant emotional dispositions of like and dislike are very influential on the behavior of individuals (33). Thus, it seems highly important to make a direct effort to be aware of those attitudes that do exist toward the mentally retarded in all segments of the educational population. It appears that through the use of the set of scales developed by Efron, this goal can be met.

Determination of Cause of Attitudes

In our effort to understand attitudes toward the mentally retarded, consideration of cause is particularly apt and important. The individual acquires his first attitudes and exhibits his first learned behavior during the early years or even months of life. The changes wrought by environmental contact are manifested and eventually develop the personality of the individual. The original drives are overlaid by social ex-

periences and organized into attitudinal systems. The baby grows into childhood, youth, and adulthood with attitudes as an important aspect of his learned behavior. Attitudes are evolved from association with the family group, with children in play and the school group, and in general, through social-psychological interaction. As an adult, occupation and the responsibilities of citizenship and parenthood further develop attitudes (31). However, even in light of these facts, it is still extremely difficult to determine exact causes from such a complex maze of interrelationships. Good, Barr and Scates ably point out (34):

It should be made emphatic that the inferring of cause is an extremely difficult and precarious matter, especially in social fields where relationships are so complex that it is nearly impossible to determine definite causes.

While it is difficult to pinpoint causal factors, it does appear that whether or not a person is labeled retarded is determined in large measure by the standards and tolerances of the community and the importance it attaches to intellectual prowess (4). In our highly urban, mobile, specialized society with its great emphasis on intellectual status and achievement, perhaps, it is by luck that more individuals are not pronounced misfits by our educational population.

Measuring Attitudes

The preponderance of experimentation has been directed towards the detection of attitudes. This is the primary purpose of the set of scales developed by Efron. In addition, experimentation has been directed towards the measurement of the degree to which attitudes exist and towards finding a means of modifying them. Attitudes are, without doubt, important determinants of behavior and investigation and detect-

ion are of primary concern to researchers in all disciplines (3).

Attitudes are intangible, and any attempt to measure an intangible is handicapped by the necessity of depending upon indirect rather than direct measurements. Psychologists have not as yet devised a method of determining directly the presence or the extent of attitudes. As in the case of intelligence, the best that can be done at the present is to measure what is considered an outward manifestation of the inner quality (34). While attitudes may be inferred from overt behavior, most systematic psychological work such as that by Efron has concerned itself with opinions expressed or endorsed as indices of attitudes. For the time being, at least, the most reliable and valid measures in this field are tests of opinion (2). Thus, attitudes are measureable, and in their measurement, researchers are provided with important bodies of knowledge (34).

Techniques in Opinion and Attitude Measurement

Measurement is the assignment of numerals to objects or events according to a rule or set of rules (3). Attitude measurement consists of the assessment of an individual's responses to a set of situations. The set of situations is usually a set of statements (items) about the attitude object, to which the individual responds with a set of specified response categories (3). The set of items are referred to as an attitude scale, and there are various techniques that have been developed for constructing such scales (2). Some of these methods are: priori scales, psychophysical scales, sigma scales, master scales, behavior scales, and analogous measurements (34). Of these, priori scales are the crudest method of measuring attitudes. They are, in effect, two

point scales with a "yes" or "no" possibility in the respondents answer to a statement (34). Thurstone's (35) psychophysical scales consist of arranging a series of opinions relevant to a given attitude object, and they are an improvement on priori scales by providing a variety of responses. Sigma scales are a modification of psychophysical scales. Likert (36) arbitrarily assigned numerical values from 1 - 6 to the various alternative responses and improved upon scoring techniques. The master scale technique is another modification of Thurstone's method. Remmers (37) set up a scale whereby opinions which constitute the scale are incomplete sentences without subject. The subject is supplied at the time of the measurement so that attitudes toward any one of a large group or class of attitude objects can be validly measured on the one single master scale. Behavior scales distinguish verbalized opinions from behavior (35). Currently, analogous measurements are providing a new and interesting approach to attitude study through the use of non-verbal projective techniques (34).

Today, any one of these methods may be used in the construction of attitude scales. The opinion questionnaire developed by Efron was constructed in the Likert format of the sigma scale and consisted of a series of seventy statements followed by the usual six-point agree-disagree continuum. The points on the continuum were (29):

1. Strongly disagree
2. Disagree
3. Not sure but tend to disagree
4. Not sure but tend to agree
5. Agree
6. Strongly agree

The statements were selected from a pool of items developed by Efron and from items on the California F Scale (39) and the Opinions about Mental Illness Scale (40). The items were written according to their projected meaning to people in the field of education (29).

Factor analysis of 235 responses to the 70 items during the 1967 study by Efron of educators in the field of special education versus those in general educational fields conceptualized the domain into six identifiable factors. These factors were (29):

1. Segregation via Institutionalization
2. Cultural Deprivation
3. Noncondemnatory Etiology
4. Personal Exclusion
5. Hopelessness
6. Authoritarianism

Factor I -- Segregation via Institutionalization -- is made up of fourteen items written to project the view that the retardate should be removed from the mainstream of society. Separate communities are suggested for retardates wherein "they will not feel so out of place," can be "supervised and protected," and "live happy lives." Further rationalization for the separationists viewpoint is provided by the belief that "little could be done" for the retardate and that he was clearly different from others. Retardates are seen as being dangerous to society, and the factor suggests that "the world would be a safer place to live in if there were no mentally retarded." Scores falling on the positive side of the continuum support the beliefs in this factor.

Factor II -- Cultural Deprivation -- is made up of seven items written to project the belief that cultural impoverishment is a signifi-

cant contributor to mental retardation. Educational enrichment is seen as a way of combating retardation. Scores falling on the positive side of the continuum indicate cultural impoverishment as a contributor to mental retardation.

Factor III -- Noncondemnatory Etiology -- is made up of eight items written to project noncondemnatory aspects in viewpoints as to causal factors of mental retardation. Generally, it projects the view that retardation is no different from any physical handicap and is neither a punishment from God nor the result of parental sinning. It is a chance occurrence and normal and decent parents are struck. Scores falling on the positive side of the continuum support the beliefs in this factor.

Factor IV -- Personal Exclusion -- is made up of twelve items written to project the desire of the respondent to avoid intimate contact with retardation. The thrust of the factor is in the impact of having a retardate in one's own family. The unique aspect of the factor lies in the sense of personal tragedy implied. Scores falling on the positive side of the continuum indicate a desire to avoid intimate contact.

Factor V -- Hopelessness -- is made up of six items written to project at the negative pole a pessimistic view of the prospects in store for the mental retardate. He is seen as unable to live a useful or happy life, and there is little hope for him in the future. Scores falling on the negative side of the continuum indicate a pessimistic viewpoint while scores on the positive side of the continuum indicate a more optimistic outlook.

Factor VI -- Authoritarianism -- is made up of eleven items written to project authoritarian aspects in the respondents viewpoint toward mental retardation. With regard to mental retardation, the authoritar-

ian person believes that "if people obeyed God, there would be less mental retardation." Retardates are seen as an out-group and are seen, in addition, as one of the two major causes of sex crimes. Scores falling on the positive side of the continuum point out the authoritarian personality (29).

The seventy responses on the questionnaire were not independent as the previous paragraph indicates. Each item belonged to one of the six factors in the psychologically meaningful structure and, in total, projected the view of that factor towards retardation. Factor I -- Segregation via Institutionalization -- accounted for 22 per cent of the common variance and had a reliability coefficient of .79. Factor II -- Cultural Deprivation -- accounted for 14 per cent of the common variance and had a reliability of .63. Factor III -- Noncondemnatory Etiology -- accounted for 14 per cent of the variance and had a reliability coefficient of .57. Factor IV -- Personal Exclusion -- accounted for 20 per cent of the common variance and had a reliability of .73. Factor V -- Hopelessness -- accounted for 12 per cent of the shared variance and had a reliability of .59. Factor VI -- Authoritarianism -- accounted for 18 per cent of the total shared variance among the items and had a reliability coefficient of .60. In addition, meaningfulness of the factors was attested to by the fact that the factors differentiated significantly between subjects in the field of retardation and those in general education. Scored factors were independent of age, sex, marital status, and educational level. The scale as tested was reliable and valid (29).

Chapter III will continue to review the procedures. Through the use of the previously discussed questionnaire developed by Efron, cumulative information on teacher attitudes toward the mentally retarded was arrived at by a series of several steps.

CHAPTER III

PROCEDURES

At the present time, there is a paucity of attitude research directed towards the use of existing scales for securing cumulative information on attitudes towards the mentally retarded in the educational community. Therefore, much emphasis has been placed on discovering what teachers in all subject matter areas think about the educable mental retardate and mental retardation. Through the use of a set of scales designed to explore the attitudes of educators towards the mentally retarded, this study was directed primarily towards the investigation of attitudes of one educational segment.

In order to study the structure of attitudes of one select educational segment, the researcher carried out specific procedures. Initially, it was assumed that:

1. Attitudes were measureable.
2. They varied along a linear continuum.
3. Measureable attitudes were common to the group.
4. They were held by all people.
5. Attitudes might be temporary and changeable.
6. Attitudes might be subject to rationalization and deception.

Secondly, in establishing procedures to investigate attitudes toward the mentally retarded, selected items of concern were:

1. The instrument to be used in the study.
2. The educational population in the study.
3. The method of gathering data in the study.
4. The method of handling the data in the study.

In this chapter, the researcher will discuss the procedures followed in meeting the major objective of the study to investigate the dimensions of the attitudes of one select educational segment.

The Instrument of Measurement

In order to study the attitudes of one select group of educators, a seventy item sigma scale constructed in Likert format with a six area conceptualization of mental retardation was selected for use.

Permission for Use of the Questionnaire

The questionnaire was developed by Dr. Herman Efron, Ph.D., Veterans Administration Hospital, Washington, D.C., as an individual project to the Program Evaluation Staff in the Department of Special Education at Newark State College, Newark, New Jersey. Results of the testing of the instrument were published in the American Journal of Mental Deficiency in 1967 along with sample test questions. Encouraging further study in the article, Efron requested all inquiries for use of the questionnaire be sent to him. In October of 1969, the writer expressed interest in the questionnaire, and permission for use was granted.

A copy of the questionnaire was supplied the researcher along with permission for use and instructions for reproducing it in quantity. In addition, suggestions were made for scoring the results, handling the data, and reporting the data as well as information on the item

construction of each factor to which the individual subject would respond indicating projected views towards mental retardation in six factors.

Items in Factors for Subject Response

Each of the seventy statements on the questionnaire belong to one of six factors projecting the view of the respondent towards mental retardation. In the following paragraphs, the total projected view of the items in each factor as well as the total items in the factor for subject response will be discussed.

Factor I -- Segregation via Institutionalization -- was made up of fourteen items projecting the view that the retardate should be removed from the mainstream of society since he represented a threat to its members. Statements from the Efron questionnaire related to Factor I, Segregation via Institutionalization are (29):

33. It would be kinder to establish separate communities for retardates where they would not feel so out of place.
26. Mentally retarded children should live in special institutions where they can be supervised and protected.
30. Once someone is retarded little can be done for him.
20. Retardates should live among themselves and everything should be done to help them live happy lives.
27. I don't feel it is fair to your child to let him play with a mentally retarded child.
11. To be perfectly honest, this world would be a safer place to live in if there were no mentally retarded.
70. Most mental retardates are better off in an institution with others of their kind.
42. There is a sharp dividing line between "normal" and "mentally retarded."
53. Most of our social problems would be solved if we could somehow get rid of the immoral, crooked, and feebleminded people.

23. Mental retardation often leads to mental illness.
63. You can generally identify a retardate by his looks.
5. Beautiful children are seldom retarded.
61. In the great bulk of cases of mental retardation, specific physical or neurological defects are usually diagnosable with modern techniques.
40. It is unwise to trust a younger child with an older retardate.

Factor II -- Cultural Deprivation -- was made up of seven items.

These items were written to project the belief that cultural impoverishment was a significant contributor to mental retardation. In addition, it projects the view that educational enrichment is a way of combating mental retardation. Statements from the questionnaire developed by Efron related to Factor II, Cultural Deprivation are (29):

13. A substantial cause of mental retardation is cultural and educational impoverishment.
22. The majority of the mentally retarded are the children of the more disadvantaged classes of our society.
19. Programs, such as Headstart, that broaden the child's experience at an early age, prevent cases of mental retardation.
37. In many instances, illiteracy and mental retardation are indistinguishable.
24. Because of their condition, the mentally retarded are easily led into criminal ways.
29. The more severe cases of mental retardation are likely to be associated with organic defects.
15. Premature children are more likely to be mentally retarded than full term children.

Factor III -- Noncondemnatory Etiology -- was made up of eight items. These eight items project the view of the respondent as to causal factors of mental retardation. Generally, it projects the view that retardation is no different than any other physical handicap and is neither a punishment from God nor the result of parental sinning. It is a chance occurrence and normal and decent parents are struck by mental

retardation. The eight statements from the Efron questionnaire related to Factor III, Noncondemnatory Etiology are (29):

- 69. Having a retarded child is one way God punishes people.
- 52. There are many causes for mental retardation but sinning parents is not one of them.
- 12. It is wrong to laugh at a mental retardate.
- 3. Any perfectly normal parents may have a retarded child.
- 48. Decent parents are just as likely to have a mentally retarded child as any other parents.
- 65. If I had a retarded child, I'd feel ashamed.
- 32. Whether a child is born retarded is most often a matter of chance.
- 50. Mental retardation is no different from any physical handicap.

Factor IV -- Personal Exclusion -- was made up of twelve items.

These items project the desire of the respondent to avoid intimate contact with the mental retardate. The thrust of the factor was involved with the impact of having a retardate in one's own family and the sense of personal tragedy implied. The statements from the Efron questionnaire related to Factor IV, Personal Exclusion are (29):

- 58. I would do everything in my power to prevent my daughter from marrying a mental retardate.
- 64. I would trust a mentally retarded person as a babysitter.
- 45. Retardates should be prevented from having children by a painless operation.
- 62. I'd rather have a child born dead than mentally retarded.
- 56. I could see myself having a mental retardate as a true friend.
- 54. It is unfair to the normal children to have retardates in the same classroom.
- 59. Except for the fact that they are not so smart, mental retardates are the same as other children.
- 44. Separate schools for the retarded would provide them with the special programs they need.
- 60. Retardates are generally happier when with normals than when they are in special institutions.

35. Expecting retardates to fit into our highly competitive society is expecting too much.
25. It must be hard to forgive yourself if you have a child that is mentally retarded.
31. All too often moral weakness and mental retardation go hand in hand.

Factor V -- Hopelessness -- was made up of six items projecting the view of the prospects in store for the retardate. At the negative pole a pessimistic view of the prospects in store for the mental retardate is indicated. He is seen as unable to live a useful or happy life, and there is little hope for him in the future. The positive side of the continuum indicates a more optimistic outlook. The six statements on the questionnaire developed by Efron related to Factor V, Hopelessness are (29):

55. A mental retardate can live just as useful a life as a normal person.
2. Retardates are responsible for more crimes than their proportion in the population.
51. A mental retardate can live just as happy a life as a normal person.
9. As sad as it is to admit it, there really is little hope for the mentally retarded.
1. With the current trend in industrial technology, there are going to be fewer jobs that retardates can fill.
38. Employer prejudice is a greater detriment to the retardate than lack of ability.

Factor VI -- Authoritarianism -- was made up of eleven items projecting authoritarian aspects in the individual's attitude toward the mental retardate. The statements from the Efron questionnaire related to this factor are (29):

28. What this country needs most, more than laws and political programs, is a few courageous, tireless devoted leaders in whom the people can put their faith.
21. Most people don't realize how much our lives are controlled by plots hatched in secret places.
41. If people obeyed God there would be less mental retardation.

57. Minimally retarded persons are more nearly comparable to the most profoundly retarded than they are to the nonretarded.
36. The wild sex life of the old Greeks and Romans was tame compared to some of the goings-on in this country in places where people least suspect it.
14. Obedience and respect for authority are the most important virtues children should learn.
47. Science has its place but there are many important things that can never possibly be understood by the human mind.
68. Retardation is one of the two largest causes of sex crimes.
66. For the retardate, kindness is more important than any educational program.
6. Every person should have complete faith in some supernatural power whose decisions he obeys without question.
7. The most important principle in teaching retardates is to protect them against experiencing failure.

The Population in the Study

The educational segment selected for attitude investigation was the field of home economics. The study was directed towards the investigation of the attitudes of future home economics teachers. It was limited to 70 student teachers at Oklahoma State University, Stillwater, Oklahoma. Thirty-four of the population had completed their student teaching in the Fall semester of 1969 and 36 were prospective student teachers beginning their student teaching experience in the Spring semester of 1970.

Gathering Data in the Study

Specific methods were established to gather the data in the study. Initially, standards were established for the administration of the questionnaire. These were:

1. The entire population each semester would be

administered the questionnaire at one specified time.

2. No previous acquaintance with the questionnaire was to be allowed.
3. Specific instructions would be given at the time of administration.
4. No discussion of the questionnaire was to be allowed among the respondents during the administration.
5. The questionnaire would be administered by the researcher.

Secondly, the data was gathered in a series of two steps. Thirty-four student teachers in the Fall semester of 1969 were administered the questionnaire at the completion of the semester in which the student teaching experience occurred. The questionnaire was given to the entire group during the class period in Home Economics Education 4102, Philosophy of Education at Oklahoma State University on January 12, 1970. The questionnaire was administered to 36 prospective student teachers in the Spring semester of 1970 at the beginning of the semester in which the student teaching experience occurred. The questionnaire was given to the entire group of 36 during the class period in Home Economics Education 4102, Philosophy of Education, just as was the case with the first 34 respondents. It was, however, administered on January 28, 1970.

Handling the Data in the Study

After gathering the data in the study, the primary problem was handling the data in a suitable manner to reach the objectives of the

study. Three steps were involved. There were:

1. Computation of the data from the questionnaire.
2. Presentation of the data.
3. Analysis of the data.

Computation of the data from the questionnaire was by hand tabulation. Suggested by the author of the questionnaire, it was the most feasible and suitable for the researcher's understanding of scored responses. Data yielded from the questionnaire was presented in a frequency distribution in chart form. A total of six charts covering each of the six factors measured by the questionnaire with the number of total responses for each item were made. Data was then described statistically in percentage form in terms of the mode or the most popular score or response for the total group of items as the indicator of feelings in the particular factor. Any response on the positive side of the continuum scored as 6, 5, or 4 was grouped in total as a positive response, and any response on the negative side of the continuum scored as 3, 2, or 1 was grouped and reported as negative. A set of charts were made for the responses of the 34 student teachers completing their student teaching experience in the Fall semester of 1969 and for the responses of the 36 perspective student teachers in the Spring semester of 1970. In light of the fact that there seemed to be no differences in the responses to items in each factor and total projected attitude views of each factor, the 70 subjects in the study were reported as one group.

It was felt by the researcher that it was important to have a body of knowledge on the attitudes of future home economics teachers which could be utilized for the successful integration of the mental retardate into the home economics program in the future. The information

arrived at through this study on the attitudes of student teachers at Oklahoma State University will be presented in Chapter IV.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Educators in all areas of educational endeavor have an important role to play in the successful social and emotional adjustment of the retarded child. A significant component of this social context involves the attitudes of the teacher toward the mentally retarded child. Recent trends indicate that in the future, home economics programs in the secondary school system will continue to have increasing numbers of mentally retarded students within their structure; thus, the main purpose of this study was to identify the attitudes of future home economics teachers by investigating the attitudes of home economics student teachers at Oklahoma State University towards the mentally retarded. In this chapter, the researcher will report on the six attitude dimensions of mental retardation that were found to be held by the students teachers at Oklahoma State University.

Characteristics of the Population

The seventy student teachers in the Home Economics Education Department at Oklahoma State University in the academic year 1969 - 1970 were the entire population for the study. Thirty-four of the student teachers completed their student teaching experiences in the Fall semester of 1969, and thirty-six in the Spring semester of 1970 were prospective student teachers beginning the semester in

which the student teaching experience would occur. The average age of the seventy students was between the limits of 21-22 years of age. There were 57.1 per cent who were 21 years of age and 28.5 per cent who were 22 years of age. Only 8.5 per cent were 23 and those above the age of 25 totaled 5.7 per cent of the population. Single students outnumbered married with 67.1 per cent being single to 32.8 per cent being married.

Of the total population, only 54.2 per cent had completed all four years at Oklahoma State University with 45.7 per cent completing the first two years of study at another institution of higher education. In the total four year period, the entire population indicated they had not had any course work in the field of Special Education; however, 77.1 per cent indicated they had in their personal experience outside the classroom situation had some contact with the mentally retarded. Twenty-two per cent of the population indicated they had mentally retarded students in their classroom during the student teaching experience. In addition, it is interesting to note that 92.8 per cent indicated little time had been spent in the area of Mental Retardation in the teaching methods course, Home Economics Education 3313, Methods of Teaching Home Economics, in the teacher preparation program in Home Economics Education at Oklahoma State University. It appeared that few, if any, had received any educational information on mental retardation. The entire population agreed to their part in the study and willingly answered the questionnaire.

Analysis of Responses in Each Factor

Upon completion of the administration of the questionnaire to the

total group of 70 students, responses to the items in each factor were tabulated in a frequency distribution in order to arrive at the projected view of the students in that factor towards mental retardation. A total of six charts were made covering each of the six factors measured by the questionnaire. Data was then described statistically in percentage form in terms of the mode or the most popular score either positive or negative indicating agreement or disagreement with the projected view of that factor. Any response on the positive side of the continuum scored as 6, 5, or 4 was grouped in total as a positive response, and any response on the negative side of the continuum scored as 3, 2, or 1 was grouped and reported as negative. In the following paragraphs, the researcher will report on the total scores found to be most popular in each factor indicating agreement or disagreement with the projected view measured by the factor.

Factor I -- Segregation via Institutionalization

The fourteen items in this factor were written to project the view that the retardate should be removed from the mainstream of society. Separate communities were suggested for retardates wherein "they would not feel so out of place," could be "supervised and protected," and "live happy lives" (Items 33, 26, and 70). Further rationalization for this separationists viewpoint was provided by the belief that "little could be done" for the retardate (Item 30) and that he was clearly different from others (Items 42, 63, and 5). Retardates were seen as being dangerous to society (Items 27, 11, 53, and 40), and indicated that "the world would be a safer place to live in if there were no mentally retarded." Scores falling on the positive side of the continuum

supported these beliefs (29).

In this study, scored responses to the total items in this factor were placed on the negative side of the six point agree-disagree continuum indicating disagreement with the written separationists viewpoint. Of the total population, 72.0 per cent of the scores were scored on the negative side of the continuum. Of the three possible negative responses which were 1 (strongly disagree), 2 (disagree), or 3 (not sure but tend to disagree), the scores tended to cluster in the disagree category with 44.4 per cent scored thusly. It seems, therefore, from the frequency of the responses in the negative realm that the home economics student teachers in this study agreed that the retardate should not be removed from the mainstream of society. Segregation via institutionalization seemed unsuitable. The frequency of the responses to Factor I are presented in Table I.

TABLE I

SCORED RESPONSES TO FACTOR I RELATING TO
SEGREGATION VIA INSTITUTIONALIZATION

	Response Continuum					
	6	Positive 5	4	3	Negative 2	1
<u>Response Frequency</u>	19	94	161	209	314	187
<u>Frequency Total</u>	/ <u>Positive</u> /			/ <u>Negative</u> /		
	274			707		
<u>Continuum % of Total</u>	6.9	34.5	58.7	29.1	44.4	26.4
<u>% of Total Responses</u>	/ <u>Positive</u> /			/ <u>Negative</u> /		
	27.9			72.0		

Factor II -- Cultural Deprivation

The seven items in this factor were written to project the belief that cultural impoverishment was a significant contributor to mental retardation (Item 13). Educational enrichment was seen as a way of combating retardation (Item 19). The loading on this factor supports the notion that retardates "are easily led into criminal ways" (Item 24) and this is conjectured as resulting from the association between antisocial behavior and cultural impoverishment (29). Scores falling on the positive side of the continuum supported these beliefs.

In this study, scored responses to the total items in this factor were not separated to the degree that conclusive statements could be made as to the support of cultural impoverishment as a contributor to mental retardation. The total scores on the positive and negative side of the continuum were only divided by 17.1 per cent variation. While the greater percentage of the total population (58.5 per cent) seemed to agree that cultural impoverishment was a contributor to mental retardation, there was still 41.4 per cent of the population disagreeing with the idea. It is interesting to note that the most popular responses on the continuum on the positive side was 4 (not sure but tend to agree) and on the negative side was 3 (not sure but tend to disagree). Fifty-two per cent of the positive scores were indicated as "not sure but tend to agree" and 44 per cent of the negative were indicated "not sure but tend to disagree." It seems that on this factor there is a division of belief as to the part cultural impoverishment plays in mental retardation. The frequency of responses to Factor II are presented in Table II on the following page.

TABLE II

SCORED RESPONSES TO FACTOR II RELATING TO
CULTURAL DEPRIVATION

	Response Continuum					
	6	Positive 5	4	3	Negative 2	1
<u>Response Frequency</u>	26	110	149	89	81	33
<u>Frequency Total</u>	/ <u>Positive</u> /			/ <u>Negative</u> /		
	285			202		
<u>Continuum % of Total</u>	9.1	38.5	52.2	44	40	16.3
<u>% of Total Responses</u>	/ <u>Positive</u> /			/ <u>Negative</u> /		
	58.5			41.4		

Factor III -- Noncondemnatory Etiology

The eight items in this factor were written to project noncondemnatory aspects in viewpoints as to causal factors of mental retardation. Generally, it projected the view that retardation was no different from any physical handicap (Items 65, 12, and 50). Retardation was seen as neither a punishment from God nor the result of parental sinning (Items 69 and 52). Rather, it was by chance occurrence (Items 3, 48, and 32). Scores falling on the positive side of the continuum support the beliefs in this factor (29).

In this study, scored responses to the total items in Factor III -- Noncondemnatory Etiology -- were placed on the positive side of the six point agree-disagree continuum indicating agreement with a noncondemnatory viewpoint toward causal factors of mental retardation. Of the total number in the population, 63.7 per cent seemed to agree that normal

and decent parents were struck by mental retardation, and it appears that home economics student teachers project noncondemnatory aspects in their viewpoints as to causal factors of mental retardation. The frequency of the responses to Factor III are presented in Table III.

TABLE III
SCORED RESPONSES TO FACTOR III RELATING TO
NONCONDEMNATORY ETIOLOGY

	Response Continuum					
	6	Positive 5	4	3	Negative 2	1
<u>Response Frequency</u>	182	131	44	46	76	81
<u>Frequency Total</u>	/ <u>Positive</u> /			/ <u>Negative</u> /		
	357			203		
<u>Continuum % of Total</u>	50.9	36.6	12.3	22.6	37.4	39.9
<u>% of Total Responses</u>	/ <u>Positive</u> /			/ <u>Negative</u> /		
	63.7			36.2		

Factor IV -- Personal Exclusion

The twelve items in this factor were written to project the desire of the respondent to avoid intimate contact with retardation. The thrust of this factor was the impact of having a retardate in one's own family. It was better to "have a child born dead than mentally retarded" (Item 62), and the person with a high position on this factor would do everything in her power to prevent her daughter from marrying a retardate (Item 58). The unique aspect of the factor lies in the sense of personal tragedy that mental retardation implied (29). Scores falling on the

positive side of the continuum supported these beliefs.

In the study, scored responses to the total items in this factor were not separated to the degree that conclusive statements could be made as to the desire of the respondents to avoid intimate contact with retardation. Responses on the positive side of the continuum and the negative side were only divided by 8.7 per cent variation. While the greater percentage seemed to indicate a desire to avoid intimate contact with the retarded (54.4 per cent), a percentage seemed to indicate no desire to avoid intimate contact with the retarded (45.6 per cent). It is interesting to note that the most popular score on the positive side of the continuum was 4 (not sure but tend to agree) and on the negative side was 3 (not sure but tend to disagree). Fifty-one per cent indicated "not sure but tend to agree" and 45 per cent indicated "not sure but tend to disagree". From the frequency of the responses, it seems that the group is somewhat divided on this matter. The frequency of the responses to the factor relating to personal exclusion are presented in Table IV on the following page.

Factor V -- Hopelessness

The six items in this bipolar factor were written to project at the negative pole a pessimistic view of the prospects in store for the mental retardate. He was seen as unable to live a useful or happy life (Items 55 and 51); there was little hope for him, and fewer job opportunities in the future (Items 9 and 1). Responses to the items on the negative side of the continuum indicated a pessimistic viewpoint while scores on the positive side of the continuum indicated a more optimistic outlook.

TABLE IV

SCORED RESPONSES TO FACTOR IV RELATING TO
PERSONAL EXCLUSION

	Response Continuum					
	6	Positive 5	4	3	Negative 2	1
<u>Response Frequency</u>	31	155	195	191	191	71
<u>Frequency Total</u>	/ <u>Positive</u> /			/ <u>Negative</u> /		
	381			453		
<u>Continuum % of Total</u>	8.1	40.6	51.1	42.1	42.1	15.6
<u>% of Total Responses</u>	/ <u>Positive</u> /			/ <u>Negative</u> /		
	45.6			54.3		

In the study, scored responses to the total items in this factor were not separated to the degree that statements could be made as to the extent of pessimism in the respondents' viewpoints or optimism either. The total scores were only divided by 13.3 per cent variation. While the greater percentage did seem to indicate an optimistic outlook for the retardate and saw him as able to live a useful and happy life, 43.3 per cent in contrast to the 56.6 per cent did not have such an optimistic outlook. Therefore, it seems that the population was divided as to the prospects in store for the mental retardate. The frequency of the responses to Factor V -- Hopelessness -- are present in Table V on the following page.

TABLE V

SCORED RESPONSES TO FACTOR V RELATING TO
HOPELESSNESS

	Response Continuum					
	6	Positive 5	4	3	Negative 2	1
<u>Response Frequency</u>	32	140	66	46	78	58
<u>Frequency Total</u>	/ <u>Positive</u> /			/ <u>Negative</u> /		
	238			182		
<u>Continuum % of Total</u>	13.4	58.8	27.7	25.2	42.8	31.8
<u>% of Total Responses</u>	/ <u>Positive</u> /			/ <u>Negative</u> /		
	56.6			43.3		

Factor VI -- Authoritarianism

The eleven items in this factor were written to project authoritarian aspects in the respondents' viewpoint toward mental retardation. With regard to mental retardation, the authoritarian person believes the "if people obeyed God, there would be less mental retardation" (Item 41). Retardates are identified as an out-group and are seen as one of the two major causes of sex crimes (Items 36 and 68). Scores falling on the positive side of the continuum supported authoritarian aspects in the respondents' viewpoints (29).

In this study, scored responses to the total items in Factor VI -- Authoritarianism -- were placed on the negative side of the continuum indicating disagreement with the items projecting authoritarian aspects in the respondents' viewpoints toward mental retardation. Of the total

population, 64.4 per cent seemed to indicate a non-authoritarian viewpoint toward mental retardation. Only 35.5 per cent indicated authoritarian aspects in their viewpoints. Of those indicating such a viewpoint, it is interesting to note that 42.7 per cent responded as 4 (not sure but tend to agree). According to the response frequency the most popular response as an indicator, home economics students teachers did not seem to indicate authoritarian aspects in their viewpoints. The frequency of responses to this factor are presented in Table VI.

TABLE VI

SCORED RESPONSES TO FACTOR VI RELATING TO
AUTHORITARIANISM

	Response Continuum					
	6	Positive 5	4	3	Negative 2	1
<u>Response Frequency</u>	34	123	117	168	201	127
<u>Frequency Total</u>	/ <u>Positive</u> /			/ <u>Negative</u> /		
	274			496		
<u>Continuum % of Total</u>	12.4	44.8	42.7	33.8	40.5	25.6
<u>% of Total Responses</u>	/ <u>Positive</u> /			/ <u>Negative</u> /		
	35.5			64.4		

Student Teacher Attitudes Toward the Retarded

The attitudes of the student teachers in home economics towards mental retardation seemed to be more positive in nature than negative; however, the negative aspects could not be overlooked. In light of the fact the indicator of the feelings in each of the six factors was based

on the most popular score reported in percentage form, the negative scores were overlooked if they were not close to the positive in number.

As a group, the greater percentage (64.4 per cent) of the total population seemed to be non-authoritarian in their approach to the subject. While they projected the view that the mental retardate should not be removed from the mainstream of society and that segregation via institutionalization was unsuitable (72.0 per cent), they were not totally accepting of intimate contact with the retarded. On the one hand a generalized rejection of the retarded from society was unsuitable, yet insofar as personal contact was involved, rejection by 54.3 per cent of the total population was apparent. It seems that they were inclined to have a noncondemnatory viewpoint towards causal factors of mental retardation (63.7 per cent), yet at the same time were divided in their outlook of the retardate's future. Of the total population, 56.6 per cent were optimistic but 43.3 per cent were pessimistic as to the prospects in store for the mental retardate. In addition, there was indecision as to the part cultural impoverishment played in mental retardation. Of the total population, 58.5 per cent felt it played a part while 41.4 per cent felt it did not.

From the analysis of the responses to the items in each factor, the researcher arrived at the previously discussed body of knowledge on the attitudes of seventy student teachers in the field of home economics at Oklahoma State University towards the mentally retarded. The student teachers did seem to have attitudes toward the mentally retarded that were measureable. While the attitudes which were measured might have been subject to rationalization and deception as well as tending to be temporary and changeable in the first year of teaching, the information

arrived at in this study was an indication of the attitudes held by the seventy subjects in the population at that time and at that phase of their educational development nearing the conclusion of the undergraduate study.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Mental retardation is a problem of mounting concern today. With current estimates of mental retardation in the school population on the increase, educators in the future will be faced with the responsibility of the successful integration of the mental retardate not only, initially, into the school age population, but into society as well. Success or failure, to a great extent, seems to depend upon the attitudes of the teacher towards the mentally retarded child. In recognition of this fact, it is expedient that research is directed towards cumulative information in the detection of teacher attitudes. By investigating the attitudes of future home economics teachers, this research project was one step in the answer to the call.

Summary of the Research Project

Dominated by the desire to have a body of knowledge on the attitudes of future home economics teachers which could be utilized for the successful integration of the mental retardate into the home economics program in the secondary school situation, the study was directed toward the identification of the attitudes of home economics student teachers at Oklahoma State University in the 1969-1970 academic school year. A total of seventy student teachers in the Home Economics Education Department were the population for the study.

Through the use of a 70 item sigma scale constructed in Likert format and developed by Efron in a 1967 study investigating the attitudes of educators in the field of special education versus those in general educational fields, information on the attitudes of the student teachers was secured in six areas of conceptualization of mental retardation. These areas were:

1. Segregation via Institutionalization
2. Cultural Deprivation
3. Noncondemnatory Etiology
4. Personal Exclusion
5. Hopelessness
6. Authoritarianism

It was found that as a group, the student teachers in the population tended to be non-authoritarian in their approach to the subject. They projected the view that the mental retardate should not be removed from the mainstream of society and that segregation via institutionalization was unsuitable, yet in conflict with this generalized acceptance of the retarded, it seemed that some of the population was not accepting of intimate contact with the retarded. They seemed to be inclined to have a noncondemnatory viewpoint toward causal factors of mental retardation, yet at the same time were divided in their outlook on the retardate's future. Indecision as to the significance of cultural impoverishment as a contributor to mental retardation was also apparent.

In comparison to the study done by Efron (29) in 1967 in which the same instrument was used, there are some similarities and differences in results. Unlike the teachers in the general educational fields studied by Efron, home economics student teachers tended to be non-

authoritarian and were not inclined to segregate and institutionalize the retarded. Yet, it is interesting to note that in both studies, the populations seemed to indicate a desire to avoid intimate contact with the retarded and were uncertain in ascribing cases of mental retardation to cultural impoverishment.

Conclusions and Recommendations

In light of the results of the study, there is some concern on the part of the researcher as to the prospects in store for the mental retardate in future home economics programs instructed by those in the study. The attitudes of the population seem to be more or less positive, and it does appear that a generalized acceptance of the retarded, a non-condemnatory viewpoint towards causal factors, and a non-authoritarian attitude towards the mental retardate are positive elements in combating and solving the problem of the integration of the mental retardate into regular school programs in light of the fact that such aspects are noted by Efron (29) as being present in special education programs where the retardate is successful. Nevertheless, the indecision of the population as to the significance of cultural impoverishment as a contributor to mental retardation, the future outlook for the retarded, and the lack of acceptance of intimate contact with the retarded are all items of concern. If the retardate is to achieve any success within the regular school program outside of the special education class, some effort must be made to alter the negative aspects of attitudes. As indicated by Efron (29) in his 1967 study and by this researcher again, it seems that (1) instruction in the causes, treatment, and social implications of mental retardation and (2) opportunities for personal contact with the

retarded should be part of the curriculum in all colleges preparing students for careers in health, social service, and teaching.

In an effort to sum up, it is apparent that it is impossible to look into a crystal ball and say what the future of the mental retardation movement will be. There are tremendous resources over the United States, but there are certain things which must be done to make the future bright. Studies need to continue to investigate the attitudes of educators toward the mentally retarded if successful integration is to be achieved. Only by knowing prevalent attitudes can efforts be made to alter those of a negative nature. In the field of home economics, studies need to continue to investigate the attitudes of a greater number of student teachers at diversified universities with varying programs of teacher preparation. Follow-up studies on the population in this study and future studies might be made to determine attitudes of the teacher after the first year of experience. In addition, studies could continue to investigate the attitudes of established and experienced home economics teachers within the public school system. Efforts to meet these research needs will be left to future researchers. The future prospects for the mental retardate might be great, but to make it so, those in the home economics field must meet the challenge and responsibility in helping to integrate the mental retardate into the mainstream of society.

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APPENDIX A
EFRON QUESTIONNAIRE

A SURVEY OF OPINIONS ON MENTAL RETARDATION

On the following pages are listed a number of statements about mental retardation and retardates. By "retardates" we mean individuals who are in the educable classification, that is, those with IQ's of at least 50. Even experts in the field of mental retardation do not hold the same opinions about many of these issues. We are interested in your frank opinions. Because of this, your answers will be completely anonymous.

Directions: At the right of each statement are six choices as follows:

6	5	4	3	2	1
<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Not Sure</u> <u>but tend</u> <u>to Agree</u>	<u>Not Sure</u> <u>but tend</u> <u>to Disagree</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>

Please put a circle around the choice that comes closest to saying how you feel about the statement. For example, if you strongly agree with the statement encircle 6; if you are not sure but tend to disagree, encircle 3.

It is very important that you answer every item.

With the current trend in industrial technology, there are going to be fewer jobs that retardates can fill	1:	6 5 4	3 2 1
Retardates are responsible for more crimes than their proportion in the population	2:	6 5 4	3 2 1
Any perfectly normal parents may have a retarded child	3:	6 5 4	3 2 1
Beautiful children are seldom retarded	4:	6 5 4	3 2 1
Every person should have complete faith in some supernatural power whose decisions he obeys without question	5:	6 5 4	3 2 1
It's unfair to the retardate to put him in a classroom with normal children	6:	6 5 4	3 2 1

The most important principle in teaching retardates is to protect them against failure . . .	7:	6 5 4	3 2 1
As matters stand, from 75 to 85 per cent of the cases of mental retardation show no gross abnormality of the brain	8:	6 5 4	3 2 1
As sad as it is to admit it, there really is little hope for the mentally retarded	9:	6 5 4	3 2 1
Having a mentally retarded child is the price some people pay for evil living	10:	6 5 4	3 2 1
To be perfectly honest, this world would be a safer place to live in if there were no mentally retarded	11:	6 5 4	3 2 1
It is wrong to laugh at a mental retardate .	12:	6 5 4	3 2 1
A substantial cause of mental retardation is cultural and educational impoverishment . . .	13:	6 5 4	3 2 1
Obedience and respect for authority are the most important virtues children should learn . . .	14:	6 5 4	3 2 1
Premature children are more likely to be mentally retarded than full term children	15:	6 5 4	3 2 1
As properly conceived programs of special education grow, retardates will find more employment opportunities	16:	6 5 4	3 2 1
Because of their mentality, retardates cannot be relied upon to maintain ethical sexual standards	17:	6 5 4	3 2 1
Heredity is the primary cause of mental retardation	18:	6 5 4	3 2 1
Programs, such as Headstart, that broaden the child's experience at an early age, prevent cases of mental retardation	19:	6 5 4	3 2 1
Retardates should live among themselves and everything should be done to help them live happy lives	20:	6 5 4	3 2 1
Most people don't realize how much our lives are controlled by plots hatched in secret places	21:	6 5 4	3 2 1
The majority of the mentally retarded are the children of the more disadvantaged classes of our society	22:	6 5 4	3 2 1

Mental retardation often leads to mental illness	23:	6 5 4	3 2 1
Because of their condition, the mentally retarded are easily lead into criminal ways .	24:	6 5 4	3 2 1
It must be hard to forgive yourself if you have a child who is mentally retarded	25:	6 5 4	3 2 1
Mentally retarded children should live in special institutions where they can be supervised and protected	26:	6 5 4	3 2 1
I don't feel it is fair to your child to let him play with a mentally retarded child . .	27:	6 5 4	3 2 1
What this country needs most, more than more laws and political programs is a few courageous, tireless, devoted leaders in whom the people can put their faith	28:	6 5 4	3 2 1
The more severe cases of mental retardation are likely to be associated with organic defects .	29:	6 5 4	3 2 1
Once someone is retarded little can be done for him	30:	6 5 4	3 2 1
All too often, moral weakness and mental retardation go hand in hand	31:	6 5 4	3 2 1
Whether a child is born retarded is most often a matter of chance	32:	6 5 4	3 2 1
It would be kinder to establish separate communities for retardates where they would not feel so out of place	33:	6 5 4	3 2 1
Much more money should be spent on research into the causes of mental retardation . . .	34:	6 5 4	3 2 1
Expecting retardates to fit into our highly competitive society is expecting too much .	35:	6 5 4	3 2 1
The wild sex life of the old Greeks and Romans was tame compared to some of the goings-on in this country, even in some places where people might least suspect it	36:	6 5 4	3 2 1
In many instances, illiteracy and mental retardation are indistinguishable	37:	6 5 4	3 2 1
Employer prejudice is a greater detriment to the retardate than lack of ability	38:	6 5 4	3 2 1

The primary cause of mental retardation is some defect in the nervous system	39:	6 5 4	3 2 1
It is unwise to trust a younger child with an older retardate	40:	6 5 4	3 2 1
If people obeyed God, there would be less mental deficiency	41:	6 5 4	3 2 1
There is a sharp dividing line between "normal" and "mentally retarded"	42:	6 5 4	3 2 1
We need more laws for the protection of persons who are retarded	43:	6 5 4	3 2 1
Separate schools for the retarded would provide them with the special programs they need	44:	6 5 4	3 2 1
Retardates should be prevented from having children by a painless operation	45:	6 5 4	3 2 1
Of the 5.4 million mentally retarded, 5 million are individuals with mild disabilities	46:	6 5 4	3 2 1
Science has its place but there are many important things that can never possibly be understood by the human mind	47:	6 5 4	3 2 1
Decent parents are just as likely to have a mentally retarded child as any other parents .	48:	6 5 4	3 2 1
It seems unjust to spend twice as much money for educating a retarded child than for a normal child	49:	6 5 4	3 2 1
Mental retardation is not different than any physical handicap	50:	6 5 4	3 2 1
A mental retardate can live just as happy a life as a normal person	51:	6 5 4	3 2 1
There are many causes for mental retardation but sinning parents is not one of them . . .	52:	6 5 4	3 2 1
Most of our social problems would be solved if we could somehow get rid of the immoral, crooked and feebleminded people	53:	6 5 4	3 2 1
It is unfair to the normal children to have retardates in the same classroom	54:	6 5 4	3 2 1

A mental retardate can live just as useful a life as a normal person	55:	6 5 4	3 2 1
I could see myself having a mental retardate as a true friend	56:	6 5 4	3 2 1
Minimally retarded persons are more nearly comparable to the most profoundly retarded than they are to the non-retarded	57:	6 5 4	3 2 1
I would do everything in my power to prevent my daughter from marrying a mental retardate .	58:	6 5 4	3 2 1
Except for the fact that they are not so smart, mental retardates are the same as other children	59:	6 5 4	3 2 1
Retardates are generally happier when with normals than when they are in special institutions	60:	6 5 4	3 2 1
In the great bulk of cases of mental retardation, specific physical or neurological defects are usually diagnosable with modern biomedical techniques	61:	6 5 4	3 2 1
I'd rather have a child born dead than mentally retarded	62:	6 5 4	3 2 1
You can generally identify a retardate by his looks	63:	6 5 4	3 2 1
I would trust a mentally retarded person as a babysitter	64:	6 5 4	3 2 1
If I had a retarded child, I'd feel ashamed .	65:	6 5 4	3 2 1
For the retardate, kindness is more important than any educational program	66:	6 5 4	3 2 1
It is essential for learning or effective work that our teachers or bosses outline in detail what is to be done and exactly how to go about it	67:	6 5 4	3 2 1
Retardation is one of the two largest causes of sex crimes	68:	6 5 4	3 2 1
Having a retarded child is one way God punishes people	69:	6 5 4	3 2 1
Most mental retardates are better off in an institution with others of their kind . . .	70:	6 5 4	3 2 1

APPENDIX B
GENERAL INFORMATION SHEET
ON RESPONDENTS

GENERAL INFORMATION

The following information is completely confidential and anonymous. Do Not sign your name. This simply gives us a general description of the different people completing the questionnaire.

1. AGE _____
2. Are You? SINGLE _____ MARRIED _____
3. Years of Schooling Completed?
 COLLEGE 1 2 3 4
 ALL AT OKLAHOMA STATE UNIVERSITY? YES _____ NO _____
4. In What Year Did You Do Your Student Teaching?
 1969 _____
 1970 _____
5. How Many Class Hours in Special Education Courses Have You Had?
 NONE _____
 NUMBER OF HOURS _____
6. Were There Mentally Retarded Students in Your Classroom During Your Student Teaching?
 YES _____
 NO _____
7. At Any Time, Have You Had Contact With Mentally Retarded Individuals?
 YES _____
 NO _____
8. How Much Time Was Spent in Methods of Teaching Home Economics, Home Economics 3313, in the Teacher Preparation Program at Oklahoma State University on the Subject of Mental Retardation?
 LITTLE _____ ADEQUATE _____

APPENDIX C
SCORED RESPONSES TO ITEMS ON THE
QUESTIONNAIRE

TABLE VII

SCORED RESPONSES TO ITEMS IN FACTOR I RELATING TO
SEGREGATION VIA INSTITUTIONALIZATION

Item Number	*Group I Response Continuum						*Group II Response Continuum					
	6	5	4	3	2	1	6	5	4	3	2	1
33	0	4	2	9	13	6	0	3	3	9	19	2
26	0	4	9	5	15	1	3	4	10	10	6	3
30	0	0	0	2	22	10	1	1	2	8	16	8
20	0	1	5	11	9	9	3	5	5	13	6	4
27	0	0	0	1	14	19	1	0	4	13	12	6
11	1	0	2	4	11	16	0	2	0	7	11	16
70	0	3	8	7	10	6	2	4	7	10	11	2
42	1	3	0	5	14	11	0	5	4	10	8	9
53	0	0	3	3	17	11	1	4	2	6	14	9
23	1	3	6	11	9	4	0	10	7	9	7	3
63	0	1	8	8	17	0	1	2	12	9	5	7
5	0	4	6	4	10	10	2	2	5	2	13	12
61	1	13	18	2	0	0	1	11	14	8	2	0
40	0	1	5	11	16	1	0	4	14	9	7	2
Response Frequency	4	37	72	83	177	104	15	57	89	123	137	83

*Group I consisted of 34 student teachers in the Fall semester of 1969.

*Group II consisted of 36 prospective student teachers in the Spring semester of 1970.

TABLE VIII

SCORED RESPONSES TO ITEMS IN FACTOR II RELATING TO
TO CULTURAL DEPRIVATION

Item Number	*Group I Response Continuum						*Group II Response Continuum					
	6	5	4	3	2	1	6	5	4	3	2	1
13	4	4	9	3	10	4	3	7	11	5	4	6
22	1	5	10	8	8	2	1	6	12	8	4	5
19	3	0	9	5	12	4	1	3	9	6	14	3
37	0	12	9	8	5	0	1	12	11	4	5	3
24	1	5	9	12	6	1	0	9	11	11	3	2
29	4	19	8	3	0	0	3	18	11	2	1	0
15	1	3	19	6	4	1	3	7	11	8	5	2
Response Frequency	14	48	73	45	45	12	12	62	76	44	36	21

*Group I consisted of 34 student teachers in the Fall semester of 1969.

*Group II consisted of 36 prospective student teachers in the Spring semester of 1970.

TABLE IX

SCORED RESPONSES TO ITEMS IN FACTOR III RELATING TO
NONCONDEMNATORY ETIOLOGY

Item Number	*Group I Response Continuum						*Group II Response Continuum					
	6	5	4	3	2	1	6	5	4	3	2	1
69	0	0	0	2	3	29	0	0	1	3	7	25
52	21	10	2	0	0	1	15	15	4	1	0	1
12	27	5	1	1	0	0	23	11	0	1	1	0
3	27	7	0	0	0	0	24	9	0	1	1	1
48	22	12	0	0	0	0	17	17	2	0	0	0
65	0	2	3	9	13	7	0	0	1	6	17	12
32	0	19	9	1	4	1	2	11	8	10	3	2
50	2	6	6	5	15	0	2	7	7	6	12	2
Response Frequency	99	61	21	18	35	38	83	70	23	28	41	43

*Group I consisted of 34 student teachers in the Fall semester of 1969.

*Group II consisted of 36 prospective student teachers in the Spring semester of 1970.

TABLE X

SCORED RESPONSES TO ITEMS IN FACTOR IV RELATING TO
PERSONAL EXCLUSION

Item Number	*Group I Response Continuum						*Group II Response Continuum					
	6	5	4	3	2	1	6	5	4	3	2	1
58	4	9	15	5	1	0	11	7	12	4	2	0
64	0	3	10	8	13	0	1	0	5	12	10	8
45	0	2	9	10	10	3	0	9	15	7	4	1
62	1	1	4	11	10	7	0	4	6	17	6	3
56	0	12	11	8	3	0	0	10	12	6	7	1
54	1	5	3	9	12	4	1	3	11	8	11	2
59	3	10	9	10	1	1	1	6	8	7	13	1
44	3	22	8	0	1	0	0	21	9	0	0	0
60	1	6	12	9	4	2	0	5	9	15	5	2
35	1	6	2	6	18	1	3	5	13	6	6	3
25	0	3	3	6	9	13	0	3	2	6	13	12
31	0	1	3	6	19	5	0	2	4	15	13	2
Response Frequency	14	80	89	88	101	36	17	75	106	103	90	35

*Group I consisted of 34 student teachers in the Fall semester of 1969.

*Group II consisted of 36 prospective student teachers in the Spring semester of 1970.

TABLE XI

SCORED RESPONSES TO ITEMS IN FACTOR V RELATING TO
HOPELESSNESS

Item Number	*Group I Response Continuum						*Group II Response Continuum					
	6	5	4	3	2	1	6	5	4	3	2	1
55	5	19	6	2	2	0	4	19	9	1	3	0
2	2	0	3	8	13	8	0	3	2	8	11	12
51	7	19	5	1	2	0	4	23	5	2	0	2
9	1	1	1	2	10	19	0	1	1	3	23	8
1	2	6	5	12	5	4	0	9	10	4	8	5
38	6	19	6	3	0	0	1	21	13	0	1	0
Response Frequency	23	64	26	28	32	31	9	76	40	18	46	27

*Group I consisted of 34 student teachers in the Fall semester of 1969.

*Group II consisted of 36 prospective student teachers in the Spring semester of 1970.

TABLE XII

SCORED RESPONSES TO ITEMS IN FACTOR VI RELATING TO
AUTHORITARIANISM

Item Number	*Group I Response Continuum						*Group II Response Continuum					
	6	5	4	3	2	1	6	5	4	3	2	1
28	2	10	8	6	3	5	3	9	8	4	8	4
21	0	5	4	6	8	11	0	5	5	10	8	8
41	0	1	1	3	9	20	0	1	3	5	9	18
57	0	6	3	11	11	3	0	3	5	11	13	4
36	0	7	8	7	8	4	3	7	6	6	10	4
14	1	1	7	11	8	6	2	8	7	10	6	3
47	0	13	5	2	9	5	7	10	6	9	4	0
68	0	0	1	9	19	5	0	1	4	15	13	3
66	6	6	5	7	6	4	1	9	10	4	9	3
6	0	5	3	9	12	5	2	8	6	5	10	5
7	1	5	7	9	7	5	6	3	5	9	11	2
Response Frequency	10	59	52	80	100	73	24	64	65	88	101	54

*Group I consisted of 34 student teachers in the Fall semester of 1969.

*Group II consisted of 36 prospective student teachers in the Spring semester of 1970.

APPENDIX D
A COMPARISON OF RESPONSES BETWEEN GROUPS
IN THE POPULATION

TABLE XIII

A COMPARISON OF RESPONSES TO FACTOR I RELATING TO
SEGREGATION VIA INSTITUTIONALIZATION

	*Group I Response Continuum						*Group II Response Continuum					
	Positive			Negative			Positive			Negative		
	6	5	4	3	2	1	6	5	4	3	2	1
<u>Response</u>												
<u>Frequency</u>	4	37	72	83	177	104	15	57	89	123	137	83
<u>Frequency</u>	/ Positive /			/ Negative /			/ Positive /			/ Negative /		
<u>Total</u>	113			364			161			343		
<u>Continuum</u>												
<u>% of Total</u>	3%	32%	63%	22%	48%	28%	9%	35%	55%	35%	39%	24%
<u>% of Total</u>	/ Positive /			/ Negative /			/ Positive /			/ Negative /		
<u>Responses</u>	23.6%			76.3%			31.9%			68.0%		

*Group I consisted of 34 student teachers in the Fall semester of 1969.

*Group II consisted of 36 prospective student teachers in the Spring semester of 1970.

TABLE XIV

A COMPARISON OF RESPONSES TO FACTOR II RELATING TO
CULTURAL DEPRIVATION

	*Group I Response Continuum						*Group II Response Continuum					
	Positive			Negative			Positive			Negative		
	6	5	4	3	2	1	6	5	4	3	2	1
<u>Response</u>												
<u>Frequency</u>	14	48	73	45	45	12	12	62	76	44	36	21
<u>Frequency</u>	/ Positive /			/ Negative /			/ Positive /			/ Negative /		
<u>Total</u>	135			102			150			101		
<u>Continuum</u>												
<u>% of Total</u>	10%	35%	54%	44%	44%	11%	8%	41%	50%	43%	35%	20%
<u>% of Total</u>	/ Positive /			/ Negative /			/ Positive /			/ Negative /		
<u>Responses</u>	56.9%			43.0%			59.7%			40.2%		

*Group I consisted of 34 student teachers in the Fall semester of 1969.

*Group II consisted of 36 prospective student teachers in the Spring semester of 1970.

TABLE XV

A COMPARISON OF RESPONSES TO FACTOR III RELATING TO
NONCONDEMNATORY ETIOLOGY

	*Group I Response Continuum						*Group II Response Continuum					
	Positive			Negative			Positive			Negative		
	6	5	4	3	2	1	6	5	4	3	2	1
<u>Response</u> <u>Frequency</u>	99	61	21	18	35	38	83	70	23	28	41	43
<u>Frequency</u> <u>Total</u>	/ <u>Positive</u> /			/ <u>Negative</u> /			/ <u>Positive</u> /			/ <u>Negative</u> /		
	135			102			150			101		
<u>Continuum</u> <u>% of Total</u>	34%	33%	11%	19%	38%	41%	47%	39%	13%	25%	36%	38%
<u>% of Total</u> <u>Responses</u>	/ <u>Positive</u> /			/ <u>Negative</u> /			/ <u>Positive</u> /			/ <u>Negative</u> /		
	66.5%			33.4%			61.1%			38.8%		

*Group I consisted of 34 student teachers in the Fall semester of 1969.

*Group II consisted of 36 prospective student teachers in the Spring semester of 1970.

TABLE XVI

A COMPARISON OF RESPONSES TO FACTOR IV RELATING TO
PERSONAL EXCLUSION

	*Group I Response Continuum						*Group II Response Continuum					
	Positive			Negative			Positive			Negative		
	6	5	4	3	2	1	6	5	4	3	2	1
<u>Response</u> <u>Frequency</u>	14	80	89	88	101	36	17	75	106	103	90	35
<u>Frequency</u> <u>Total</u>	/ Positive /			/ Negative /			/ Positive /			/ Negative /		
	183			225			198			228		
<u>Continuum</u> <u>% of Total</u>	7%	43%	48%	39%	44%	16%	8%	37%	53%	45%	39%	15%
<u>% of Total</u> <u>Responses</u>	/ Positive /			/ Negative /			/ Positive /			/ Negative /		
	44.8%			55.1%			46.6%			53.5%		

*Group I consisted of 34 student teachers in the Fall semester of 1969.

*Group II consisted of 36 prospective student teachers in the Spring semester of 1970.

TABLE XVII

A COMPARISON OF RESPONSES TO FACTOR V RELATING TO
HOPELESSNESS

	*Group I Response Continuum						*Group II Response Continuum					
	Positive			Negative			Positive			Negative		
	6	5	4	3	2	1	6	5	4	3	2	1
<u>Response</u>												
<u>Frequency</u>	23	64	26	28	32	31	9	76	40	18	46	27
<u>Frequency</u>	/ Positive /			/ Negative /			/ Positive /			/ Negative /		
<u>Total</u>	113			91			125			91		
<u>Continuum</u>												
<u>% of Total</u>	20%	56%	23%	30%	35%	34%	7%	60%	32%	19%	50%	29%
<u>% of Total</u>	/ Positive /			/ Negative /			/ Positive /			/ Negative /		
<u>Responses</u>	55.3%			44.6%			57.8%			42.1%		

*Group I consisted of 34 student teachers in the Fall semester of 1969.

*Group II consisted of 36 prospective student teachers in the Spring semester of 1970.

TABLE XVIII

A COMPARISON OF RESPONSES TO FACTOR VI RELATING TO
AUTHORITARIANISM

	*Group I Response Continuum						*Group II Response Continuum					
	Positive			Negative			Positive			Negative		
	6	5	4	3	2	1	6	5	4	3	2	1
<u>Response</u>												
<u>Frequency</u>	10	59	52	80	100	73	24	64	65	88	101	54
<u>Frequency</u>	/ <u>Positive</u> /			/ <u>Negative</u> /			/ <u>Positive</u> /			/ <u>Negative</u> /		
<u>Total</u>	121			253			153			243		
<u>Continuum</u>												
<u>% of Total</u>	8%	48%	42%	31%	39%	28%	15%	41%	42%	36%	41%	22%
<u>% of Total</u>	/ <u>Positive</u> /			/ <u>Negative</u> /			/ <u>Positive</u> /			/ <u>Negative</u> /		
<u>Frequency</u>	32.3%			67.6%			38.4%			61.3%		

*Group I consisted of 34 student teachers in the Fall semester of 1969.

*Group II consisted of 36 prospective student teachers in the Spring semester of 1970.

VITA

1

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Candidate for the Degree of

Master of Science

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