

A COMPARISON OF THE ATTITUDES OF ELEMENTARY  
SCHOOL TEACHERS AND SCHOOL PSYCHOLOGISTS  
TOWARD THE BEHAVIOR OF ELEMENTARY  
SCHOOL CHILDREN

By

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#### ACKNOWLEDGMENTS

A very sincere expression of appreciation is extended to the many people who contributed to this study. The writer is sincerely indebted to his major adviser, Dr. Russell L. Dobson, who's knowledge, faith, understanding, and concern sustained the writer throughout the doctoral program and this project. The other members of the writer's committee, Dr. Idella Lohmann, Dr. Sue Hawkins, Dr. William Elsom, and Dr. Larry Perkins provided suggestions and encouragement during the doctoral program. A special expression of appreciation is extended to the writer's wife, Jerrienne, who provided much needed inspiration, encouragement and understanding during the doctoral program. Appreciation is also extended to the writer's son, Darren Jon, who tried to understand about the time required in completing this study.

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## CHAPTER I

### INTRODUCTION

#### Background Information

A review of educational research and literature indicated that educators are becoming increasingly aware of and interested in the behavioral problems of elementary school children. The quantity of research and literature since 1900 demonstrates the increasing concern of teachers and principals with discovering how to deal more effectively with the child in the school environment.

Kaplan (1952, p. 660) supported this viewpoint when he stated that:

The behavior of children was found to be a primary source of distress to elementary school teachers, insofar as such behavior challenged the standards or functions of the teacher.

Flesher (1954) found that beginning teachers in Ohio rated the maintenance of order or discipline as a primary problem and that administrators considered this problematic area to be of greatest magnitude to elementary school teachers.

Bany and Johnson (1964) inferred that a knowledge of group and individual behavior was increasingly recognized as a necessary part of the elementary school teachers' professional knowledge.

Realizing that effective behavior guidance depends upon properly gauging background factors and carefully appraising misbehavior

tendencies, many governmental agencies and private and volunteer organizations share educators' concerns. In a world which promises overpopulation and crowded conditions, these agencies are anxious for the desirable interaction of the individual with other peoples as well as for his own full actualization in our society. Kaplan (1965) identified several of these agencies including the National Institute of Mental Health, Children's Bureau, U. S. Office of Education, National Association of Mental Health, American Medical Association, and independent school districts, all of which serve both the public schools and the community.

The seriousness of behavior problems in children has been the subject of systematic study since the classic investigation by Wickman (1928). Wickman's (1928) study surveyed teachers to determine which behaviors of children were of concern to them. Following Wickman's (1928) study, numerous studies have been made which investigated teachers' attitudes toward the behavior of children and which provided additional evidence of the influence of Wickman's (1928) study and the professional interest in the field.

The Wickman (1928) study and succeeding studies were conducted over a period of four decades. During this time, the gradual process of educational theory and appraisal of misbehavior tended to reflect the gradual evolution of society itself. The Educational Policies Commission publication, Education and the Disadvantaged American (1962), stated that the United States, like the rest of the world, was remaking itself, and since education is both reflective and reconstructive in nature, educators must be cognizant of societal changes. Kowitz (1970) outlined these past four decades into four historical movements:

(1) 1920 Child Guidance, (2) 1930 Child Study, (3) 1940-1950 Child Development, and (4) 1950 Post-Sputnik Central Office Specialists. According to Kowitz (1970), these historical movements influenced the role of the elementary school teacher.

Peck and Prescott (1960) pointed out that the role of the elementary school teacher from 1920 to 1950 changed from one which emphasized mainly the intellectual growth of children to one which emphasized the emotional and social growth as well. They suggested that this new emphasis required the elementary school teacher to possess understandings and insights into children's behavior in order to develop more satisfactory relationships with boys and girls.

Goodlad (1966) stated that the role of the school had been undergoing marked changes since the end of World War II and more especially since Sputnik in 1957. Goodlad (1966, p. 9) said:

One of the characteristics of this reform movement is that it is discipline centered rather than child or society centered. That is, the emphasis is on updating and reorganizing those academic disciplines that are considered basic in the pre-collegiate curriculum.

Lerner and Heyer (1963) made an earlier reference to the post-Sputnik theory of intellectual emphasis and noted that a segment of the population believed that schools should concentrate on teaching academic skills and knowledge to children and leave mental health, character development and adjustment to the home, the church, and the community. Also, in accordance with this theory, Clausen and Williams (1963) expressed the belief that the pressure for academic excellence had taken precedence over mental health considerations in the schools.

In the last few years a heated controversy has raged as a result of the contrasting philosophies regarding the proper role of the

school. Call (1958) observed that educators had taken sides and that there were even educators who demonstrated a highly visible reluctance to initiate or support mental hygiene activities.

These major influences upon the public schools since 1920 have indicated that the role of the classroom teacher in our public schools is not constant but has indeed changed. Classroom teachers are a product of a society and of the educational process, and are influenced by controversial educational theories and societal attitudes.

Ragan (1961, p. 482) stated:

The amount and kind of preparation required for elementary school teachers has been changing rapidly in recent decades. The length of college preparation required for an elementary teaching certificate has increased during the last few decades from two years to a full four years.

Dobson (1966) reported that potential elementary school teachers find that finances are not as much a determinant of college attendance as they once were because of the availability of scholarships, student government loans, and the G. I. Bill of Rights. As a result of these student benefits, it is quite possible that teachers are no longer predominantly of middleclass backgrounds, but that they come from multi-class backgrounds.

Children, as well as classroom elementary school teachers, are a product of a society and of the educational process, and are affected by educational theories and societal attitudes. McCandless (1961, p. 3) stated:

The way in which a child grows, using the term broadly, is affected at least as much by the way life treats him, by the opportunities he has for learning, and by the richness and emotional health of his environment as it is by his sensory and muscular equipment.

Blackham (1967, p. 41) suggested that:

The norms that exist in a culture determine in a general way the interaction that takes place between parent and child. That is, culture norms do orient parents toward certain child-rearing goals and methods.

The same forces that influenced the historical movements outlined by Kowitz (1960), which in turn influenced child rearing norms and educational programs, should also have influenced the lives of children. We have experienced changing child rearing practices, changing teacher roles, and changing emphasis in our educational programs. Would it not be conceivable to assume that we have also experienced a changed product--the young people in our society?

Hepburn (1963) stated that the characteristics of mental hygienists, namely school psychologists, had also changed. School psychologists have been exposed to a more complete and extensive preparation program. Basic certification requirements have been raised. School psychologists prepared in the last several years seemed to be highly professional, certainly more highly trained than their counterparts of two or more decades ago.

The concerns of professional educators, the conflicting attitudes toward the role of education, and the changing characteristics of teachers and school psychologists indicated that there existed a need for new analysis of the reported attitudes of elementary school teachers and school psychologists toward the behavior of children.

#### Justification for the Study

This research project is an attempt to analyze the possible consequences of shifting variables associated with the dimensions of

teachers' attitudes and school psychologists' attitudes toward the behavior of elementary school children.

According to Ragan (1966), the basic characteristics of teachers have changed within the past several decades. In addition to the length of college preparation required for an elementary teaching certificate increasing from two years to a full four years, recently-prepared teachers represent more nearly the total range in terms of socioeconomic background. Therefore, the class-level influence may not be so closely focused as previously. Also, teacher preparation is more complete. Ragan (1966, p. 482) said:

The student who seeks admission to a teacher-education program in most colleges and universities must present satisfactory grades and, after she is admitted to the program, she must maintain an even higher scholastic average. Instead of spending a great deal of time on professional education courses during her first two years in college, as students in normal schools did, she spends her first two years in a program of liberal education and continues this preparation along with courses in professional education during the remaining two years. The program of general or liberal education provides the elementary school teacher with a cultural background that gives her status in the community and enables her to teach the many subjects that are a part of the elementary-school curriculum.

Hepburn (1963) noted that the basic characteristics of school psychologists had also changed during the past several decades. School psychologists today have been exposed to a more extensive preparation program. The certification requirements have been raised to include a more complete educational program. School psychologists today seem to be highly professional and better trained than their counterparts several decades ago.

Though it may be concluded that teachers prepared within the last decade are well-prepared professionally, the social environment has

changed during the past several decades. Societal reactions to the behavior of children has not remained constant, as indicated by the movements described by Kowitz (1970). The influence of these movements, because of mass communication, is wide in scope, affecting the basic attitudes of many adults toward the behavior of children. Since education is both reflective and reconstructive in nature, changes in societal attitudes will affect the school and the classroom teacher.

So, again, while modern elementary school teachers may be better prepared to cope with the behavior problems of children than their counterparts of several decades ago, the intensity and complexity of societal problems confronting children might have some effect on behavioral patterns exhibited by today's children. In any event, the teacher variable, the mental hygienist variable, and the pupil variable may have changed in the last decade. Such changes are worthy of new analysis. Consequently, the major concern of this investigation is to determine if the conclusions derived from research, concerning the attitudes of teachers and school psychologists toward the behavior of children, in the past decades are still tenable.

#### Statement of Problem

The purpose of this study was to determine whether present-day elementary school teachers' and school psychologists' attitudes toward teacher defined behavior problems of children are similar to the attitudes of their counterparts of several decades ago. Answers to the following questions were sought:

- 1) Are present-day elementary school teachers' attitudes toward teacher defined behavior problems of children similar to those

attitudes of teachers reported in studies conducted by Wickman (1928), Mitchell (1940), and Schrupp and Gjerde (1951)?

2) Are present-day attitudes of school psychologists toward the behavior of children similar to those attitudes of mental hygienists reported in studies conducted by Wickman (1928), Mitchell (1940), and Schrupp and Gjerde (1951)?

3) Are present-day elementary school teachers' attitudes toward teacher defined behavior problems of children more like those of present-day school psychologists' attitudes than teachers' attitudes vs. mental hygienists' attitudes reported in studies conducted by Wickman (1928), Mitchell (1940), and Schrupp and Gjerde (1951)?

4) Do teachers who are relatively inexperienced in teaching differ in their attitudes toward the behavior of children from teachers who are relatively experienced in teaching?

5) Do school psychologists who are relatively inexperienced differ in their attitudes toward the behavior of children from school psychologists who are relatively experienced?

#### Basic Hypotheses

This study proposed to establish a basis for the testing of the following null hypotheses:

1) Teacher attitudes toward teacher defined behavior problems which frequently constitute elementary pupil misbehavior do not differ significantly among the teachers sampled for this investigation and those sampled for investigations conducted by Wickman (1928), Mitchell (1940), and Schrupp and Gjerde (1951).



2) Inexperienced teachers' attitudes toward the seriousness of teacher defined behavior problems of children do not differ significantly from the attitudes of experienced teachers.

3) School psychologists' attitudes toward teacher defined behavior problems which frequently constitute elementary pupil misbehavior do not differ significantly between school psychologists sampled for this investigation and mental hygienists sampled in investigations conducted by Wickman (1928), Mitchell (1940), and Schrupp and Gjerde (1951).

4) Inexperienced school psychologists' attitudes toward the seriousness of teacher defined behavior problems of children do not differ significantly from the attitudes of experienced school psychologists.

5) The correlation between teachers' and school psychologists' attitudes toward teacher defined behavior problems in this investigation does not differ significantly from the correlations between teachers' and mental hygienists' attitudes found in investigations conducted by Wickman (1928), Mitchell (1940), and Schrupp and Gjerde (1951).

#### Definition of Terms

For the purposes of this study, the following definitions were used:

Teacher and school psychologists attitude--A teacher or school psychologist's positive or negative mental set toward behaviors of children as indicated by teachers and psychologists rating of the seriousness of teacher defined behavior problems on Wickman's (1928)

Schedule B-4.

Elementary school teacher--A teacher, certified by the State Board of Education, teaching in grades kindergarten through grade six.

School psychologist--A specialist, certified by the State Board of Education, serving in the capacity of a school psychologist.

Behavior--The manner in which elementary school children conduct themselves. The seriousness of the behavior is relative to the mental and emotional set of the teacher or school psychologist.

Inexperienced teacher--A teacher who has 1-3 years teaching experience, including the present school year.

Experienced teacher--A teacher who has more than 7 years teaching experience, including the present school year.

Inexperienced school psychologist--A school psychologist who has 1-3 years experience as a school psychologist, including the present school year.

Experienced school psychologist--A school psychologist who has more than 7 years experience as a school psychologist, including the present school year.

#### Assumptions of the Study

For the purposes of this study, the following assumptions were posited:

- 1) That the random selection of teachers from school districts in Kansas and Missouri provides a basis for generalizing to a population of elementary school teachers consisting of all elementary teachers in the school districts sampled.

2) That the random selection of school psychologists certified in Kansas provides a basis for generalizing to a population of school psychologists consisting of all school psychologists in the state of Kansas.

3) That in light of similar certification requirements for elementary school teachers, all sampled teachers will have similar college preparation in mental hygiene regardless of their location of employment.

4) That in light of similar certification requirements for school psychologists, all sampled school psychologists will have similar college preparation in mental hygiene regardless of their location of employment.

#### Limitations

The following limitations apply:

1) This study was limited by the inherent weaknesses of the instrumentation. Van Dalen (1962) pointed out that inventory type instruments do not require subjects to perform at their maximum levels, and a subject may give false or dishonest responses if he feels coerced, if he wishes to make a desired impression, or if he lacks sufficient insight to make objective responses.

2) The response data may not be inferred to a population other than the states from which samples were drawn.

3) School psychologists, because of the nature and extent of their training, may be familiar with similar studies which could affect their responses.

4) Another limiting factor of this investigation was the use of mailed questionnaires which sometimes produces a low percentage of responses, thereby affecting representativeness.

5) Modifying the directions on Wickmans' Schedule B-4 and providing identical instructions for both teachers and school psychologists was a limiting factor in comparing the results of this investigation to the results of investigations conducted by Wickman (1928) and Schrupp and Gjerde (1951).

#### Summary and Organization of the Study

Chapter I of this study has provided background information to the study. The purpose and need for the study, as well as the hypotheses to be tested, have been identified. The major assumptions basic to this study, as well as the limitations, have been stated. Finally, the terms used frequently in this study are defined. The format for the succeeding chapters is as follows: Chapter II treats the selected, related literature which was reviewed for this study. Chapter III relates the methodology and design of the nature of this study. Chapter IV presents the analysis of data collected for this study. Chapter V presents the findings and makes recommendations in relation to these conclusions for further research.

## CHAPTER II

### REVIEW OF RELATED RESEARCH AND LITERATURE

#### Introduction

As the current re-evaluation of American education continues, unanswered questions still exist relative to perceptual differences existing among psychologists, teachers, parents, and pupils concerning the seriousness of pupil behavior. Although recent years have witnessed continuing interest in elementary school pupil behavior problems, research efforts have contributed little solid evidence toward general solutions. This is probably because of the difficulty in developing a scientific approach to the variability of human behavior patterns.

This research was interested in whether there existed a difference in the attitudes of classroom teachers and school psychologists toward the behavior of children and if the attitudes of teachers and school psychologists had changed since Wickman's (1928) study. A question of interest existed concerning whether years of experience influence the attitudes of teachers and school psychologists, and if so, in what manner did it influence their attitudes.

It was, therefore, the purpose of this investigation to re-examine the attitudes of teachers and school psychologists toward teacher defined behavior problems of elementary school children. No attempt was made to determine the factors which influence a teacher's or school

psychologist's attitude. However, it was recognized that attitudes are the result of a wide variety of past experiences, and classroom teachers and school psychologists, as a composite group, could experience attitudinal changes over a period of years.

This chapter includes a review of selected sources of research and expert opinion pertaining to the changing characteristics of classroom teachers, changing roles of school psychologists, the attitudes of teachers and mental hygienists toward the behavior of children, and attitude measurement.

#### Characteristics of Classroom Teachers

In order to compare the attitudes of teachers toward the behavior of elementary school children over a period of forty-two years, it was considered necessary to determine if the characteristics of teachers have changed over the past four decades. It was assumed that if the classroom teachers have indeed changed it was possible that their attitudes toward the behavior of children might have changed as well.

Evidence existed that teacher characteristics, such as college preparation, college degrees, quality of teacher candidates, and the socioeconomic backgrounds of teachers, have changed over the past several decades.

Descriptive research findings support the conclusion that the elementary school teacher of today is much better prepared than was his counterpart of a decade ago. On the basis of this information, it can be assumed that recently prepared teachers are more sophisticated in their approaches to pupil behavior. Ragan (1966, p. 482) stated:

The student who seeks admission to a teacher education program in most colleges and universities must present satisfactory grades and, after she is admitted to the program, she must maintain an even higher scholastic average. Instead of spending a great deal of time on professional education courses during her first two years in college, as students in normal schools did, she spends her first two years in a program of liberal education and continues this preparation along with courses in professional education during the remaining two years. The program of general or liberal education provides the elementary-school teacher with a cultural background that gives her status in the community and enables her to teach the many subjects that are a part of the elementary school curriculum.

The United States Office of Education (1935) reported that in 1930-31 two-thirds of the public school teachers did not have four years of college preparation and that elementary school teachers were not as well prepared as were secondary school teachers.

The National Education Association Research Division (1957) reported that in 1956 more than three-fourths of the public school teachers in the United States held a bachelor's degree. The proportion of teachers with master's degrees increased between 1931 and 1956 from less than one per cent to thirteen per cent of the elementary teachers. This study further showed that the proportion of elementary school teachers with bachelor's degrees increased from 49 per cent to 70 per cent in the eight year period from 1948-49 to 1956-57.

Further descriptive research findings support the conclusion that the quality of teacher candidates and the family background and socioeconomic status of classroom teachers had changed and broadened during the past four decades.

Learned and Wood (1938) reported that prospective teachers' average scores on intelligence tests administered in 1928 were below the average scores of all groups except business, art, agriculture, and

secretarial candidates. However, Hall (1953) learned that over ninety per cent of teachers were drawn from about the top twenty per cent of the population in intelligence.

Coffman (1911) discovered that seventy per cent of the men and forty-five per cent of the women were children of farmers and that only seven per cent of the men and eight per cent of the women were children of men in professional work.

A National Education Association (1956) survey reported that teachers came from families of self-employed persons, professional and semi-professional workers in larger proportions now than were reported in earlier studies.

A study by Lieberman (1956) related that the majority of teachers today are coming from homes which are culturally unpromising if not impoverished. They were reported to be coming from homes in which light popular books and magazines or none at all are the rule. The conclusions reached by Lieberman (1956) do not agree with the National Education Association (1956) survey and the time honored concept that teachers represented the middle class. Charters (1969, p. 732) stated that "a majority of the families of persons currently teaching are from the middle class."

The identified changes indicated that there is a need to analyze prevailing attitudes of teachers toward the behavior of elementary school children.

#### Changing Role of School Psychologists

Ferguson (1963) noted that the beginning of school psychology can be credited to the establishment of a Department of Child Study in the



Chicago public schools late in the 1890's and that the revision of the Benet-Simon test in 1916 gave impetus to further developments in school psychology.

Reger (1965) stated that the influence of testing during the early part of the 1900's along with the wide use of psychologists in child guidance centers rather than in the public schools caused the school psychologist's role to become pathology centered and to resemble a clinical model. Lighthall (1963) observed that when psychology first began to be represented in the public schools it was still in many ways a relatively new field and had very little but the clinician's skill to offer. Lighthall (1963, p. 372) further added that:

The school psychologist has been, and still is, a clinical psychologist. The implication is that his identity leads the school psychologist to have goals different from those of the school in which he works. The fact that he serves in a school with the virtually unaltered self-concept and modus operandi of a clinician makes him a member of an alien guild; in the school, but of the clinic.

There was evidence that writers in the field of school psychology were questioning the appropriateness of the clinical model. Reger (1965, p. 65) appraised the position by stating simply that "a more appropriate model is available." In his discussion of a more appropriate model, Reger (1965) recommended the educator model. He defined the school psychologist as a practitioner, who was also a scientist and an educational engineer, and a designer of educational plans which utilize the latest methodologies and techniques.

Gray (1960) provided evidence that training institutions were already attempting to produce a different kind of school psychologist. Gray (1960, p. 252) stated:

The model of school psychologist we are attempting to develop at Peabody then, is that of a specialist with flexibility and creativity in adopting his particular knowledge and skills to the demands of school situations.

Trachtman (1961) predicted that within ten years the school psychologist would be a specialist in learning theory and the psychology of motivation, perception and memory. The school psychologist of the future would have a great deal to offer in applying these principles to the classroom, to the curriculum, and to school organization.

Reger (1965), Lighthall (1963), Trachtman (1961), and Gray (1960) provided evidence that significant changes in the role of the school psychologist were desired by educators. Evidence was also seen that training institutions were initiating these changes during the 1960's. If Trachtman's (1961) predictions were valid and if training programs reflected the concerns of educators, as described by Gray (1960), then the possibility of these conditions affecting the attitudes of school psychologists toward the behavior of children was worthy of investigation.

#### Teacher and Mental Hygienists Attitudes Toward the Behavior of Children

Behavior problems of school children have been of interest and concern to educators for centuries. Plato bemoaned the undisciplined nature of Athenian youth as early as 360 B.C. There has existed a great difference of adult opinion concerning that which constitutes misbehavior in children throughout educational history. This difference of opinion apparently still exists among teachers of elementary school children.

Educators have been searching for answers to behavioral problems for many years. In 1928, a monumental study in school-child discipline and pupil control was conducted by E. K. Wickman who reported misbehavior types common to elementary school children and who determined the perceived seriousness of each behavior type based on the judgments of classroom teachers.

In order to judge the appropriateness of the attitudes of classroom teachers concerning the seriousness of teacher defined behavioral problems of children, Wickman (1928) compared the attitudes of teachers to the attitudes of mental hygienists. The sample group of mental hygienists included psychiatrists, psychologists, and psychiatric social workers in child guidance clinics.

Wickman (1928) reported evidence of a lack of teacher concern for behavior traits which were indicative of tendencies toward shyness, unhappiness, depression, and withdrawal. On the other hand, a high degree of concern was shown by teachers for behavior traits indicative of aggressiveness and lack of regard for school procedures. The mental hygiene group demonstrated a lack of concern for behavior traits which were indicative of aggression and lack of regard for school procedures, and they expressed a high degree of concern for traits such as shyness and withdrawal. When compared with mental hygienists, teacher attitudes were found to have a negative correlation of  $-.11$ . Wickman (1928) concluded from his investigation that teachers demonstrated a lack of understanding of child behavior and its consequences.

Numerous subsequent research studies have been conducted to determine if the attitudes of teachers and mental hygienists have changed since Wickman's (1928) study. Some of the later studies were

replications of Wickman's (1928) study, and others modified his procedure in an attempt to overcome some apparent procedural weaknesses.

Ellis and Miller (1936) stated that in their judgment the directions for teachers and mental hygienists set out in Wickman's (1928) study varied too much to permit a valid comparison; therefore, teachers in their investigation were given identical directions as those given to the mental hygienists in Wickman's (1928) study. The significant difference between the ratings of teachers in this study and those of Wickman (1928) was the increased realization of the seriousness of the withdrawing and recessive personality traits. Ellis and Miller (1936) reported a correlation of .49 between their sample group of teachers and Wickman's (1928) mental hygienists and a correlation of .65 with their sampled teachers and Wickman's (1928) teacher sample group.

Mental hygienists were not sampled nor included in this study.

Using Wickman's (1928) Schedules B-4 and B-5, Sparks (1942) surveyed a sample group of elementary school teachers in Iowa to determine if teachers responded differently to the different instructions and to determine if amount of experience affected the attitudes of teachers toward the behavior of children. Sparks (1942) reported that teachers in his sample who were instructed to rate the behavior in terms of seriousness to future adjustment of children rated behaviors differently from those who were requested to rate the behaviors in terms of troublesomeness in classroom situations. He further reported that teachers with varying amounts of experience differ little in their attitudes toward the seriousness of behavior problems in terms of the future adjustment of the child.

Mitchell (1942) investigated the attitudes of teachers of fifth

and sixth grade children and mental hygienists, consisting of both psychiatrists and psychologists. Mitchell (1942) provided identical instructions to both teacher and mental hygienist groups, and modified slightly Wickman's (1928) list of fifty teacher defined behavior problems. The instructions provided were the same as those presented to the mental hygienists in Wickman's (1928) study. Like the 1928 mental hygienists, Mitchell (1942) reported that no behavioral traits were rated as extremely serious by mental hygienists; and, in general, the data revealed that mental hygienists had changed their ratings of some of the traits. The 1940 mental hygienists considered such traits as nervousness, quarrelsomeness, restlessness, stealing, untruthfulness, and profanity as more serious than did Wickman's (1928) mental hygienists, and they considered as less serious such behaviors as domineering, sensitiveness, stubbornness, suggestibleness, shyness, inattention, and selfishness. The mental hygienists in this study had a positive correlation of .80 with the 1928 sampled group of mental hygienists. Teachers in Mitchell's (1942) study also demonstrated changed attitudes. Mitchell (1942) reported that teachers considered nonaggressive traits as more serious than did the 1928 teachers. Teachers considered such traits as sullenness, unhappiness, resentfulness, and being easily discouraged as more serious than did the 1928 teachers, and they considered traits such as disorderliness, profanity, impudence, defiance, and truancy as less serious. Mitchell (1942) reported a correlation of .78 with his sampled teacher group and the 1928 group. He further concluded that the correlation of .70 between the 1940 teachers and 1940 mental hygienists demonstrated that, even though a difference of opinion still existed over specific behavior traits, teachers and

mental hygienists in 1940 were in much closer agreement than were the two groups in 1928.

Del Solor (1949) interviewed teachers and parents to discover concern over behavioral difficulties related to Wickman's (1928) findings. He found concern over submissive characteristics more prevalent than concern for child aggressiveness.

Stouffer (1952) replicated Wickman's study, and reported that overt, objective behavior was rated as more serious by the teachers, and a subjective type of behavior was rated as more serious by the mental hygienists. However, the two groups seemed in closer agreement than the two groups sampled in Wickman's original inquiry. Stouffer (1952) reported that the 1952 teachers considered behavior traits describing recessive personality traits such as unhappiness, depression, unsociability, and withdrawing as more serious than did the 1928 group of teachers, and they rated as less serious such behaviors as masturbation, smoking, and profanity.

It was reported by Stouffer (1952) that, while teachers had changed their attitudes toward the behavior problems of children in the past twenty-five years, there had been less change in the attitudes of mental hygienists. The 1952 mental hygienists considered such behaviors as destroying school materials, restlessness, and disorderliness as more serious than did the 1928 mental hygienists, and they considered such behaviors as suspiciousness, easily discouraged, domineering, sullenness, selfishness, and stubbornness to be less serious. The coefficient of correlation between the 1928 and 1952 mental hygienists was reported to be .87.

Additional evidence of a change of attitudes by teachers was

presented by Gaier and Jones (1951). Their study revealed that, in general, teachers showed a trend away from Wickman's (1928) findings in that teachers were more concerned with academic adjustment, attitudinal inadequacies, and social adjustment.

Schrupp and Gjerde (1953) replicated Wickman's (1928) study exactly. Additional evidence was accounted to support the previously described trend in teachers' attitudes toward behavior of children. They found that the attitudes of the 1951 teachers were much more in agreement with the criterion attitudes established by mental hygienists than was true for the 1928 teachers. The 1951 teachers were less anxious about behavior traits such as lack of interest in work, carelessness in work, tardiness, masturbation, profanity, and smoking than were the 1928 teachers. And, although the 1951 mental hygienists were more disturbed about such behaviors as destroying school materials, defiance, and disobedience, Schrupp and Gjerde (1953) concluded that the disagreement between teachers and mental hygienists, though not as pronounced as in 1928, still existed and that these disagreements were of the same nature as those pointed out by Wickman (1928). They reported correlations of .76 with the 1951 and 1928 teachers, .88 with the 1951 and 1928 mental hygienists, and .56 between the 1951 teachers and mental hygienists. They further concluded that it was the teachers and not the mental hygienists who have changed their rankings in the intervening twenty-five years.

Hunter (1955) found that, although teachers continued to be concerned with annoying and aggressive behavior, their understanding of causal factors and of consequences of behavior patterns had expanded and deepened over the last few decades. He concluded that it can no

longer be said that teachers considered only the here and now in dealing with behavior problems, while mental hygienists considered the future.

Charters (1963, p. 734) stated:

It is reasonable to attribute the shifts in teachers' judgments of behavior problems to changes which occurred in professional education in this period and even to the Wickman study itself. The Wickman research appeared just at a time the mental hygiene point of view was gaining a foothold in teacher training curricula, and the conclusions widely drawn from Wickman's data, rightly or wrongly, that teachers do not appreciate the significance of withdrawal and autism as symptoms of personality disturbances in children, became a point of departure for mental hygiene courses and textbooks. There is no doubt that the generations of teachers trained after 1930 have been sensitized during their training to problems of personal and social adjustment far more than earlier generations of teachers.

The findings of Tolor and Scarpetti (1967) suggested that psychologists tended to be more accepting, or more tolerant, of a greater variety of child behavior than teachers and tended to regard a wider range of behavior as being normal. Teachers, especially those who were relatively inexperienced, labeled much more behavior as being abnormal. Teachers were especially critical of categories of behavior that may be referred to as aggressive, regressive, and emotionally expressive. The fact that the greatest degree of disagreement was found between experienced and inexperienced teachers reinforced the impression that actual exposure to child behavior is an important determinant of attitudes toward pathology or misbehavior.

Ryans (1960) discovered that elementary school teachers with teaching experience up to four years tended to express more permissive educational viewpoints, and those with ten years or more of teaching experience expressed more traditional viewpoints. However, for



teachers of different amounts of experience, there was no significant trend in their attitudes toward pupils.

Research studies have indicated quite significantly that teachers and clinicians differed in their attitudes toward teacher defined behavior problems of children. Lewis (1956, p. 470), in reviewing the literature bearing on the "continuity hypothesis" which stated that ". . . emotional disturbance in a child is symptomatic of a continuing psychological process that may lead to adult mental illness," concluded that the acting-out child is more likely to become seriously disturbed as an adult than the timid, withdrawn child. He suggested that perhaps the judgments of teachers, as derived from the Wickman (1928) study, represented a more accurate appraisal of the pathology of children than the evaluations of clinicians, at least when adult psychiatric status is taken as the criterion. He also felt that regardless of the validity of the perceptions of each of these groups, the study of the nature of the attitudes remains an important research problem since attitudes will influence markedly the interactions between the child and his teacher.

Beilin (1959) pointed out that the attitudinal patterns of teachers and clinicians toward adjustment difficulties reflected in part their different roles, and that their roles, in turn, "influence the organization of their respective experiences." Since Beilin (1959) regarded teachers to be essentially task-oriented, or more concerned with the imparting of information and skills, and since mental health professionals are more concerned with preventing poor adjustment and promoting good adjustment, it is not surprising that these two groups will continue to perceive child behavior differently.

Ritholz (1959) further supported Beilin by suggesting that education is the function of the teacher; whereas, re-education is the function of the mental hygienists. Therefore, there is bound to be a difference not so much of view, perhaps, but of emphasis of the viewpoint.

#### Attitude Measurement

The contributions by Thurstone (1929) and Likert (1932) have been most influential in the field of attitude measurement. Since these pioneering works appeared, a vast amount of literature has been produced. Edwards (1957) accentuated this when he stated:

Some of these articles have had as their concern the comparison of attitudes of members of different groups, others have reported upon the way in which attitudes are developed in young children. The interest of some writers has been in the theory and nature of attitudes and in the way in which attitudes are defined. Others have investigated and reported upon the problem of attitude change--the manner in which new experiences modify existing attitudes. Still others report upon the relationships between attitudes and other variables such as personality traits and level of intelligence.

Before an attitude measurement can be outlined, it should first be defined. Green (1954) defined an attitude as a psychological construct, or latent variable, inferred from observable responses to stimuli, which is assumed to mediate consistency and covariation among these responses.

According to Krech and Crutchfield (1948), an attitude is a complex and enduring structure of cognitive, perceptual, motivational, and emotional components that predispose the individual to behave toward cognitive objects in certain ways.

Kerlinger (1963) defined an attitude as a set, a readiness, a

predisposition to behave in certain ways toward things in the environment.

Research reveals that educators, psychologists, and sociologists often approach the measurement of attitudes by one of two techniques--questionnaire or interview. The questionnaire method requires that the subject react to certain questions or statements supplied to him in writing, with a minimum amount of verbal assistance from the administrator of the questionnaire. The interview technique is somewhat similar to the questionnaire technique, except for a verbal exchange between the administrator and the subject. Under what conditions one technique takes priority over the other is not clearly known.

The studies of teacher attitudes reviewed by this writer revealed a pattern established by Wickman's (1928) study. These studies either asked teachers to list "acts" they considered to be misbehavior on the part of students, or to rank a predetermined list of acts according to their seriousness.

#### Summary

Chapter II has presented a brief resumé of literature and research pertaining to the related areas of this study. It is intended that the reader would be able to develop a perspective and conception of the need leading to this study concerning attitudes toward the behavior of children.

Chapter III will present a detailed description of the research design and the execution of the study.

## CHAPTER III

### INVESTIGATION PROCEDURES

#### Instrumentation of the Study

The purpose of this study was to determine whether the attitudes of present day elementary school teachers and school psychologists toward teacher defined behavior problems of children differed from the attitudes of elementary school teachers and mental hygienists sampled for investigations conducted by Wickman (1928), Mitchell (1940), and Schrupp and Gjerde (1951).

In order to fulfill the requirements of this investigation, it was necessary to measure the attitudes of a large number of elementary school teachers and school psychologists toward the behavior of children and to submit the data to statistical analysis. If significant comparisons were to be made, it was also necessary to duplicate, as closely as possible, the instrumentation and basic procedures utilized in the investigations conducted by Wickman (1928), Mitchell (1940), and Schrupp and Gjerde (1951).

In collecting data concerning the attitudes of elementary school teachers and school psychologists toward teacher defined behavior problems of children, one mode of inquiry was pursued for this study. The seriousness of fifty behavioral problems as perceived by elementary school teachers and school psychologists was elicited and measured.

Wickman's (1928) Schedule B-4, with some modifications of instructions, was selected as an appropriate instrument to reveal perceptions of the seriousness of the fifty behavioral problems of children as expressed by elementary school teachers and school psychologists. (See Appendix A.) This instrument was developed by E. K. Wickman (1928) who reported behavior problems common to elementary school children and who compiled and validated lists of acts perceived by teachers as misbehavior.

#### Schedule B-4

Wickman (1928) was confronted with the problem of the lack of any objective study regarding the behavior deviations of elementary school children. At that stage of development in educational history, most textbooks on discipline and child training were written from the viewpoint of the author's individual judgments on what behavior was desirable or undesirable. Wickman (1928, p. 13) stated: "Relatively few studies are available in which the opinions of a social group have been collected on this subject."

In Wickman's (1928) study, participating school teachers were requested to list all kinds of behavioral problems which they had encountered in their teaching careers. By permitting teachers to make spontaneous replies, Wickman (1928) hoped teachers would record freely the kinds of behavior which they considered and treated as undesirable. This portion of Wickman's (1928) study was conducted in elementary schools in Minneapolis and Cleveland.

The teachers participating in this study reported 428 items which they considered to be acts of misbehavior. After duplications were

eliminated, there remained 185 separate items of undesirable behavior. Wickman classified these acts into seven major groups, each containing subclassifications. These seven groups were:

1) Violations of general standards of morality and integrity.

These violations included such acts as stealing, dishonesties, immorality, profanity, and smoking.

2) Transgressions against authority. Listed under this heading

were disobedience, disrespect to authority, defiance, impertinence, insubordination, slowness in obeying instructions, and willful misconduct.

3) Violations of general school regulations. This list contained

truancy, tardiness, irregularity in attendance, and destroying school materials.

4) Violations of classroom rules. In this category were included

such acts as disorderliness, restlessness, interruptions, too social, whispering, and lack of supplies.

5) Violations of school work requirements. Listed under this category were inattention, lack of interest, carelessness, and laziness.

6) Difficulties with other children. In this category were listed cruelty, roughness, annoying other children, tattling, and miscellany.

7) Undesirable personality traits. In this classification were

mentioned negativisms, unacceptable social manners, self-indulgences, arrogance, evasions, interference, lack of emotional control, and undesirable mental states.

Wickman (1928) selected fifty specific behavioral acts, which represented these seven major groups, to be utilized in Schedule B-4 and Schedule B-5. The instructions given to the respondents was the only

difference between Schedule B-4 and Schedule B-5. Schedule B-4 was designed to elicit the immediate responses of classroom teachers concerning the extent that this behavior made the child difficult. Schedule B-5 was designed to elicit the professional judgments of mental hygienists as to the seriousness of each behavioral act in regards to the future development of the child.

Both schedules required that respondents indicate the degree of seriousness by drawing a line (/) at any point on the provided scale. The scale contained four descriptive divisional phrases indicating degrees of seriousness: "of no consequence," "of only slight consequence," "makes for difficulty," and "an extremely grave problem."

E. K. Wickman (1928, pp. 200, 203, 209) reported three reliability checks on this instrument consisting of fifty teacher defined behavioral problems. He reported two reliability coefficients of .90 with classroom teacher groups and .94 with a mental hygiene group utilizing a test-retest reliability test.

In order to make a more valid comparison between the sample groups of elementary school teachers and school psychologists in this writer's investigation, the instructions presented in Wickman's (1928) Schedule B-4 were modified. The instructions were changed from: "How serious (or undesirable) is this behavior in any child"? and "To what extent does it make him a difficult child"? to "How much will the possession of this trait by a child handicap him in his future development and adjustment as an adult"? Schedule B-4, with these modifications, was presented to both sample groups. No time limit was required for either sample group.

Appropriateness of the List of Fifty Teacher  
Defined Behavioral Problems of Children

The Educational Policies Commission (1962), as indicated in Chapter I, stated that the United States, like the rest of the world, was remaking itself. Kowitz (1970) outlined four historical movements that have characterized society's changing attitude toward children and schools since 1920. Peck and Prescott (1960) suggested that the role of the elementary school teacher had changed during the last four decades, and Ragan (1966) pointed out that the basic characteristics of public school teachers had also changed during the past several decades.

Many changes have taken place in society and schools over the past four decades, this investigator deemed it important to attempt to determine the appropriateness of the list of fifty teacher defined behavior problems of children developed by E. K. Wickman in 1928. In order to fulfill this specific requirement of this study, it was necessary to secure a judgment from the sample group of elementary school teachers acknowledging the appropriateness or inappropriateness of Wickman's (1928) list of fifty behavioral acts.

Edwards (1957, p. 3) stated: "It might seem logical to assume that if we want to know how individuals feel about some particular psychological object, the best procedure would be to ask them." Operating on the basis of this premise, this investigator created a questionnaire to determine if the sample group of elementary school teachers considered the list of fifty teacher defined behavioral problems created by E. K. Wickman (1928) appropriate descriptions of



misbehaviors exhibited by children in public elementary schools today. The teachers were also encouraged to add additional behavior problems to the list if necessary. (See Appendix D.)

#### Population and Sample

This study involved a randomly selected sample of elementary school teachers and school psychologists. The elementary school teachers and school psychologists were certified by their respective state departments of education and were employed during the 1969-70 school year.

The selection of the sample group of elementary school teachers was made in 1970. The sample group was developed from the population of approximately 105 elementary school teachers in the Olathe Unified School District in Olathe, Kansas, and approximately 215 elementary school teachers in the Parkway School District of Chesterfield, Missouri. The total sample consisted of 100 elementary school teachers, fifty from each participating school district. Both participating school districts were considered a part of greater metropolitan areas. The Olathe Unified School District was located within the Greater Kansas City Metropolitan Area, and the Parkway School District was located within the Greater St. Louis Metropolitan Area. Both school districts were comprised of children who resided in incorporated urban cities and in rural areas. Although neither of the participating school districts serviced children classified as residing in the inner city, each participating school district qualified under the federal guidelines for Title I impact target schools for disadvantaged children.

The elementary school teacher sample was randomly selected from official K-6 grade level lists of teachers from each participating school district. A proportionate number of teachers was randomly selected from each grade level based on the proportionate number of teachers assigned to each grade level by the respective school districts. The teachers were numbered by grade level, and through the use of a table of random numbers (Arkin and Colton, 1950), were randomly assigned to the sample group.

The selection of the sample group of school psychologists was made in 1970. The sample group was developed from the population of approximately 110 school psychologists certified by the Kansas Department of Education and employed in the Kansas public schools. The school psychologist sample was numbered and, through the use of a table of random numbers (Arkin and Colton, 1950), was randomly assigned to the sample group. The total sample consisted of fifty school psychologists employed in metropolitan areas, such as Kansas City and Wichita, and in small unified school districts serving the rural areas of Kansas.

This study further required that the sampled groups of elementary school teachers and school psychologists be divided into two groups representing inexperienced and experienced teachers and school psychologists. The necessary demographic data was secured from each respondent that allowed for this classification. (See Appendices B and C.) For the purposes of this study, those teachers and school psychologists whose years of experience as classroom teachers and as school psychologists fell within the range of one to three years were considered inexperienced, and those whose experience was seven or more years were considered experienced.

### Collection of the Data

Permission to survey randomly selected elementary school teachers was received from the superintendent of each participating school district. Each superintendent also supplied an official list of elementary school teachers employed in grades K-6 during the 1969-70 school year. A description of the study and its acceptance and approval by the superintendent was mailed to all elementary school principals in both participating school districts. It was hoped that building principals, because of their knowledge of the study and its acceptance by the superintendent, would be more supportive of the study.

Schedule B-4 was mailed to the school address of each randomly selected elementary school teacher along with a personal data sheet, a questionnaire to determine the appropriateness of the fifty behavior acts, and a stamped, self-addressed envelope. Approximately two weeks after the questionnaires were mailed a post card was sent to each participating classroom teacher thanking her for her participation in the study.

A list of all school psychologists certified by the Kansas State Department of Education was obtained from the certification division. The mailing addresses were obtained from the Kansas School Psychological Association. Schedule B-4, a personal data sheet, and a stamped self-addressed envelope were mailed to the school address of each selected school psychologist. Approximately two weeks after the questionnaires were mailed a post card was sent to each selected school psychologist thanking him for his participation in the study.

### Summary

Chapter III has presented the procedures utilized in conducting the research study. A general description of the instrumentation and population sample was presented.

The following chapter will present the data derived from this investigation.

## CHAPTER IV

### AN ANALYSIS AND TREATMENT OF DATA

#### Introduction

This chapter presents the data obtained from the investigational procedures described in Chapter III. The data obtained in this investigation were used for the primary purpose of testing the following hypotheses:

Hypothesis One. Teacher attitudes toward teacher defined behavior problems which frequently constitute elementary pupil misbehavior do not differ significantly between the teachers sampled for this investigation and those sampled for investigations conducted by Wickman (1928), Mitchell (1940), and Schrupp and Gjerde (1951).

Hypothesis Two. Inexperienced teachers' attitudes toward the seriousness of teacher defined behavior problems of children do not differ significantly from the attitudes of experienced teachers.

Hypothesis Three. School psychologists' attitudes toward teacher defined behavior problems which frequently constitute elementary school pupil misbehavior do not differ significantly between school psychologists sampled for this investigation and mental hygienists sampled in investigations conducted by Wickman (1928), Mitchell (1940), and Schrupp and Gjerde (1951).

Hypothesis Four. Inexperienced school psychologists' attitudes

toward the seriousness of teacher defined behavior problems of children do not differ significantly from the attitudes of experienced school psychologists.

Hypothesis Five. The correlation between teachers' and school psychologists' attitudes toward teacher defined behavioral problems in this investigation does not differ significantly from the correlations found in investigations conducted by Wickman (1928), Mitchell (1940), and Schrupp and Gjerde (1951).

The data were obtained from elementary school teachers in a Kansas school district, from elementary school teachers in a Missouri school district, and from school psychologists in Kansas. The participants were assigned as follows:

- 1) Fifty elementary school teachers were randomly selected from an official grade level list of elementary school teachers teaching in the Olathe, Kansas Unified School District. The number of teachers randomly selected from each grade level was proportionately based on the number of teachers assigned to each grade level in the Olathe, Kansas Unified School District.

- 2) Fifty elementary school teachers were randomly selected from an official grade level list of elementary school teachers teaching in the Parkway School District of Chesterfield, Missouri. The number of teachers randomly selected from each grade level was proportionately based on the number of teachers assigned to each grade level in the Parkway School District, Chesterfield, Missouri.

- 3) Fifty school psychologists were randomly selected from an official list of certified school psychologists supplied by the Special Services Division of the Kansas State Department of Education. The official list contained one hundred ten names of certified school psychologists.

4) Elementary school teachers whose teaching experience fell within the range of one to three years of experience were assigned to the inexperienced group, and those teachers who had seven or more years of teaching experience were assigned to the experienced group.

5) School psychologists whose experience as school psychologists fell within the range of one to three years experience were assigned to the inexperienced group, and those psychologists who had seven or more years experience as a school psychologist were assigned to the experienced group.

Wickman's (1928) Schedule B-4 questionnaire was mailed to each randomly selected elementary school teacher and school psychologist. Included with the questionnaire to both groups was a stamped self-addressed envelope, a personal data sheet, and identical instructions for responding to the questionnaire. Elementary school teachers were further asked to respond to the question: "Are the fifty behavior problems on the questionnaire adequate descriptions of the behavior problems that children now exhibit in the public schools"? If the response were negative, teachers were instructed to list all additional behavior problems they have recently observed in their classrooms.

Presented in Table I are the data for the elementary school teachers who responded and returned the questionnaire. Presented in Table II are the data for the school psychologists who responded and returned the questionnaire.

The seventy-eight returns from elementary school teachers represented a seventy-eight per cent return. The twenty-two elementary school teachers who did not respond included seven in grade one; three in grades two, three, and five; four in grade four; and two in grade

six. The thirty-eight responses from school psychologists represented a seventy-six per cent return.

TABLE I  
DESCRIPTION OF ELEMENTARY SCHOOL TEACHER RESPONDENTS  
AND THE TOTAL NUMBER OF ELEMENTARY SCHOOL TEACHER  
RESPONSES TO WICKMAN'S (1928) B-4 QUESTIONNAIRE

Teachers	Sex		Grade Level							Total
	Male	Female	K	1	2	3	4	5	6	
Experienced (7 or more)	6	28	7	2	6	3	3	6	7	34
Inexperienced (1-3 years)	1	23	0	3	4	5	4	4	3	24
Middle Group (4-6 years)	4	16	2	2	4	4	3	3	2	20
Total	11	67	9	7	14	12	10	13	12	78

TABLE II  
DESCRIPTION OF SCHOOL PSYCHOLOGIST RESPONDENTS AND THE  
TOTAL NUMBER OF SCHOOL PSYCHOLOGIST RESPONSES  
TO WICKMAN'S (1928) B-4 QUESTIONNAIRE

Psychologists	Sex		Years of Experience							Total
	Male	Female	1	2	3	4	5	6	7+	
Experienced (7 or more)	6	5	-	-	-	-	-	-	11	11
Inexperienced (1-3 years)	5	8	3	6	4	-	-	-	-	13
Middle Group (4-6 years)	7	7	-	-	-	5	4	5	-	14
Total	18	20	3	6	4	5	4	5	11	38



The statistical techniques utilized in analyzing the data obtained by Wickman's Schedule B-4 were:

- 1) The Mann Whitney U Test. Siegel (1956).
- 2) Spearman Rank Correlation Coefficient. Siegel (1956).
- 3) Differences Between Coefficients of Correlation. Guilford (1956).

These methods of data analysis were appropriate for determining the significance difference, if any, between the experienced and inexperienced elementary school teachers and between the experienced and inexperienced school psychologists. These methods were also appropriate for determining the correlation between the elementary school teachers in this study and those of studies conducted by Wickman (1928), Mitchell (1940), and Schrupp and Gjerde (1951) and the correlation between the school psychologists of this study and the mental hygienists surveyed in the before-mentioned studies. The methods were again appropriate for determining the coefficient of correlation between the elementary school teacher groups and the school psychologists and mental hygiene groups in this study and those conducted by Wickman (1928), Mitchell (1940), and Schrupp and Gjerde (1951).

#### Teacher Attitudes Toward the Behavior of Children

Wickman's (1928) Schedule B-4 was administered to all elementary school teachers in the investigation sample. The instrument was presented with explicit instructions to mark at any point on the line the perceived level-of-seriousness of each listed behavioral act. The subjects were urged to make each rating as rapidly as possible and not to consider how frequently the behavior occurred, but only how serious

the behavior was when it occurred. The intent was to secure the subjects' natural response, rather than eliciting responses calculated to "please" the investigator or to respond "like a teacher or psychologist ought to respond."

To present the data derived from Wickman's (1928) Schedule B-4, tables have been constructed for the responses of the sample group of elementary school teachers in this study and the sample groups in the studies conducted by Wickman (1928), Mitchell (1940), and Schrupp and Gjerde (1951). The data presented in tabular form are shown for the purpose of accepting or rejecting the hypotheses basic to this study. The statistical confidence level pre-selected for rejection of the hypotheses was the .05 confidence level. Obtained statistical significance levels are reported.

To determine if teachers' attitudes toward teacher defined behavior problems differ significantly among the teachers sampled for this investigation and those sampled for investigations conducted by Wickman (1928), Mitchell (1940), and Schrupp and Gjerde (1951), the Spearman Rank Correlation Coefficient Test was utilized as the statistical technique of analysis. (Siegel, 1956.) This technique was chosen because the study employed two independent samples with an ordinal level of measurement.

To utilize this statistical technique, the ratings of each responding teacher and school psychologist for each of the fifty teacher defined behavior problems were scored by means of a calibrated rule containing twenty equal divisions. An average mean score was obtained for each of the fifty teacher defined behavior problems, and the behavior problems were then placed in rank order from most serious to

least serious.

Interpretation of the results obtained from this study and those conducted by Wickman (1928), Mitchell (1940), and Schrupp and Gjerde (1951) were made in light of certain specific elements of research design which varied among the studies.

In Wickman's (1928) study the techniques employed for measuring the reactions of mental hygienists to behavior problems differed in certain respects from the methods employed in measuring teachers' reactions. The directions to teachers for rating in Schedule B-4 were phrased in such a way as to secure responses to the present problem and the amount of difficulty produced by the particular type of troublesome behavior. A time limit of thirty minutes was also imposed upon the teachers. The directions for mental hygienists in Schedule B-5 were exactly reversed. Instead of evaluating the present problem, mental hygienists were directed to rate the significance of the problem in terms of its effect on the future development of the child. Mental hygienists were asked to give their professional opinion with no time limit restrictions.

In order to provide a more valid comparison, Wickman's (1928) Schedule B-4 was utilized in this study for both the teacher and school psychologist groups. The instructions on Wickman's Schedule B-4 were changed from "How serious (or undesirable) is this behavior in any child"? and "To what extent does it make him a difficult child"? to "How much will the possession of this trait by a child handicap him in his future development and adjustment as an adult"? No time limit was established for either group.

Mitchell (1940) modified Wickman's (1928) procedure with respect

to the instructions given to teachers and mental hygienists. The teachers and mental hygienists were given the same instructions with no time limit. The instructions given both groups were identical to the instructions Wickman (1928) provided his mental hygienist group. Mitchell (1940) also modified the behavior traits as presented by Wickman (1928). Twenty-two traits were listed as in Wickman's (1928) study, and twenty-seven were similar but worded differently. Certain traits similar to those on Wickman's (1928) list were added so that their ratings could be compared with other traits. Schrupp and Gjerde (1951) utilized Mitchell's (1940) data in securing correlations by using only those traits that were identical, or similar, to the traits listed in Wickman's (1928) Schedule B-4. The identical procedure utilized by Schrupp and Gjerde (1951), in respect to Mitchell's (1940) data, was utilized in the 1970 investigation.

Schrupp and Gjerde (1951) utilized the same procedure as did Wickman (1928). Teachers were asked to respond to Schedule B-4, and mental hygienists were asked to respond to Schedule B-5. The instructions for both groups were identical to Wickman's (1928) instructions.

Presented in Table III are the data which were tested for the correlation coefficient utilizing the Spearman Rank Correlation Coefficient. The rank differences were obtained and squared, and since several behavioral problems received the same value, a correction factor was incorporated into the computation of  $r_s$  as described by Siegel (1956, p. 207). The formula is:

$$r_s = \frac{\sum x^2 + \sum y^2 - \sum d^2}{2 \sqrt{\sum x^2 \sum y^2}}$$

TABLE III

MEANS AND RANKS OF MEANS OF FIFTY TEACHER DEFINED BEHAVIORAL  
PROBLEMS OF CHILDREN BY TEACHER GROUP

Behavioral Problems	Means 1970	Means 1951	Means 1940	Means 1928	Ranks 1970	Ranks 1951	Ranks 1940	Ranks 1928
Stealing	13.5	15.2	11.36	17.0	1	2	1.5	2
Untruthfulness	12.7	13.4	9.1	15.8	2	8	4.5	5
Impertinence (defiance)	12.2	14.3	6.75	15.0	3.5	4	20.5	7
Destroying school materials	12.2	14.0	8.82	14.3	3.5	6	8	10
Cheating	11.8	12.4	8.62	14.7	5	16	8	9
Cruelty, bullying	11.7	15.5	9.19	14.8	6	1	4.5	8
Unreliable, irresponsible	11.4	13.5	8.48	13.9	7	7	11	12
Disobedience	11.3	13.5	6.87	14.1	8	9	20.5	11
Unhappy, depressed	11.0	14.2	8.08	11.5	9	5	12.5	22.5
Laziness	10.7	11.0	6.16	12.2	10	29.5	31	16.5
Unsocial, withdrawn	10.6	12.9	8.86	8.3	11.5	12.5	8	40.5
Temper tantrums	10.6	12.7	8.46	13.0	11.5	15	12.5	13
Lack of interest in work	10.5	11.2	6.84	12.8	13	28	24.5	14
Impudence, rudeness	10.4	12.8	5.98	12.2	14	14	35	16.5
Suggestible	10.3	12.2	6.71	11.0	15	18.5	27.5	28
Obscene notes, pictures	10.2	13.2	9.46	16.6	16	10	3	4
Easily discouraged	10.1	12.2	7.24	11.5	17.5	18.5	15	22.5
Truancy	10.1	12.9	7.01	15.6	17.5	12.5	17.5	7
Resentful	9.9	13.1	6.83	10.8	19.5	11	20.5	29
Disorderliness	9.9	12.0	4.4	11.7	19.5	20	43.5	20.5
Carelessness in work	9.8	10.5	6.33	11.3	21	34	24.5	24.5
Quarrelsomeness	9.7	12.3	6.23	11.1	22	17	29.5	27
Enuresis	9.6	11.6	6.95	11.8	24	26	17.5	19
Profanity	9.6	10.6	5.97	12.3	24	32.5	32.5	15
Imaginative lying	9.6	7.9	4.38	8.1	24	48	43.5	42
Fearfulness	9.4	11.6	8.7	7.7	27	26	10	36
Inattention	9.4	10.3	5.61	11.2	27	35	39	26

TABLE III (Continued)

	Means	Means	Means	Means	Ranks	Ranks	Ranks	Ranks
Behavioral Problems	1970	1951	1940	1928	1970	1951	1940	1928
Heterosexual activity	9.4	14.5	11.63	17.3	27	3	1.5	1
Overcritical of others	9.2	11.0	6.25	7.9	30	29.5	29.5	45
Domineering, overbearing	9.2	11.6	4.44	10.3	30	26	47	32.5
Sullenness, sulkiness	9.2	11.8	6.64	9.9	30	23	24.5	35
Selfishness	9.1	11.9	5.95	11.3	32	21	35	24.5
Masturbation	8.7	11.8	8.97	16.7	33.5	23	6	3
Smoking	8.7	9.4	6.39	12.0	33.5	41	24.5	18
Sulliness	8.6	9.9	3.95	8.5	35.5	38.5	49	39
Stubbornness, contrariness	8.6	10.2	5.9	10.3	35.5	36	35	32.5
Slovenly in appearance	8.5	9.2	5.7	10.1	37	42	37	34
Interrupting	8.2	9.1	3.81	8.0	38	43	50	43.5
Suspiciousness	8.1	10.6	6.17	9.1	40	32.5	32.5	37
Dreaminess	8.1	9.9	5.26	8.3	40	38.5	40	40.5
Thoughtlessness	8.1	8.8	4.81	8.7	40	44	42	38
Tattling	8.0	8.6	5.26	7.5	42	45	41	46.5
Physical coward	7.8	10.8	6.68	10.4	43	31	20.5	31
Sensitiveness	7.6	10.0	4.39	7.0	44	37	45	48
Shyness	7.5	9.8	4.13	5.4	45.5	40	47	50
Restlessness	7.5	8.6	4.19	6.9	45.5	46	47	49
Inquisitiveness	7.3	7.8	.96	8.0	47	49	50	43.5
Tardiness	7.2	8.5	5.6	10.5	48	47	38	30
Nervousness	7.0	11.8	7.23	11.7	49	23	16	20.5
Whispering and note writing	6.9	7.5	1.38	7.5	50	50	50	46.5

Presented in Table IV are the correlations of the teacher groups' rating of fifty teacher defined behavioral problems of children.

TABLE IV  
CORRELATIONS OF THE 1928, 1940, 1951, AND 1970  
ELEMENTARY SCHOOL TEACHER GROUPS

	1951 Teachers	1940 Teachers	1928 Teachers
1970 Teachers	.84**	.68**	.72**
1928 Teachers	.76**	.78**	
1940 Teachers	.81**		

\*\*Significant at the .10 level of confidence.

To test Hypothesis One, the 1970 and 1940 teacher groups' correlations with the 1928 teacher group, the 1970 and 1951 teacher correlations with the 1928 teacher group, and the 1970 and 1951 teacher groups' correlations with the 1940 teacher group were treated statistically to determine if significant differences existed between the correlations. The differences were found by using Fisher's transformation to  $z$ , whose standard error is related only to  $N$  and not to  $r$ , as described by Guilford (1956, pp. 189-190). This technique was chosen because the correlations in this study were derived from two totally different and unmatched samples.

In order to utilize this statistical technique, the standard error of difference between Fisher's  $\bar{z}$ 's was computed by the formula

by Guilford (1956, p. 190). The formula is:

$$dz_2 = \frac{1}{N_1-3} + \frac{1}{N_2-3}$$

The coefficients of the two samples were converted to z coefficients from Table H as presented by Guilford (1956, p. 589). The difference between the z coefficients was obtained and divided by the value of dz. This result was the value of  $\bar{z}$ . The sampling distribution of Fisher's z is normal; therefore, the sampling distribution of  $z_1 - z_2$  is also normal, and  $\bar{z}$  may be interpreted as a standard score. According to Popham (1967, p. 57) a z value must be at least as large as plus or minus 1.96 for a two-tailed hypotheses to be significant at the .05 level.

The difference between the correlations of the 1970 and 1940 teacher groups with the 1928 teacher group was found to be significant at the .05 level. A  $\bar{z}$  score of 5.40 was obtained with respective N's of 78 and 395 for the 1970 and 1940 teacher groups. A significant difference at the .05 level was also found between the other two comparative groups. A  $\bar{z}$  score of 4.66 was obtained from the statistical treatment of the correlations for the 1970 and 1951 teacher groups with the 1928 group with respective N's of 78 and 199. A  $\bar{z}$  score of 2.22 was obtained from the correlations of 1970 and 1951 teacher groups with the 1940 group with respective N's of 78 and 199.

Hypothesis One was rejected. A significant attitudinal difference was found between the teachers sampled for this investigation and those sampled for investigations by Wickman (1928), Mitchell (1940) and Schrupp and Gjerde (1951).

Inspection of the rank order of the fifty teacher defined



behavioral problems of children in each of the studies provided further evidence that the attitudes of teachers toward the seriousness of specific behavioral problems has changed since 1928. Presented in Table V are twelve behaviors that have increased in seriousness at least five rank positions since Wickman's study in 1928.

TABLE V  
BEHAVIORAL PROBLEMS PERCEIVED AS INCREASING IN SERIOUSNESS  
FROM 1928 TO 1970 ACCORDING TO TEACHERS

Behavioral Problems	Mean Rank Scores			
	1928	1940	1951	1970
Destroying school materials	10	8	6	3.5
Unreliable, irresponsible	12	11	7	7
Unhappy, depressed	22.5	12.5	5	9
Unsocial, withdrawn	40.5	8	12.5	11.5
Suggestible	29	27.5	18.5	15
Easily discouraged	22.5	15	18.5	17.5
Resentful	29	20.5	11	19.5
Quarrelsomeness	27	29.5	17	22
Imaginative lying	42	43.5	48	24
Fearfulness	36	10	26	27
Overcritical of others	45	29.5	29.5	30
Sullenness	35	24.5	23	30

Six of these behaviors--unhappy, depressed, unsocial, withdrawn, suggestible, easily discouraged, imaginative lying, and fearfulness--were classified, according to Wickman (1928, pp. 100-101), as problems

describing withdrawing and recessive traits. Four of the traits--resentful, quarrelsomeness, over critical of others, and sullenness--were classified, according to Wickman (1928, pp. 100-101), as behaviors describing aggressive and antagonistic personality traits. The behavioral problem "destroying school materials" was classified as a problem relating to difficulties with authority. The behavioral problem "unreliable, irresponsible" was classified as relating to difficulties in application to school work.

Presented in Table VI are nine teacher defined behavioral problems of children that have decreased in seriousness at least five rank positions since Wickman's study in 1928.

TABLE VI  
BEHAVIORAL PROBLEMS PERCEIVED AS DECREASING IN SERIOUSNESS  
FROM 1928 TO 1970 ACCORDING TO TEACHERS

Behavioral Problems	Mean Rank Scores			
	1928	1940	1951	1970
Obscene notes, pictures	4	3	10	16
Truancy	6	17.5	12.5	17.5
Profanity	15	32.5	32.5	24
Heterosexual activity	1	1.5	3	27
Masturbation	3	6	23	33.5
Smoking	18	24.5	41	33.5
Physical coward	31	20.5	31	43
Tardiness	30	38	47	48
Nervousness	20.5	16	23	49

Five of the nine behaviors--obscene notes, pictures, profanity, heterosexual activity, masturbation, and smoking--were classified by Wickman (1928, pp. 100-101) as problems relating to immorality and dishonesty. These five behaviors have changed an average of eighteen rank positions from 1928 to 1970, with "masturbation" changing the most with a change of thirty rank positions and "profanity" changing the least with a change of nine rank positions.

The 1970 teachers generally considered problems relating to aggressive and antagonistic and withdrawing and recessive personality traits as more serious than did the teacher groups in 1928, 1940, and 1951. Behavioral problems relating to immorality and dishonesty were generally considered less serious by the 1970 teachers than by the teachers in 1928, 1940, and 1951.

#### Experienced and Inexperienced Teacher Attitudes

##### Toward the Behavior of Children

Presented in Table VII are the data for the experienced and inexperienced teacher responses to the fifty teacher defined behavioral problems as listed in Wickman's (1928) Schedule B-4. The data in Table VII were analyzed to test Hypothesis Two. Shown in Table VII are the means and rank of means required to derive the U statistic utilized in determining the statistical probability. A U statistic of 1,201.5 was computed, with the sum of ranks<sub>1</sub> = 2,573.5 and the sum of ranks<sub>2</sub> = 2,475.5; N = 50 in each group.

Since ties occurred between two or more behaviors involving both groups, the value of U was affected. A correctional formula for such ties was used with the samples as recommended by Siegel (1956, p. 125):

TABLE VII

MEANS AND RANKS OF MEANS OF FIFTY TEACHER DEFINED BEHAVIOR PROBLEMS OF CHILDREN BY 1970  
EXPERIENCED AND INEXPERIENCED TEACHER GROUPS

Behavioral Problems	Means	Means	Ranks	Ranks	Rank Difference
	1970 Inexperienced	1970 Experienced	1970 Inexperienced	1970 Experienced	
Stealing	14.1	12.5	1	1	0
Untruthfulness	12.9	12.2	2	3	- 1
Destroying school materials	12.5	12.4	3	2	1
Cheating	12.2	11.4	4	6	- 2
Impertinence (defiance)	12.1	12.1	5	4	1
Cruelty, bullying	11.8	11.8	6	5	1
Unreliableness	11.4	10.8	7.5	10	- 2.5
Disobedience	11.4	11.1	7.5	8	- .5
Laziness	11.1	9.9	9	21.5	-12.5
Temper tantrums	10.9	10.1	10	17.5	- 7.5
Obscene notes, pictures, etc.	10.8	10.4	11	12.5	- 1.5
Impudence, rudeness	10.7	10.2	12	15	- 3
Unsocial, withdrawal	10.4	10.7	13	11	2
Unhappy, depressed	10.3	10.9	14	9	5
Imaginative lying	10.2	8.3	16	36.5	-20.5
Profanity	10.2	9.7	16	23	- 7
Suggestible	10.2	10.2	16	15	1
Lack of interest in work	10.1	10.0	18	19.5	- 1.5
Easily discouraged	9.9	9.6	19	24	- 5
Truancy	9.8	11.2	20.5	7	13.5
Inattention	9.8	9.5	20.5	26	- 5.5
Enuresis	9.7	7.9	22	42	-20
Disorderliness	9.6	10.2	23.5	15	8.5
Silliness	9.6	8.4	23.5	35	-11.5
Resentful	9.5	10.4	25	12.5	12.5

TABLE VII (Continued)

Behavioral Problems	Means	Means	Ranks	Ranks	Rank Difference
	1970	1970	1970	1970	
Smoking	9.4	8.3	27.5	36.5	- 9
Heterosexual activity	9.4	9.5	27.5	26	1.5
Quarrelsomeness	9.4	10.1	27.5	17.5	10
Carlessness in work	9.3	9.9	30	21.5	8.5
Stubbornness	9.0	8.6	31	33	- 2
Masturbation	8.9	8.6	33	33	0
Sullenness	8.9	9.5	33	26	7
Selfishness	8.9	9.0	33	30	3
Fearfulness	8.8	9.1	35	28	7
Domineering, overbearing	8.7	10.0	36	19.5	16.5
Tattling	8.6	7.7	37	44	- 7
Suspiciousness	8.4	7.9	38	42	- 4
Dreaminess	8.3	8.2	39.5	38	1.5
Slovenly in personal appearance	8.3	9.0	39.5	30	9.5
Sensitiveness	8.2	7.5	41	47.5	- 6.5
Interrupting	8.0	8.6	42.5	33	9.5
Thoughtlessness	8.0	8.1	42.5	39.5	3
Inquisitiveness, meddlesomeness	7.9	7.0	44	50	- 6
Shyness	7.8	7.6	45	45.5	- .5
Whispering and note writing	7.6	7.1	46.5	49	- 2.5
Physical coward	7.6	7.5	46.5	47.5	- 1
Restlessness	7.5	8.1	48	39.5	8.5
Nervousness	7.0	7.6	49	45.5	3.5
Tardiness	6.5	7.9	50	42	8

$$z = \frac{U - \frac{n_1 n_2}{2}}{\sqrt{\left(\frac{n_1 n_2}{N(N-1)}\right) \left(\frac{N^3 - N}{12} - \sum T\right)}} \quad z = 2.98$$

The value of  $z$  when corrected for the ties is a little larger than that found when the correction is not employed, thus making it more significant. Siegel's (1956, p. 247) Table A gives probabilities associated with values as extreme as the observed values of  $z$  in the normal distribution. A value greater than  $\pm 1.96$  is significant at the .05 level using a two-tailed test. Consequently, the investigator rejected Hypothesis Two. There was a significant difference between the responses of experienced and inexperienced teachers.

The data presented in Table VIII show those behaviors which were considered more serious by experienced teachers than by inexperienced teachers.

Five of the thirteen behaviors--truancy, interrupting, restlessness, carelessness, and tardiness--were classified by Wickman (1928, pp. 100-101) as problems relating to difficulties in application to school work. Four additional behaviors--domineering, resentful, quarrelsomeness, and sullenness--were classified by Wickman (1928, pp. 100-101) as problems describing aggressive and antagonistic personality traits, and two behaviors--fearfulness and unhappy, depressed--were classified as problems describing withdrawing and recessive personality traits. Only one behavior, disorderliness, classified as relating to difficulties with authority, was considered more serious by experienced teachers.

TABLE VIII  
 BEHAVIORAL PROBLEMS OF CHILDREN PERCEIVED AS MORE SERIOUS  
 BY EXPERIENCED TEACHERS THAN BY INEXPERIENCED TEACHERS

Behavioral Problems	Rank Difference*
Domineering, overbearing	16.5
Truancy	13.5
Resentful	12.5
Quarrelsomeness	10.0
Interrupting	9.5
Slovenly in personal appearance	9.5
Restlessness	8.5
Carelessness in work	8.5
Disorderliness	8.5
Tardiness	8.0
Fearfulness	7.0
Sullenness	7.0
Unhappy, depressed	5.0

\*Rank differences less than 4 not listed

The data presented in Table IX show those behaviors which were considered more serious by inexperienced teachers than by experienced teachers.

Four of the thirteen behaviors--imaginative lying, sensitiveness, easily discouraged, and suspiciousness--were classified according to Wickman (1928, pp. 100-101) as behaviors describing withdrawing and recessive personality traits. Two behaviors--smoking and profanity--were classified as problems relating to immorality and dishonesty; one behavior, temper tantrums, was classified as a problem relating to

difficulties with authority. Two additional behaviors--laziness and inquisitiveness, meddlesomeness--were classified as problems relating to difficulties in application to school work.

TABLE IX

BEHAVIORAL PROBLEMS OF CHILDREN PERCEIVED AS MORE SERIOUS BY  
INEXPERIENCED TEACHERS THAN BY EXPERIENCED TEACHERS

Behavioral Problems	Rank Difference*
Imaginative lying	20.5
Enuresis	20.0
Laziness	12.5
Silliness	11.5
Smoking	9.0
Temper tantrums	7.5
Tattling	7.0
Profanity	7.0
Sensitiveness	6.5
Inquisitiveness, meddlesomeness	6.0
Inattention	5.5
Easily discouraged	5.0
Suspiciousness	4.0

\*Rank differences less than 4 not listed.

The most notable differences between the attitudes of experienced and inexperienced teachers toward the fifty behaviors were:

1) Inexperienced teachers considered some behaviors, classified by Wickman (1928, pp. 100-101) as problems relating to immorality and



dishonesty and to application to school work, as more serious than did the experienced teachers. However, experienced teachers did not consider any behavior in these two classifications as more serious than did the inexperienced teachers.

2) Experienced teachers considered some behaviors, classified by Wickman (1928, pp. 100-101) as aggressive and antagonistic personality traits, as more serious than did the inexperienced teacher group. However, inexperienced teachers did not consider any behaviors in this classification as more serious than did the experienced teachers.

3) Experienced teachers considered five behaviors, classified by Wickman (1928, pp. 100-101) as behaviors relating to difficulties with authority, as more serious than did the inexperienced group; whereas, the inexperienced teachers only considered one behavior in this classification as more serious than did the experienced teacher group.

#### School Psychologists' Attitudes Toward

#### The Behavior of Children

To present the data derived from Wickman's (1928) Schedule B-4, tables have been constructed for the responses of the sample group of school psychologists in this study and the sample groups of mental hygienists in the studies conducted by Wickman (1928), Mitchell (1940), and Schrupp and Gjerde (1951). The statistical confidence level pre-selected for rejection of the hypotheses was the .05 confidence level. Obtained statistical significance levels are reported.

The same statistical treatments utilized for the teacher groups were employed to determine if school psychologists' attitudes toward teacher defined behavioral problems differ significantly between the

TABLE X

MEANS AND RANKS OF MEANS OF FIFTY TEACHER DEFINED BEHAVIORAL  
PROBLEMS OF CHILDREN BY CLINICIAN GROUPS

Behavioral Problems	Means 1970	Means 1951	Means 1928	Ranks 1970	Ranks 1941	Ranks 1940	Ranks 1928
Unsocial, withdrawal	13.3	17.1	17.3	1	1	1	1
Unhappy, depressed	12.4	16.6	16.2	2	2	2	3
Cruelty, bullying	11.8	15.2	13.5	3	3	3	6
Stealing	11.0	11.2	12.5	4	12	5	13.5
Fearfulness	10.9	13.9	14.0	5.5	4	4	5
Impertinence (defiance)	10.9	8.1	7.1	5.5	39.5	33	37.5
Easily discouraged	10.7	12.0	13.4	7	8	10.5	7
Unreliable, irresponsible	10.6	10.2	10.4	8	19.5	13	21
Untruthfulness	10.5	9.8	10.3	9	24	15	23
Destroying school materials	10.4	11.1	5.1	10	15	22	45
Disobedience	10.3	7.7	6.4	11	33	41	41
Temper tantrums	10.2	11.2	11.7	12.5	11	18	17
Enuresis	10.2	10.8	9.2	12.5	18	8	27
Resentful	10.0	11.1	14.1	14	14	12	4
Inattention	9.9	8.4	7.3	16	29	45	34
Disorderliness	9.9	5.8	3.4	16	44	46	46
Truancy	9.9	10.9	10.3	16	16.3	24	22
Cheating	9.8	9.6	10.3	19.5	25	16.5	23
Lack of interest in work	9.8	9.9	9.6	19.5	23	23	20
Suspiciousness	9.8	13.2	16.4	19.5	5	7	2
Suggestible	9.8	12.9	13.3	19.5	6	21	8
Shyness	9.7	11.9	12.5	22.5	9	26	13.5
Laziness	9.7	8.5	7.2	22.5	28	32	35.5
Quarrelsomeness	9.5	8.1	8.3	25	30.5	19	31
Sullenness, sulkiness	9.5	10.0	12.6	25	22	16.5	12
Overcritical of others	9.5	11.3	13.2	25	10	10.5	9
Sensitiveness	9.4	10.9	13.1	27	16.5	27	10

TABLE X (Continued)

	Means	Means	Means	Ranks	Ranks	Ranks	Ranks
	1970	1951	1928	1970	1951	1940	1928
Behavioral Problems							
Careless in work	9.3	7.2	7.1	28	35	34	37.5
Domineering, overbearing	9.2	10.2	13.0	30	19.5	34	11
Dreaminess	9.2	11.2	11.3	30	13	14	18.5
Physical coward	9.2	10.1	12.0	30	21	9	15
Impudence, rudeness	8.9	6.5	7.6	32	40	40	32
Obscene notes, pictures, etc.	8.8	7.3	8.8	33.5	34	25	28.5
Imaginative lying	8.8	8.1	7.5	33.5	32	29	33
Silliness	8.6	6.4	8.5	35.5	41.5	-	30
Stubbornness, contrariness	8.6	6.4	10.9	35.5	41.5	36	20
Selfishness	8.5	9.0	11.8	37	27	28	16
Restlessness	8.3	6.8	6.4	38	39	31	41
Slovenly in appearance	8.0	7.2	7.2	39	36	42	35.5
Nervousness	7.9	12.1	11.3	40	7	6	18.5
Tattling	7.7	5.6	8.8	41	45	30	28.5
Thoughtlessness	7.6	6.9	6.8	42	38	43	39
Masturbation	7.2	6.3	6.4	43	43	35	41
Heterosexual activity	7.0	9.2	9.9	44	26	20	25
Profanity	6.9	4.9	2.9	45.5	46	38	47
Inquisitiveness	6.9	4.2	5.3	45.5	48	49	44
Smoking	6.8	4.9	2.3	47	47	44	49
Tardiness	6.4	7.0	5.6	48	37	37	43
Interrupting, talkativeness	6.2	3.8	2.8	49	49	47	48
Whispering and note writing	5.2	2.4	.8	50	50	48	50

school psychologists sampled for this investigation and mental hygienists sampled for investigations conducted by Wickman (1928), Mitchell (1940), and Schrupp and Gjerde (1951).

Presented in Table X are the data which were tested for the level of correlation utilizing the Spearman Rank Correlation Coefficient.

Presented in Table XI are the correlations of the 1970 school psychologists and the 1928, 1940, and 1951 mental hygienists.

To test Hypothesis Three, the differences between the coefficients of correlation for the 1970 and 1940 groups with the 1928 group, the 1970 and 1951 groups with the 1928 group, and the 1970 and 1951 groups with the 1940 group were obtained utilizing the same statistical treatments as described for the teacher groups.

TABLE XI  
CORRELATIONS OF THE 1928, 1940, 1951, AND 1970  
CLINICIAN GROUPS

	1951 Clinicians	1940 Clinicians	1928 Clinicians
1970 Clinicians	.70**	.64**	.56*
1928 Clinicians	.88**	.80**	
1940 Clinicians	.88**		

\*Significant at the .05 level of confidence.

\*\*Significant at the .10 level of confidence.

The difference between the correlations of the 1970 and 1940 groups with the 1928 mental hygiene group was significant. A  $\bar{z}$  score of 2.23 was obtained with respective N's of 38 and 76. A significant difference was also obtained between the other groups. A  $\bar{z}$  score of 3.06 was obtained from the statistical treatment of the correlation of the 1970 and 1951 groups with the 1928 group with respective N's of 37 and 38. A  $\bar{z}$  score of 2.53 was obtained from the correlations of the 1970 and 1951 with the 1940 group with respective N's of 37 and 38. There was a significant difference between the attitudes of psychologists sampled for this study and the mental hygienists sampled by Wickman (1928), Mitchell (1940), and Schrupp and Gjerde (1951); therefore, the investigator rejected Hypothesis Three. Inspection of the rank order of the fifty teacher defined behavioral problems of children in each of these studies provided evidence that the attitudes of school psychologists and mental hygienists toward the seriousness of specific behaviors have changed since 1928.

Presented in Table XII are eight behaviors that have increased in seriousness at least five rank positions since Wickman's (1928) study.

Four of these behaviors--impertinence (defiance), disobedience, destroying school materials, and disorderliness--were classified, according to Wickman (1928, pp. 100-101), as problems relating to difficulties with authority. Two of the traits--stealing and untruthfulness--were classified as problems relating to immorality and dishonesty. Two other traits--unreliableness and inattention--were described as problems relating to difficulties in application to school work. None of the teacher defined behavioral problems classified by Wickman (1928, pp. 100-101) as problems describing withdrawing and recessive

personality traits have increased in seriousness at least five rank positions since 1928.

TABLE XII  
BEHAVIORAL PROBLEMS PERCEIVED AS INCREASING IN SERIOUSNESS  
FROM 1928 TO 1970 ACCORDING TO CLINICIANS

Behavioral Problems	Mean Rank Scores			
	1928	1940	1951	1970
Stealing	13.5	5	12	4
Impertinence (defiance)	37.5	33	30.5	5.5
Unreliableness	21	13	19.5	8
Untruthfulness	23	15	24	9
Destroying school materials	45	22	15	10
Disobedience	41	41	33	11
Inattention	34	45	29	16
Disorderliness	46	46	44	16

Presented in Table XIII are thirteen teacher defined behavioral problems of children that have decreased in seriousness at least five rank positions since 1928.

Six of these behaviors--physical coward, dreaminess, shyness, suggestible, suspiciousness, and sensitiveness--were classified by Wickman (1928, pp. 100-101) as problems describing withdrawing and recessive personality traits. Four additional behaviors--domineering, overbearing, overcritical of others, sullenness, and resentfulness--were classified as behaviors describing aggressive and antagonistic

personality traits. None of the behaviors classified as problems relating to difficulties with authority and to difficulties in application to school work have decreased at least five rank positions in seriousness since 1928. Only one behavior, heterosexual activity, described as relating to immorality and dishonesty has decreased in seriousness since 1928.

TABLE XIII

BEHAVIORAL PROBLEMS PERCEIVED AS DECREASING IN SERIOUSNESS  
FROM 1928 TO 1970 ACCORDING TO CLINICIANS

Behavioral Problems	Mean Rank Score			
	1928	1940	1951	1970
Heterosexual activity	25	20	26	44
Nervousness	18.5	6	7	40
Selfishness	16	28	27	37
Physical coward	15	9	21	30
Dreaminess	18.5	14	13	30
Domineering, overbearing	11	39	13	30
Sensitiveness	10	27	16.5	27
Overcritical of others	9	10.5	10	25
Sullenness	12	16.5	22	25
Shyness, bashfulness	13.5	26	28	22.5
Suggestible	8	21	6	19.5
Suspiciousness	2	7	5	19.5
Resentfulness	4	12	14	14

The 1970 school psychologists have rated specific behaviors related to immorality and dishonesty, difficulties with authority, and difficulties in application to school work as more serious than did the mental hygienists in earlier studies. At the same time, the 1970 school psychologists have rated specific behaviors describing aggressive and antagonistic and withdrawing and recessive personality traits as less serious than did mental hygienists in earlier studies.

#### Experienced and Inexperienced Psychologists' Attitudes Toward the Behavior of Children

Presented in Table XIV are the data for the experienced and inexperienced school psychologists' responses to the fifty teacher defined behavioral problems as listed in Wickman's (1928) Schedule B-4. The data in Table XIV were analyzed to test Hypothesis Five. Shown in Table XIV are the means and ranks of means required to derive the U statistic utilized in determining the statistical probability. A U statistic of 1,330.5 was computed, with the sum of ranks<sub>1</sub> = 2,444.5 and the sum of ranks<sub>2</sub> = 2,604.5; N = 50 in each group.

The same correctional formula for ties recommended by Siegel (1956, p. 125) and described on page 54 was utilized. The computed value of z was 1.80. The investigator failed to reject Hypothesis Four since the value of z was less than 1.96 and therefore not significant at the .05 level. There was no significant difference between the responses of experienced and inexperienced school psychologists.

Even though there was no significant difference between the responses of experienced and inexperienced school psychologists, close inspection of their responses to individual behaviors indicated some



TABLE XIV

MEANS AND RANKS OF MEANS OF FIFTY TEACHER DEFINED BEHAVIORAL PROBLEMS OF CHILDREN BY 1970  
EXPERIENCED AND INEXPERIENCED PSYCHOLOGIST GROUPS.

Behavioral Problems	Means	Means	Ranks	Ranks	Rank Difference
	1970 Inexperienced	1970 Experienced	1970 Inexperienced	1970 Experienced	
Unhappy, depressed	12.9	11.3	1	3.5	- 2.5
Unsocial, withdrawn	12.3	14.0	2	1	1
Enuresis	11.5	9.6	4	17	-13
Easily discouraged	11.5	9.4	4	23.5	-19.5
Destroying school materials	11.5	10.8	4	7	- 3
Cruelty, bullying	10.9	12.3	6	2	4
Unreliableness	10.8	10.6	7	8	- 1
Disorderliness	10.7	9.8	9	14	- 5
Disobedience	10.7	11.3	9	3.5	5.5
Impertinence (defiance)	10.7	11.2	9	5	4
Fearfulness	10.6	10.4	11	10	1
Temper tantrums	10.4	9.6	12	17	- 5
Truancy	10.3	10.0	13	13	0
Untruthfulness	10.2	10.5	14	9	5
Inattention	10.1	10.1	16.5	12	4.5
Laziness	10.1	9.5	16.5	20	- 3.5
Resentful	10.1	9.7	16.5	15	1.5
Suggestible	10.1	9.4	16.5	23.5	- 7
Stealing	10.0	11.1	19.5	6	-13.5
Dreaminess	10.0	8.8	19.5	32	-12.5
Cheating	9.8	9.3	21.5	26	- 4.5
Suspiciousness	9.8	8.4	21.5	36.5	-15
Physical coward	9.7	8.8	23	31	- 9
Silliness	9.4	8.2	24	39	-15
Imaginative lying	9.3	9.1	25.5	28	- 2.5
Carelessness in work	9.3	9.4	25.5	23.5	2

TABLE XIV (Continued)

Behavioral Problems	Means	Means	Ranks	Ranks	Rank Difference
	1970 Inexperienced	1970 Experienced	1970 Inexperienced	1970 Experienced	
Lack of interest in work	9.1	9.6	27.5	17	10.5
Sensitiveness	9.1	8.8	27.5	32	- 7.5
Obscene notes, pictures, etc.	9.0	8.6	29	34.5	- 4.5
Domineering, overbearing	8.9	8.9	30	29.5	.5
Sullenness	8.8	9.4	31.5	23.5	8
Overcritical of others	8.8	9.5	31.5	20	11.5
Shyness	8.7	9.5	33	20	13
Quarrelsomeness	8.5	10.2	34	11	23
Selfishness	8.3	8.4	35	36.5	- 1.5
Impudence, rudeness	8.2	8.9	36	29.5	6.5
Profanity	8.1	6.6	37	45	- 8
Heterosexual activity	7.9	6.1	38	47	- 9
Slovenly in personal appearance	7.7	7.3	39	41	2
Masturbation	7.6	5.7	41	48	- 7
Restlessness	7.6	8.3	41	38	3
Stubbornness	7.6	9.2	41	27	14
Tattling	7.4	8.6	43	34.5	8.5
Nervousness	7.2	7.9	44	40	4
Thoughtlessness	7.1	7.0	45	43.5	1.5
Interrupting	6.8	5.1	46	49	- 3
Tardiness	6.7	7.0	47.5	43.5	4
Smoking	6.7	7.1	47.5	42	5.5
Inquisitiveness, meddlesomeness	6.6	6.3	49	46	3
Whispering and note writing	5.8	4.1	50	50	0

specific differences. The data presented in Table XV show those behaviors which were considered more serious by inexperienced psychologists than by experienced psychologists.

TABLE XV  
BEHAVIORAL PROBLEMS OF CHILDREN PERCEIVED AS MORE  
SERIOUS BY INEXPERIENCED PSYCHOLOGISTS  
THAN BY EXPERIENCED PSYCHOLOGISTS

Behavioral Problems	Rank Difference*
Easily discouraged	19.5
Suspiciousness	15
Silliness	15
Enuresis	13
Dreaminess	12.5
Physical coward	9
Heterosexual activity	9
Profanity	8
Sensitiveness	7.5
Masturbation	7
Suggestible	7
Disorderliness	5
Temper tantrums	5
Cheating	4.5
Obscene notes, pictures, etc.	4.5

\*Rank differences less than 4 not listed

Six of the fifteen behaviors considered more serious by inexperienced psychologists were classified by Wickman (1928, pp. 100-101) as

problems describing withdrawing and recessive personality traits. These six behaviors were: easily discouraged, suspiciousness, dreaminess, physical coward, sensitiveness, and suggestible. The behaviors--heterosexual activity, profanity, masturbation, cheating, and obscene notes and pictures--were also considered more serious by inexperienced psychologists and were classified as problems relating to immorality and dishonesty. Of those behaviors described by Wickman (1928, pp. 100-101) as problems relating to difficulties with authority only two, disorderliness and temper tantrums, were considered more serious by inexperienced psychologists. The inexperienced psychologists did not rate any behaviors classified as problems describing aggressive and antagonistic personality traits as more serious than did experienced psychologists.

The data presented in Table XVI show those behaviors that were considered more serious by experienced psychologists than by inexperienced psychologists.

Six of the seventeen behaviors considered more serious by experienced psychologists--quarrelsomeness; stubbornness; overcritical of others; sullenness; impudence, rudeness; and cruelty, bullying--were classified by Wickman (1928, pp. 100-101) as problems describing aggressive and antagonistic personality traits. Three behaviors--stealing, smoking, and untruthfulness--were classified as behaviors relating to immorality and dishonesty. The experienced psychologists considered two behaviors, disobedience and impertinence (defiance), which were classified as problems relating to difficulties with authority, as more serious than inexperienced psychologists. Experienced psychologists also considered as more serious two behaviors relating to

difficulties with application to school work--lack of interest in school work and inattention. One behavior, shyness, that was classified as a problem describing withdrawing and recessive personality traits, was considered more serious by experienced psychologists than by inexperienced psychologists.

TABLE XVI  
BEHAVIORAL PROBLEMS OF CHILDREN PERCEIVED AS MORE  
SERIOUS BY EXPERIENCED PSYCHOLOGISTS THAN  
BY INEXPERIENCED PSYCHOLOGISTS

Behavioral Problems	Rank Difference*
Quarrelsomeness	23
Stubbornness	14
Stealing	13.5
Shyness	13
Overcritical of others	11.5
Lack of interest in work	10.5
Tattling	8.5
Sullenness	8
Impudence, rudeness	6.5
Smoking	5.5
Disobedience	5.5
Untruthfulness, lying	5
Inattention	4.5
Tardiness	4.0
Nervousness	4.0
Impertinence (defiance)	4.0
Cruelty, bullying	4.0

\*Rank differences less than 4 not listed.

The most notable differences between the attitudes of experienced and inexperienced psychologists toward the fifty behaviors were:

1) The inexperienced psychologists did not consider any behaviors classified as problems relating to difficulties in application to school work as more serious than did the experienced psychologists; however, the experienced psychologists considered two of these behaviors as more serious than did the inexperienced psychologists.

2) The inexperienced psychologists did not consider any behavior classified as problems describing aggressive and antagonistic personality traits as more serious than did the experienced psychologists; however, the experienced psychologists considered six of these behaviors as more serious than did the inexperienced psychologists.

3) The inexperienced and experienced psychologists both considered two behaviors classified as problems relating to difficulties with authority as more serious than did the other group. The experienced psychologists considered disobedience and impertinence (defiance) as more serious; whereas, the inexperienced psychologists considered disorderliness and temper tantrums as more serious. The rank difference in all of these cases was 5.5 or less.

4) The inexperienced psychologists considered five behaviors classified as problems relating to immorality and dishonesty as more serious than did the experienced psychologists; however, the experienced psychologists considered three behaviors in the same classification as more serious.

5) In so much as the inexperienced psychologists considered six behaviors classified as problems describing withdrawing and recessive personality as more serious than did the experienced psychologists,

the experienced psychologists considered only one behavior in this classification as more serious.

The Attitudes of Elementary School Teachers and School  
Psychologists Toward the Behavior of Children

To present the data derived from Wickman's (1928) Schedule B-4, tables have been constructed for the responses of the sampled group of teachers and school psychologists in this study and the sampled groups of teachers and mental hygienists sampled in the studies conducted by Wickman (1928), Mitchell (1940), and Schrupp and Gjerde (1951). The statistical confidence level pre-selected for rejection of the hypotheses was the .05 confidence level. Obtained statistical significance levels are reported.

To determine if the correlation between teachers' and school psychologists' attitudes in this investigation differ significantly from the correlations between teachers and mental hygienists sampled for investigations conducted by Wickman (1928), Mitchell (1940), and Schrupp and Gjerde (1951), the same statistical treatments that were described throughout this investigation were employed.

Presented in Table XVII are the data which were tested for the level of correlation utilizing the Spearman Rank Correlation Coefficient.

Presented in Table XVIII are the correlations of the 1928, 1940, 1951, and 1970 teacher and clinician group.

To test Hypothesis Five, the differences between the correlation of the 1970 teacher and school psychologist groups and the teacher and mental hygiene groups in studies conducted by Wickman (1928), Mitchell

TABLE XVII

RANK OF MEANS OF FIFTY TEACHER DEFINED BEHAVIORAL PROBLEMS OF CHILDREN BY TEACHER  
AND CLINICIAN GROUPS IN 1928, 1940, 1951, AND 1970

Behavioral Problems	Ranks	Ranks	Ranks	Ranks	Ranks	Ranks	Ranks	Ranks
	1928 Teach.	1928 Clin.	1940 Teach.	1940 Clin.	1951 Teach.	1951 Clin.	1970 Teach.	1970 Clin.
Stealing	2	13.5	1.5	5	2	12	1	4
Untruthfulness	5	23	4.5	15	8	24	2	9
Impertinence (defiance)	7	37.5	20.5	33	4	29.5	3.5	5.5
Destroying school materials	10	45	8	22	6	15	3.5	10
Cheating	9	23	8	16.5	16	25	5	19.5
Cruelty, bullying	8	6	4.5	3	1	3	6	3
Unreliable, irresponsible	12	21	11	13	7	19.5	7	8
Disobedience	11	41	20.5	41	9	33	8	11
Unhappy, depressed	22.5	3	12.5	2	5	2	9	2
Laziness	16.5	35.5	31	31	29.5	28	10	28
Unsocial, withdrawn	40.5	1	8	1	12.5	1	11.5	1
Temper tantrums	13	17	12.5	18	15	11	11.5	12.5
Lack of interest in work	14	20	24.5	23	28	23	13	19.5
Impudence, rudeness	16.5	32	35	40	14	40	14	32
Suggestible	28	8	27.5	21	18.5	6	15	19.5
Obscene notes, pictures	4	28.5	3	25	10	34	16	33.5
Easily discouraged	22.5	7	15	10.5	18.5	8	17.5	7
Truancy	6	22	17.5	24	12.5	16.3	17.5	16
Resentful	29	4	20.5	12	11	14	19.5	14
Disorderliness	20.5	46	43.5	46	20	44	19.5	16
Carelessness in work	24.5	37.5	24.5	34	34	35	21	28
Quarrelsomeness	27	31	29.5	19	17	30.5	22	25
Enuresis	19	27	17.5	8	26	18	24	12.5
Profanity	15	47	32.5	38	32.5	46	24	45.5
Imaginative lying	42	33	43.5	29	48	32	24	33.5
Fearfulness	36	5	10	4	26	4	27	5.5



TABLE XVII (Continued)

	Ranks 1928 Teach.	Ranks 1928 Clin.	Ranks 1940 Teach.	Ranks 1940 Clin.	Ranks 1951 Teach.	Ranks 1951 Clin.	Ranks 1970 Teach.	Ranks 1970 Clin.
<b>Behavioral Problems</b>								
Inattention	26	34	39	45	35	29	27	16
Heterosexual activity	1	25	1.5	20	3	26	27	44
Overcritical of others	45	9	29.5	10.5	29.5	10	30	25
Domineering, overbearing	32.5	11	47	34	26	19.5	30	30
Sullenness, sulkiness	35	12	24.5	16.5	23	22	30	25
Selfishness	24.5	16	35	28	21	27	32	37
Masturbation	3	41	6	35	23	43	33.5	43
Smoking	18	49	24.5	44	41	47	33.5	47
Silliness	39	30	49	-	38.5	41.5	35.5	35.5
Stubbornness, contrariness	32.5	20	35	36	36	41.5	35.5	35.5
Slovenly in appearance	34	35.5	37	42	42	36	37	36
Interrupting	43.5	48	50	47	43	49	38	49
Suspiciousness	37	2	32.5	7	32.5	5	40	19.5
Dreaminess	40.5	18.5	40	14	38.5	13	40	30
Thoughtlessness	38	39	42	43	44	38	40	42
Tattling	46.5	28.5	41	30	45	45	42	41
Physical coward	31	15	20.5	9	31	21	43	30
Sensitiveness	48	10	45	27	37	16.5	44	27
Shyness	50	13.5	47	26	40	9	45.5	22.5
Restlessness	49	41	47	31	46	39	45.5	38
Inquisitiveness	43.5	44	50	49	49	48	47	45.5
Tardiness	30	43	38	37	47	37	48	48
Nervousness	20.5	18.5	16	6	23	7	49	40
Whispering and note writing	46.5	50	50	48	50	50	50	50

(1940), and Schrupp and Gjerde (1951) were obtained by utilizing the test of difference between coefficients of correlation as described by Guilford (1956).

The difference between the correlations of the 1970 teacher and school psychologist groups and the correlation of the 1951 teacher and mental hygiene group was significant. A  $\bar{z}$  score of 3.23 was obtained with respective N's of 116 and 236. The difference between the correlations of the 1970 group and the 1928 group was found to be significant. A  $\bar{z}$  score of 8.51 was obtained between the correlations of the 1970 group and the 1928 group with respective N's of 116 and 541. A non-significant  $\bar{z}$  score of .953 was obtained between the correlation of the 1970 and the 1940 group with respective N's of 116 and 471.

Hypothesis Five was therefore rejected by this investigator. There is a significant difference between the correlation of the 1970 teachers and school psychologists and the teacher and mental hygiene groups sampled in investigations by Wickman (1928) and Schrupp and Gjerde (1951); however, a significant difference does not exist between the 1970 groups and the groups sampled in Mitchell's (1940) investigation.

Close inspection of the ten most serious behaviors as rated by classroom teachers and mental hygienists in the 1928, 1940, and 1951 studies and the teachers and school psychologists in this investigation revealed that teachers and mental hygienists are in much closer agreement today than they were in 1928. In 1928 teachers and mental hygienists had one common behavior in the ten most serious behaviors; in 1940 there were four common behaviors; in 1951 two behaviors were common to both groups; and, in this investigation the teachers and school psychologists agreed on five of the behaviors.

TABLE XVIII  
CORRELATIONS OF THE 1928, 1940, 1951, and 1970  
CLINICIAN AND TEACHER GROUPS

	1970 Teachers	1951 Teachers	1940 Teachers	1928 Teachers
1928 Clinicians	.07	.43**	.35**	-.04
1940 Clinicians	.35**	.61**	.70**	.21
1951 Clinicians	.33**	.56**	.54**	.09
1970 Clinicians	.75**	.64**	.53**	.35**

\*\*Significant at the .10 level of confidence.

Mitchell (1940) and Schrupp and Gjerde (1951) both stated that classroom teachers and mental hygienists were in closer agreement than they were in 1928. They both further stated that it was the classroom teachers who had changed their attitudes and not the mental hygienists.

Presented in Table XIX are the five basic classifications developed by Wickman (1928, pp. 100-101) and the number of behaviors in each classification that the 1928 teachers and mental hygienists and the 1970 teachers and school psychologists rated as the ten most serious behavioral problems.

The data revealed that the clinicians had in fact demonstrated eight changes within the classifications since 1928, while classroom teachers demonstrated six changes. All of the ten most serious behaviors in 1928 were classified as aggressive, antagonistic, and withdrawal, recessive by mental hygienists. In the 1970 school psychologists' list of the ten most serious behaviors eight were classified as

TABLE XIX

CLASSIFICATION OF THE TEN MOST SERIOUS BEHAVIORS AS RATED  
BY THE 1928 AND 1970 TEACHERS AND CLINICIANS

Behavioral Classification	Number of behaviors in each classification					
	1928 Teachers	1970 Teachers	Difference	1928 Clinicians	1970 Clinicians	Difference
Immorality, dishonesty	6	3	- 3	0	2	- 2
Difficulties with authority	1	2	- 1	0	1	- 1
Applications to school work	1	2	- 1	0	1	- 1
Aggressive, antagonistic	2	2	0	2	2	0
Withdrawal, recessive	0	1	- 1	8	4	- 4
Total	10	10	6	10	10	8

immorality, dishonesty traits, one as difficulties with authority, and one as application to school work.

The changes demonstrated by classroom teachers was not as pronounced as they were for the clinicians. The data revealed, however, that the 1970 teachers rated three less behaviors classified as immorality, dishonesty and increased by one the number of behaviors in all classifications except for aggressive, antagonistic.

#### Teacher Responses to the Appropriateness of the List of Fifty Teacher Defined Behavioral Problems of Children

An attempt was made to learn if the list of fifty teacher defined behavioral problems developed by Wickman (1928) were still appropriate descriptions of the types of behavioral problems that teachers perceive as being behavioral problems in 1970. Teachers were asked if the list of fifty teacher defined behavioral problems were appropriate descriptions of the types of behavioral problems that were now present in elementary school children. Teachers who felt that the list was not appropriate or complete were requested to list additional behaviors that were felt should be listed.

Of the seventy-eight teachers who completed and returned the questionnaire, fifty-five indicated that the list was appropriate, fourteen did not respond, and nine indicated that additional behaviors should be included. The nine teachers suggested twenty-three additional behaviors, some of which were listed by more than one teacher.

Presented in Table XX are the suggested additional behaviors supplied by the nine teacher respondents. The behaviors are presented in the exact wording of the responding nine teachers.

TABLE XX  
 ADDITIONAL TEACHER DEFINED BEHAVIORAL PROBLEMS SUGGESTED  
 BY ELEMENTARY SCHOOL TEACHERS

---

1.	Lack of sportsmanship
2.	Lack of desire to cooperate
3.	Always chewing on something
4.	Uses only one train of thought
5.	Instigator of trouble
6.	Compulsive talker
7.	Stubborn attitude
8.	Frequent excuses to leave class
9.	Sneaky talking with others
10.	Befrinds others with similar behavior
11.	Displays poor handwriting
12.	Lack of initiative in questioning
13.	Good students are not challenged
14.	Eating out of garbage can
15.	Chronic complainer (health)
16.	Sissy--boys who like girl games
17.	Out-of-seat misbehavior
18.	Constant demanding of attention
19.	Hanging onto teacher
20.	Depression
21.	Sluggishness in work

---

The fifty-five teachers who indicated that the list of fifty behaviors was an appropriate description of children's behavioral problems represented 70.5 per cent of the sampled group. This percentage indicated that a large majority of the sampled group of teachers felt that the list of behaviors, developed by Wickman (1928), remained to be

indicative of the types of behaviors that children exhibit in the classrooms of the sampled teachers.

Three of the twenty-one items--4, 11, and 13--represented instructional and learning problems. Three items--5, 7, and 9--appeared to deal with problems relating to difficulties with authorities, and six items--2, 6, 8, 12, 17, and 21--dealt with problems relating to difficulties in application to school work. Most of the twenty-one items could be considered descriptive of specific single word descriptions utilized by Wickman (1928). Unsportsmanship could be considered as descriptive of selfishness; lack of desire to cooperate could be considered as descriptive of disobedience; compulsive talker could be considered descriptive of interrupting; and depression was identical to depressed as stated in Wickman's (1928) list. The only behavior that this investigator felt might be a new additional behavior was chronic complainer (health), which did not appear to fit any description on the list of fifty items.

#### Summary

Chapter IV has presented the procedural treatment and the statistical analysis of data collected through the use of the Wickman (1928) Schedule B-4. The data were presented in tabular format with appropriate discussion concerning the statistical test of significance and the results obtained. Statistical confidence was specified at the .05 confidence level, and the null hypotheses were put to the test. Hypothesis Four was tenable. Hypotheses One, Two, Three and Five were rejected.

Chapter V will present a summary, findings, conclusions, and recommendations for further research in areas related to this study.



## CHAPTER V

### SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This study was designed to determine the attitudes of elementary school teachers and school psychologists toward teacher defined behavioral problems of children and to further determine if the attitudes of teachers and mental hygienists had changed since Wickman's (1928) study.

#### Summary

A review of related literature seemed to reveal some specific data in relation to the problem:

- 1) The teacher of today is better prepared than her counterpart of several decades ago.

- 2) Training programs for school psychologists have undergone changes during the past decade.

- 3) Wickman (1928) reported basic disagreement between the attitudes of teachers and mental hygienists toward the seriousness of behavioral problems.

- 4) Mitchell (1940) and Schrupp and Gjerde (1951) reported somewhat closer agreement between teachers and psychologists than was reported by Wickman (1928).

In light of this data, an investigation of this structure seemed to have merit.

One instrument of analysis was used. Wickman's (1928) Schedule B-4, with modified instructions, was used to determine the attitudes of elementary school teachers and school psychologists toward the behavior of children.

Teachers were randomly selected from all certified kindergarten through grade six teachers in two school districts. All sampled elementary school teachers with seven or more years of teaching experience were considered experienced teachers. Teachers who had from one to three years of teaching experience were considered inexperienced teachers.

School psychologists were randomly selected from all certified school psychologists employed in the state of Kansas. All sampled school psychologists with seven or more years of experience as a school psychologist were considered experienced school psychologists. School psychologists who had from one to three years of experience as a school psychologist were considered inexperienced school psychologists.

The major objective of the study was to test the following null hypotheses:

- 1) Teacher attitudes toward teacher defined behavioral problems which frequently constitute elementary pupil misbehavior do not differ significantly among the teachers sampled for this investigation and those sampled for investigations conducted by Wickman (1928), Mitchell (1941), and Schrupp and Gjerde (1951).

- 2) Inexperienced teachers' attitudes toward the seriousness of teacher defined behavioral problems of children do not differ significantly from the attitudes of experienced teachers.

3) School psychologists' attitudes toward teacher defined behavioral problems which frequently constitute elementary pupil misbehavior do not differ significantly between school psychologists sampled for this investigation and mental hygienists sampled in investigations conducted by Wickman (1928), Mitchell (1940), and Schrupp and Gjerde (1951).

4) Inexperienced school psychologists' attitudes toward the seriousness of teacher defined behavioral problems of children do not differ significantly from the attitudes of experienced teachers.

5) The correlation between teachers' and school psychologists' attitudes toward teacher defined behavior problems in this investigation does not differ significantly from the correlations found in investigations conducted by Wickman (1928), Mitchell (1940), and Schrupp and Gjerde (1951).

The data were analyzed through the use of the Mann Whitney U test, rank order correlation, and differences between coefficients of correlation. Significance was established at the 0.05 level of confidence.

#### Findings

The findings of this investigation considered to be most important and of significant value were the following:

1) Hypothesis One was rejected. There was a significant difference between the attitudes of teachers sampled for this investigation and the attitudes of teachers sampled for investigations conducted in 1928, 1940, and 1951 toward teacher defined behavioral problems of children.

2) Hypothesis Two was rejected. A significant difference existed between the attitudes of experienced and inexperienced teachers toward teacher defined behavioral problems of children.

3) Hypothesis Three was rejected. There was a significant difference between the attitudes of school psychologists sampled for this investigation and the attitudes of mental hygienists samples in 1928, 1940, and 1951 toward teacher defined behavioral problems of children.

4) Hypothesis Four was not rejected and thus was tenable. It stated: Inexperienced school psychologists' attitudes toward the seriousness of teacher defined behavioral problems of children do not differ significantly from the attitudes of experienced school psychologists.

5) Hypothesis Five was rejected. There was a significant difference between the correlation of the 1970 sample groups of teachers and school psychologists and the correlations of the sample groups of teachers and mental hygienists in 1928, 1940, and 1951.

6) Inexperienced classroom teachers rated behaviors relating to immorality and dishonesty and to withdrawing and recessive personality traits as more serious than did experienced teachers.

7) Experienced classroom teachers rated behaviors relating to aggressive and antagonistic personality traits and application to school work as more serious than did inexperienced teachers.

8) The difference between the perceptions of experienced and inexperienced classroom teachers toward the seriousness of behaviors relating to withdrawing and recessive personality traits was not clearly evident. Inexperienced teachers perceived a greater number of behaviors in this classification as more serious; however, experienced

teachers perceived unsocial - withdrawal, and unhappy - depressed as more serious.

9) Elementary classroom teachers in 1970 perceived behaviors describing withdrawing and recessive traits as more serious than did the teachers sampled in 1928, 1940, and 1951 investigations.

10) Elementary classroom teachers in 1970 perceived behaviors relating to immorality and dishonesty as less serious than did the teachers in 1928, 1940, and 1951.

11) School psychologists in 1970 perceived behaviors relating to difficulties with authority and immorality and dishonesty as more serious than did mental hygienists in 1928, 1940, and 1951.

12) School psychologists in 1970 perceived behaviors describing withdrawing and recessive personality traits and aggressive and antagonistic personality traits as less serious than did mental hygienists in 1928, 1940, and 1951.

13) Inexperienced school psychologists perceived behaviors describing withdrawing and recessive personality traits and problems related to immorality and dishonesty as more serious than did experienced school psychologists.

14) Experienced school psychologists perceived behaviors describing aggressive and antagonistic personality traits as more serious than did inexperienced psychologists.

15) The correlation between teachers and school psychologists in 1970 was .75 as compared to correlations between teachers and mental hygienists of .56 in 1951, .70 in 1940, and -.04 in 1928.

16) The correlation between the 1970 school psychologists and the 1951 mental hygienists was .70 as compared to correlations of .64

between the 1970 and 1940 mental hygienists and .56 between the 1928 and 1970 mental hygiene groups.

17) The correlation between the 1970 school psychologists and the 1951 teacher group was .64 as compared to .53 with the 1940 teacher group, and .35 with the 1928 teacher groups.

18) The correlation between the 1970 teacher group and the 1970 school psychologists was .75 as compared to a correlation of .33 between the 1970 teachers and the 1951 mental hygienists, .35 between the 1970 teachers and the 1940 mental hygienists, and .07 between the 1970 teachers and the 1928 mental hygienists.

19) The sampled elementary school teachers indicated that the list of behaviors developed by Wickman (1928) remained to be indicative of the types of behavioral problems that children exhibit in 1970.

### Conclusions

The following conclusions have been drawn from the findings of this study:

1) The direction of teacher attitudinal change since 1928 as described by Mitchell (1940) and Schrupp and Gjerde (1951), continued to be evident in the responses of teachers in 1970. It was concluded that the attitudes of teachers toward teacher defined behavioral problems continued to change and that the change represented teacher attitudes more like the attitudes of the 1951 mental hygienists and the 1970 school psychologists.

2) The attitudes of mental hygienists toward teacher defined behavior problems have changed since 1928, as reported by Mitchell (1940) and Schrupp and Gjerde (1951). They reported, however, that

the closer agreement between teachers and mental hygienists in 1940 and 1951 was due to changes in teacher attitudes, not to the changing attitudes of mental hygienists. It was concluded from the responses of the 1970 school psychologists that the closer agreement between teachers and school psychologists was due to the changing attitudes of school psychologists as well as to the changing attitudes of teachers.

3) The direction of mental hygienists' attitudinal change reported in 1940 and 1951 became more pronounced and evident in the responses of the 1970 school psychologists. The 1970 school psychologists perceived many behaviors related to immorality and dishonesty, difficulties with authority, and difficulties in application to school work as more serious than did mental hygienists in 1928, 1940, and 1951. It was concluded that school psychologists and mental hygienists have become increasingly concerned about behaviors which describe the aggressive, "acting out" child, and in this sense, they have changed their attitudes to be more like the attitudes of teachers.

4) The 1970 sampled group of elementary school teachers and school psychologists were in closer agreement concerning the seriousness of children's behavioral problems than were the sampled groups in 1928, 1940, and 1951. The differences which existed between the 1970 elementary school teachers and school psychologists were similar to the differences reported by Wickman (1928).

5) The difference between experienced and inexperienced teachers was significant. It was concluded that experienced teachers generally perceived the aggressive, "acting out" type of behaviors as more serious than did inexperienced teachers. The inexperienced teachers generally perceived behaviors describing withdrawing and recessive

personality traits and behaviors describing immorality and dishonesty as more serious than did the experienced teachers.

6) The difference between experienced and inexperienced school psychologists was not significant; therefore, the differences were less obvious. As a result of analyzing those behaviors perceived to be more serious by one group as opposed to the other group, it was concluded that the experienced school psychologists generally perceived the aggressive, "acting out," type of behaviors to be more serious than did the inexperienced school psychologists. The inexperienced school psychologists generally perceived behaviors describing withdrawing and recessive personality traits and behaviors describing immorality and dishonesty as more serious than did the experienced teacher.

7) There appeared to be some obvious similarities between the perceptions of inexperienced teachers and inexperienced school psychologists and between experienced teachers and experienced school psychologists. Experienced teachers and experienced school psychologists considered the same kinds of behaviors as more serious than did the inexperienced teachers and inexperienced school psychologists. The inexperienced teachers and inexperienced school psychologists also considered the same kinds of behaviors as being more serious than did the experienced teachers and experienced school psychologists. It was concluded that the factors which influenced the perceptions of experienced and inexperienced teachers and school psychologists appeared to influence both teachers and school psychologists in like manner.

8) It was concluded that the list of fifty teacher defined behavioral problems developed by E. K. Wickman (1928) was still an appropriate description of teacher defined behavioral problems of



elementary school children in 1970.

#### Recommendations

In light of the related literature and the results of this study the following recommendations are suggested.

1) Teachers need a broader background in psychological, sociological, and philosophical bases of education. They need to understand more fully, accept, and tolerate the behavior of children.

2) Teacher education, both pre-service and in-service needs to emphasize what might be called a "developmental psychological viewpoint" of child growth and development.

3) Pre-service and in-service education for school psychologists need to emphasize the educational role and to de-emphasize the clinical role. There appears to be a need for a clinical psychologist in the clinic and a school psychologist in the schools.

#### Recommendations for Further Research

The validity of the results and conclusions of this study can be substantiated through similar additional investigations and through a concentration on certain important variables affecting teacher attitudes toward the behavior of elementary school children. Future study in the following areas would seem pertinent and important:

1) A more detailed investigation should be attempted to discover the appropriateness of the fifty teacher defined behavioral problems identified by Wickman (1928). The procedure employed by Wickman (1928) would be recommended.

2) Some investigations should attempt to determine the relationships, if any, between adult attitude in the immediate community and teacher attitude toward the behavior of elementary school children.

3) Further research should attempt to determine the relationship, if any, between administrative attitude in the school system and teacher attitude toward the behavior of elementary school children.

4) An attempt should be made to discover if teacher attitudes toward the behavior of elementary school males differs from their attitudes toward the behavior of elementary female children.

5) Attempts should be made to determine if a difference exists between the attitudes of school psychologists who assume the clinical role and those who assume the educator role.

6) Further research should attempt to discover if the attitudes of primary elementary school teachers differ from the attitudes of upper level elementary school teachers toward teacher defined behavioral problems of children.

7) Additional research should attempt to discover if a difference exists between the attitudes of teachers toward the behavior of children in predominately rural communities and teachers in urban communities.

Further investigations that produce additional information concerning teachers' attitudes will prove more significant when these pieces of information are woven into a structure that shows interrelationships and produces valid generalizations. The cumulative affect of studies that investigate all aspects of teachers' attitudes will be the realization of significant understanding of the teacher and the child in the teaching-learning environment. This must be a major goal of educational research.

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APPENDIX A

BEHAVIORAL PROBLEMS QUESTIONNAIRE



BEHAVIORAL PROBLEMS QUESTIONNAIRE

Directions:

1. First read the list of behavior items.
2. Then answer the questions of the degree of seriousness and undesirability of each behavior item when manifested by any child by making a vertical stroke, like this (/) at any point on the line according to the captions at the top of the page.
3. You may make your rating at any point on the line. You do not need to make it directly on any divisional point. If you think your rating falls somewhere between two divisional points, make your mark at the appropriate point just where you think it ought to go. This will permit you to distinguish finely in your ratings between the different behavior problems.
4. Avoid rating how frequently the particular behavior occurs in children. Some of the items of behavior you may have observed to occur very seldom. Rate only how much the possession of this trait by a child will handicap him in his future development and adjustment as an adult.
5. Make your ratings as rapidly as possible.
6. Please do not consult anyone in answering this questionnaire.

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How much will the possession of this trait by a child handicap him in his future development and adjustment as an adult?

	Of no consequence	Of only slight consequence	Makes for considerable difficulty	An extremely grave problem
TARDINESS.....	----- ----- ----- -----			
TRUANCY.....	----- ----- ----- -----			
DESTROYING SCHOOL MATERIALS..	----- ----- ----- -----			
UNTRUTHFULNESS (LYING).....	----- ----- ----- -----			
IMAGINATIVE LYING.....	----- ----- ----- -----			
CHEATING.....	----- ----- ----- -----			
STEALING.....	----- ----- ----- -----			
PROFANITY.....	----- ----- ----- -----			

	Of no conse- quence	Of only slight conse- quence	Makes for consider- able difficulty	An extremely grave problem
SMOKING.....				
OBSCENE NOTES, PICTURES, TALK.....				
MASTURBATION.....				
HETEROSEXUAL ACTIVITY (opposite sex).....				
DISORDERLINESS (violations of class discipline).....				
WHISPERING AND NOTE WRITING.				
INTERRUPTING.....				
RESTLESSNESS.....				
INATTENTION.....				
LACK OF INTEREST IN WORK....				
CARELESSNESS IN WORK.....				
LAZINESS.....				
UNRELIABLENESS.....				
DISOBEDIENCE.....				
IMPERTINENCE (defiance).....				
CRUELTY - BULLYING.....				
QUARRELSOMENESS.....				
TATTLING.....				
STUBBORNNESS.....				
NERVOUSNESS.....				
SULLENNESS.....				
TEMPER TANTRUMS.....				

	Of no conse- quence	Of only slight conse- quence	Makes for consider- able difficulty	An extremely grave problem
IMPUDENCE, IMPOLITENESS, RUDENESS.....				
SELFISHNESS.....				
DOMINEERING, OVERBEARING.....				
SHYNESS, BASHFULNESS.....				
SENSITIVENESS.....				
UNSOCIAL, WITHDRAWAL.....				
OVERCRITICAL OF OTHERS.....				
THOUGHTLESSNESS.....				
INQUISITIVENESS, MEDDLE- SOMENESS.....				
SILLINESS, "SMARTNESS," ATTRACTING ATTENTION.....				
UNHAPPY, DEPRESSED, DIS- SATISFIED.....				
RESENTFUL.....				
FEARFULNESS.....				
ENURESIS (wetting self).....				
DREAMINESS.....				
SLOVENLY IN PERSONAL APPEARANCE				
SUSPICIOUSNESS.....				
PHYSICAL COWARD.....				
EASILY DISCOURAGED.....				
SUGGESTIBLE (accepts suggestions of anyone).....				

(Be sure you have rated each item)

APPENDIX B

CLASSROOM TEACHER PERSONAL INFORMATION SHEET

## CLASSROOM TEACHER PERSONAL INFORMATION SHEET

Please circle the appropriate answers for each question as it applies to your situation this school year. You need not sign your name.

1. Sex

a. Male

b. Female

2. Number of years teaching experience, including this school year

a. 1

b. 2

c. 3

d. 4

e. 5

f. 6

g. 7 or more

3. Grade level you are now teaching

a. Kindergarten

b. First

c. Second

d. Third

e. Fourth

f. Fifth

g. Sixth

h. Multi-grade/non-graded

APPENDIX C

SCHOOL PSYCHOLOGIST PERSONAL INFORMATION SHEET

## SCHOOL PSYCHOLOGIST PERSONAL INFORMATION SHEET

Please circle the appropriate answers for each question as it applies to your situation this school year. You need not sign your name.

1. Sex

a. Male

b. Female

2. Number of years experience as a school psychologist, including this school year

a. 1

b. 2

c. 3

d. 4

e. 5

f. 6

g. 7 or more

APPENDIX D

APPROPRIATENESS OF THE BEHAVIORAL PROBLEMS



## APPROPRIATENESS OF THE BEHAVIORAL PROBLEMS

Are the fifty behaviors listed in the questionnaire appropriate descriptions of the behavioral problems you experience in your classroom? If you feel the list is an appropriate description, please check the "Yes" response. If the list is not appropriate, please check the "No" response and list behaviors that you feel should be included.

Yes \_\_\_\_\_ No \_\_\_\_\_

Comments:

VITA

Darrell LeRoy Roubinek

Candidate for the Degree of

Doctor of Education

Thesis: A COMPARISON OF THE ATTITUDES OF ELEMENTARY SCHOOL TEACHERS  
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