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THE RELATIONSHIP BETWEEN HOME ECONOMICS TEACHERS' CONCEPTUAL

SYSTEMS LEVELS AND CLASSROOM DISCIPLINE IDEOLOGIES

BY

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1982

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This thesis is approved as a creditable and independent investigation by a candidate for the degree, Master of Science, and is acceptable for meeting the thesis requirements for this degree. Acceptance of this thesis does not imply that the conclusions reached by the candidate are necessarily the conclusions of the major department.

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ACKNOWLEDGEMENTS

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INTRODUCTION

Headlines reading "Scandal in Our Public Schools," "Putting a School Back Together," "Teaching May be Hazardous to Your Health," and "Casualties in the Classroom," brought considerable attention to school violence in the seventies. Schools, especially in the inner-cities, reportedly reflected society's growing problems as windows were barred, fences erected, and in-school security guards hired to protect pupils and teachers. In 1978, the Department of Health, Education, and Welfare (HEW) and the National Institute of Education (NIE) published the Safe School Study, noting that 25 percent of America's schools experienced moderate to severe student misbehavior problems (Kohut and Range, 1979). Although vandalism, teacher attacks, and robbery confront some larger urban complexes, sensationalism has focused unwarranted attention on this aspect of student behavior. Far more common are less severe discipline problems, such as disrespect, inattentiveness, dishonesty, and clowning, which teachers confront daily. Results from several studies summarized by Hounin in 1970, indicated that 55.2 percent of all student misbehaviors were categorized as noise behaviors, while tardiness, gum chewing, incomplete assignments, moving about the room without permission, etc. accounted for the other 44.8 percent (Orlich, et al., 1980).

Background for the Study

Discipline has been a timeless theme for schools and teachers. Evidence of perpetual concern is shown by Williams (1979):

"The children now love luxury; they show disrespect
for elders and love chatter in place of exercises..."
                              -Socrates, circa 400 B.C.

"The lamentable extent of dishonesty, fraud, and
other wickedness among our boys and girls shocks
the nation."
                              -a Massachusetts newspaper,
                              circa 1830

"There seems to be a marked increase in both the
serious and less serious anti-social behavior on
the part of our youth... (Superintendents) describe
a wide range of reckless, irresponsible behavior
with instances of violence, extortion, gang fights,
vandalism, theft..."
                              -New York City's Committee
                              on Delinquency in the
                              Secondary Schools, 1951.

Recognition of discipline problems in schools has not been limited to educators. Since Gallup's first public opinion poll on educational issues in 1969, respondents have chosen discipline as the number one problem for American schools in all but one year (Williams, 1979). The 13th annual Gallup Poll conducted in 1981 was no exception. In response to the question, "What do you think are the biggest problems with which the public schools in this community must deal?" the public identified 1) lack of discipline, 2) use of drugs, 3) poor curriculum/ poor standards, 4) lack of proper financial support, 5) integration/ busing, 6) large schools/overcrowding, 7) parents' lack of interest, 8) teachers' lack of interest, 9) lack of respect for other students/ teachers, and 10) pupils' lack of interest/truancy. Gallup's open questions, allowing respondents free expression, offer opportunities to discover additional problems as they arise. "Lack of respect for other students/teachers" entered the list in 1981 for the first time (Gallup, 1981). Previously mentioned conditions may have a concomitant

effect on one another. Discipline problems are sometimes perpetuated by overcrowded classrooms, irrelevant school curriculum, or inadequate facilities and teaching staff, which in turn results from lack of funds necessary for promotion and creation of a desirable environment.

Discipline is difficult to define; what constitutes discipline for one is interpreted differently by others involved with the same situation. Reader's Digest's Great Encyclopedic Dictionary (1971) defines discipline as "training of the mental, moral, and physical powers by instruction, control, and exercise; the state of order and control that results from subjection to rule and authority," and "punishment or disciplinary action for the sake of training or correction; chastisement." Staten W. Websters' (1968) view of discipline, "the development within individuals of the necessary personal controls to allow them to be effective, contributing members of a democratic society and of the human community at large," is held by this researcher. For the purpose of this study, discipline will be defined from a humanistic ideology as helping students identify basic values and develop abilities and talents promoting self-control. In contrast to humanism is a custodial discipline ideology stressing idealistic standards of right and wrong and associated with strict rules and little student freedom or responsibility.

A teacher's approach to classroom communication and instruction will determine whether a climate conducive to the development of student self-discipline and the minimization of disruptive behavior is created (Kohut and Range, 1979). Various dimensions of the teacher's personality are associated with teaching and discipline style. Recent research has

focused on the relationship of a teacher's conceptual developmental level to factors affecting development of a productive learning environment for students.

Conceptual systems theory is a developmental model focusing on individual differences in the integration of information and mastery of knowledge. One's conceptual system is characterized by "structure" and "content", the arrangement of one's concepts into a complex and organized totality. In conceptual systems theory, content refers to what a person construes, whereas structure emphasizes how a person thinks. Conceptual systems theorists assume that various developmental dimensions link "how" and "what" a person thinks. Harvey, Hunt, and Schroder's (1961) application of the theory depicts a "concrete-abstract" continuum as the central developmental dimension of the conceptual system. Harvey, et al. postulate that development proceeds through four stages, with an individual's thought patterns becoming increasingly complex, independent, and abstract. The theory assumes that maturing is not necessarily age related; therefore, progression of one's development has no critical age periods. This study will examine the theoretical conceptual systems scheme advanced by Harvey and associates in relation to discipline.

The Purpose

Administrators, parents, and other teachers associate certain characteristics with a "superior" teacher, one of which is appropriate school discipline. Teachers are subject to pressures from these individuals to behave according to society's expectations of a disciplinarian (Bean and Hoy, 1974; Jones and Blankenship, 1970), often meaning

quiet classrooms and strict rules. Since teachers are the key to
promoting productive student behavior in the classroom, their approaches
to discipline should be systematically studied.

Support for the hypothesis that conceptual systems may be used
to predict various teaching behaviors has been established by several
researchers (Harvey, 1970; Harvey, et al., 1966; Murphy and Brown, 1970;
Pryor, 1975). Harvey, et al. (1966) recorded and assessed actual class-
room teaching behavior of thirty Head Start teachers varying in concep-
tual level to determine the effects of the teachers' conceptual level
on the classroom climate created for their pupils. High, medium, and
low conceptual level teachers were rated on twenty-six behavioral
dimensions including expression of warmth towards children, enjoyment of
teaching, perceptiveness of children's needs, smoothness of class
operation, consistency of rule enforcement, use of unexplained rules,
and punitiveness. Data showed that high conceptual level teachers
maintained a more relaxed relationship with the children, encouraged
greater creativity and freedom of expression, had fewer rules, and were
less structured in determining classroom and playground procedures.
Only in four of the dimensions, enlistment of child participation,
teaching new concepts, smoothness of operations and consistency of
rule enforcement, were no differences found.

Helsel and Willower (1974) postulate that "ideology may or
may not be reflected in behavior." Daily pressures of teaching along
with conflicting needs within may cause teachers to act in ways
inconsistent with their beliefs (Glickman and Tamashiro, 1980; Helsel
and Willower, 1974). Therefore, caution must be taken in generalizing

that because conceptual level predicts teaching behaviors, including some disciplinary actions, it will also reflect a teacher's discipline ideology. Harvey, et al. (1961) have emphasized that a person will not necessarily reach the same conceptual level in all cognitive areas. For the possibility to exist that an individual will attain the same conceptual level in different areas of development, the two areas must engage similar concepts, be closely related in terms of stimulus similarity, and receive similar training. These remarks provide impetus for seeking additional clarification of the relationship existing between the conceptual system and discipline ideology. The purpose of this study is to investigate whether the home economics teacher's conceptual systems level relates to and is predictive of his/her self-perceived ideology on discipline and student freedom. In general, the researcher believes that the lower the conceptual level, the more custodial the teacher will be in viewing discipline.

Pupil control ideology studies have found that a school climate promoting independence and self-control is fostered by a humanistic ideology (Appleberry and Hoy, 1969; Bean and Hoy, 1974; and others). If humanistic discipline is the goal, and conceptual systems level reflects discipline ideology as well as behavior, assessments of the individual learning needs of preservice teachers and teachers regarding discipline may be made without actual observation of their classroom behavior. Teacher education programs can then provide educational opportunities, based on a teacher's current conceptual level, enhancing the development and emergence of abstract functioning along with a humanistic discipline ideology.

Hypotheses

The following null hypotheses were developed to be tested and evaluated.

Major Hypothesis: There is no significant relationship between a teacher's conceptual systems level and pupil control ideology.

Minor Hypotheses: (a) There is no significant relationship between school size and Conceptual Systems Test (CST) cluster scores or school size and Pupil Control Ideology (PCI) score.

(b) There is no significant relationship between educational degree held and CST cluster scores or educational degree held and PCI score.

(c) There is no significant relationship between years of teaching experience and CST cluster scores or years of teaching experience and PCI score.

(d) There is no significant relationship between the size of a teacher's classes and CST cluster scores or the size of a teacher's classes and PCI score.

(e) There is no significant relationship between total number of boys enrolled in a teacher's home economics classes and CST cluster scores or total number of boys enrolled in a teacher's home economics classes and PCI score.

(f) There is no significant relationship between teaching in a public or private school and CST cluster scores or teaching in a public or private school and PCI score.

(g) There is no significant relationship between teaching in a senior high or junior high and CST cluster scores or teaching in a senior high or junior high and PCI score.

(h) There is no significant relationship between teacher participation in professional organizations and CST cluster scores or teacher participation in professional organizations and PCI score.

Definition of Terms

Throughout this study, the following definitions of terms will apply.

Abstract Developmental Dimension - conceptual developmental dimension characterized by autonomous and mutual interdependence on others, allowing for conscious guidance of one's own thinking, feelings, and actions. Abstractness is indicated by a high conceptual level (Harvey, et al., 1961).

Conceptual Systems Theory (CS Theory) - a cognitive developmental model focusing on the manifestation of individual differences in the integration of information and mastery of knowledge (Harvey, et al., 1961).

Concrete Developmental Dimension - conceptual developmental dimension characterized by absolutism and rigidity of thoughts, feelings, and actions, as indicated by a low conceptual level (Harvey, et al., 1961).

Custodial Ideology - a view of discipline "emphasizing the maintenance of order, distrust of pupils, and a moralistic stance towards deviance" as indicated by a high score on the Pupil Control Ideology Form (Willower, 1975).

Discipline - helping students identify basic values and develop abilities and talents promoting self-direction and self-responsibility.

Humanistic Ideology - a view of discipline "stressing an accepting, trustful view of students and optimism concerning their ability to be self-disciplining and responsible" as indicated by a low score on the Pupil Control Ideology Form (Willower, 1975).

Self-discipline - "the ability to comply appropriately with authority and to withstand the pressures of authorities to coerce compliance when it is inappropriate given one's personal value system" (Stensrud and Stensrud, 1981). Self-control is learned through responsible decision making.

Chapter 2

REVIEW OF LITERATURE

Discipline continues to be a highly sensitive issue for class-room teachers. Success or failure is often determined by a teacher's ability to maintain effective pupil control. Orlich, et al. (1980) state that lack of discipline and management is the reason most fre-quently cited by administrators for dismissal of a teacher or non-renewal of a teacher's contract.

Problem behavior disrupts teaching plans by occupying dispro-portionately large amounts of the teacher's time. Educators believe student misbehavior to be the main impediment to effective teaching causing many teachers, both capable and incapable, to leave the pro-fession. Low teacher and student moral, teacher/administration con-flicts, low student achievement, student and teacher negative self-concepts and emotional insecurity, and negative home and community attitudes toward the school are produced by disruptive behavior (Swick, 1977). Multiple factors generate and sustain the phenomenon of classroom discipline. Overcrowded classrooms, lack of administrative leadership, lack of parental involvement, and physical, mental and social status of the pupil all contribute to behavioral difficulties (Brodbelt, 1980; Cheser, 1980; Kohut and Range, 1979; Swick, 1977; Tanner, 1978).

The teacher's discipline ideology, attitude towards maintenance and methods of classroom control, is a crucial component of many disci-pline issues. Characteristics often associated with a teacher's attitude towards discipline are methods of dealing with the students,

knowledge of subject matter, individual values, personality, and general attitude (Brodbelt, 1980; Cheser, 1980; Clarizo, 1976; Swick, 1977; Tanner, 1978). Other complex but unconfirmed factors are involved in determining the teacher's perceived ideology on discipline. One of these appears to be the teacher's conceptual developmental level.

Selected Aspects of Classroom Discipline

In recent years, considerable attention has been focused on classroom discipline in research, along with both popular and professional literature. The result has been a myriad of conflicting philosophies and theories. This researcher has chosen to focus on the philosophy which views discipline as means for helping students become self-directing and self-responsible. Open-mindedness, creativity, and self-actualization, associated with humanism, are desirable characteristics of the classroom teacher considered to be consistent with this philosophy (Cheser, 1980; Orlich, et al., 1980; Tanner, 1978; Willower, 1970; and others). The particular discipline focus chosen for the study was used to determine the literature selected for the inclusion in the review.

Profile of Rural, Suburban, and Urban Discipine Problems.

Competently managing a classroom setting is a primary concern to prospective, beginning, and experienced teachers. In a study by Brodbelt (1980), inner-city junior high teachers reported that 25 to 50 percent of their teaching day was spent in disciplining students. Suburban area teachers found 5 to 10 percent or less of their time involved discipline. In another investigation (Kohut and Range, 1979),

disrespect for teachers was reported by 40 percent of the rural, 48 percent of the suburban, and 60 percent of the urban junior and senior high teachers. Reports indicate that the most extensive problems and serious incidences occur in large metropolitan schools. HEW and NIE's Safe School Study (Kohut and Range, 1979) revealed that serious problems were commonplace in 12 percent of the urban elementary schools, 18 percent of the junior high schools and 26 percent of the senior high schools, as compared to 6 percent of all rural and 8 percent of all suburban schools. Over 65 percent of the high schools and 50 percent of the junior highs in urban areas employed professional security officers. In rural schools the number employing guards dropped to one percent.

Classroom discipline problems vary widely in form and level of seriousness. Extreme physical aggression is revealed through acts of racism, vandalism, theft, threats and similar violent acts. Alcohol, drugs, smoking, psychological disturbances, and hyperactivity are both psychological and physical problems. Less serious, but more common behavioral problems include sullen and moody attitudes, clowning and showing off, profanity, boisterousness, impertinence, tardiness, absenteeism, lack of respect, inattentiveness, cheating, restlessness, and defacing classroom furnishings (Brodbelt, 1980; Cheser, 1980; Howard, 1980; Kohut and Range, 1979).

Culturally deprived inner-city schools seemingly have the majority of discipline problems (Brodbelt, 1980; Kohut and Range, 1979). Vandalism, drugs, overcrowding, and the various social ills found in the metropolitan community extend into the school corridors. High teacher turnover causes instability in urban academic programs.

Suburban student problems and frustrations are similar to their city counterparts. An additional source of frustration is the pressure exerted by parents for "good" grades. Conscious rebellion against middle class values manifests itself in an array of vices, vandalism, and petty crimes. Kohut and Range (1979) postulate that conservativism, strong family ties, and religion are responsible for the low incidence of major discipline problems in rural area schools. The majority of children are taught early to assume responsibilities. Rural parents generally support and encourage most disciplinary techniques employed by the school.

Discipline as Self-Direction. According to Dewey (Jones and Tanner, 1981), a disciplined person is "one who is trained to consider his or her actions and undertake them deliberately." Self-control is an attitude gradually learned in an environment which permits students to evaluate their own behavior and modify their actions in terms of personal values and goals. Students move towards personally meaningful self-direction by recognizing and accepting their behavior, the motives for their behavior, the effects this behavior has on others, and the possible alternative actions. Self-discipline does not imply lack of structure. Necessary to the self-disciplining process is a perceptive teacher who guides, supports, and encourages students as they learn physical, cognitive, and emotional responsibility (Cheser, 1980; Stensrud and Stensrud, 1981; Tanner, 1978; Webster, 1968).

The relationship between development of self-control and discipline is inconclusive. Rohrbaugh and Jessor (1975) and Swift and

Spivak (1973) demonstrated that students possessing a high degree of self-control were better adjusted, more realistic, more successful in school, and less apt to display frustration, anger, and disappointment through extreme behavior. Further evidence suggested that behavior acquired and maintained through self-direction and self-control is more resistant to extinction than externally enforced discipline (DuCette, Wolk, and Soucar, 1972; Puckett, 1978). Workman and Hector (1978) reviewed numerous self-discipline studies which neither substantiated nor refuted the previous claims.

Influence of Teacher Personality and Behavioral Characteristics. Although the exact relationship is subject to dispute, a commonly accepted belief is that variables of a teacher's personality and behavior determine classroom atmosphere and influence student behavior, socialization, and self-esteem (Cheser, 1980; Kindsvatter, 1978; and Unruh, 1977). Positive classroom climate encourages students to work productively towards academic and social development. Providing a whole-some, stimulating, and pleasant classroom situation requires respect, trust, high morale, cooperation, cohesiveness,and concern (Fox, et al., 1974).

Research has sought to explicate which teacher characteristics promote positive student attitudes and behavior. Clarizio (1976), Howard (1980), Kindsvatter (1978), and Swick (1977) indicate that effective teachers have these personality traits: patience, fairness and impartiality, sense of humor, good disposition and consistent behavior, flexibility, a pleasant manner, cooperative and democratic attitude, proficiency in their subject matter, kindliness, interest

in and concern for the students, and a positive view of themselves.
Teacher behavior variables considered by Rosenshine and Furst (Ornstein
and Levine, 1981) to be most highly correlated with student achievement
were clarity, variability, enthusiasm, task-oriented or business-like
behaviors, student opportunity to learn what is later tested, use of
student ideas, praise, structuring comments, higher order questioning,
probing, and difficulty of instruction. In contrast, sarcasm, overly
harsh punishment, and error-oriented teaching focusing on the learners'
mistakes without giving praise and encouragement, negatively influences
the students' motivation and perserverence. Studies by Berliner and
Tikunoff (1976), and Gumbiner, et al. (1979) confirmed that personality
and behavioral traits will exert an influence on classroom environment
and student behavior.

Smith's (1981) research re-emphasized that the role of the various
personality variables in establishing positive student attitudes and
behavior remains unclear. Skills and techniques which work for one
teacher in one situation may or may not work for others. Some educa-
tors contend that it may not be possible to define and measure charac-
teristics of "effective" and "ineffective" teaching. Impediments to
teacher behavior research are the numerous operational definitions and
methods of quantifying behavior, absence of a cohesive theoretical
construct, and a research approach focusing mainly on the teacher, with
little attention on teacher/student interaction (Ornstein and Levine,
1981). Confirming the confusion and complexity in teacher behavior re-
search is Rosenshine and Furst's (Ornstein and Levine, 1981) disclosure
that different institutions frequently use opposing standards for
training teachers.

A Comparison of Custodial and Humanistic Discipline Ideology.
Discipline is interpreted differently by each individual dealing with
disruptive behavior. The literature reveals that many educators hold
a simplistic view of discipline, often perceiving it only as main-
tenance of control and preservation of order. Theorists have developed
models to explain discipline ideologies. Willower, Eidell, and Hoy
(Willower, 1975) have placed discipline ideology on a continuum ranging
from humanistic to custodial. Custodial teacher/student relationships
are characterized by conformity, subordination and mistrust. Humanism
stresses acceptance, trust, and understanding. The theorem is termed
the "Pupil Control Ideology" (PCI). Other models identify humanists
as interactionalists or democratic disciplinarians and custodialists
as interventionists or authocratic disciplinarians (Glickman and
Tamashiro, 1980; Orlich, et al., 1980; Webster, 1968).

The relationship of humanistic/custodial discipline beliefs of
teachers and other educators to various dimensions of school and
teaching has been investigated in over seventy discipline studies.
Discipline ideology seems bound to both personality and social factors.
A sampling of studies, indicative of the research examining PCI shows
the emergence of some general trends. Initial work by Willower, et al.
(Willower, 1975) probed the relationship of dogmatism and socialization
to PCI. Low dictatorialness and pragmatism of principals and teachers
were associated with a humanistic ideology. An investigation by
Willower and Landis (1970) implicated that a high level of teacher
professionalism was related to a humanistic PCI. Helsel (1971b) con-
cluded that a traditional value system was positively related to a

custodial ideology. A second study by Helsel (1971) showed that custodial teachers placed a high value on authority. Evidence from a study by Nachscheim and Hoy (1976) suggested that custodial ideology was an aspect of an authoritarian personality. In Foley and Brook's (1978) examination of teacher ideology, custodial teachers referred more discipline problems to the principal than humanistic teachers. Willower and Lawrence (1979) concluded that teachers who perceived students as a threat to control espoused custodial views. Hence, elementary teachers as compared to secondary teachers were more humanistic, since elementary students posed less of a threat due to size, age, and immaturity. A positive relationship between humanism and teacher self-actualization was established by Noll, Willower, and Barnette (1977). According to Deibert and Hoy (1977), the more humanistic the individual teacher's and the entire faculty's pupil control orientation, the more successful students are in moving towards self-actualization. As summarized by Appleberry and Hoy (1969), an open instructional setting and a positive classroom climate is fostered by teachers with humanistic ideologies. Findings presented by Jones and Harty (1980) and Hoy and Rees (1977) demonstrated that as student teachers and first year teachers acquired more experience, they became significantly more custodial. Leppert and Hoy (1972) and McAndrews (Willower, 1975) failed to find relationships between discipline beliefs and teachers' level of self-esteem and the personality factors of self-assertion, egoism, orderliness, submissiveness, and friendliness.

From the research completed, a composite picture of the humanistic and the custodial teacher materializes. For the humanist, dis-

cipline infers self-respect and respect for others. Students are seen as trustworthy and capable of self-control and responsibility. Exaggerated emphasis on status differences between students and teachers and barriers to free communication are avoided. Self-discipline replaces strict teacher control. Expected behavior is based on a reciprocal relationship between teacher and student. The democratic atmosphere provides for flexible rules and provision of student interaction for setting standards. Discipline is tailored to the developmental level of the students and satisfactory to all parties involved. Student and teacher identify appropriate solutions for misbehavior, after which the student makes a commitment to carry out the mutually agreed upon plan. Harsh and abusive punishment and the use of ridicule and sarcasm hinder communications between teacher and student and thus are absent in a humanistic environment. Humanists are warm teachers in whose classrooms trust, confidence, concern, and open communication are displayed. With support from the teacher, students develop the ability to solve their own problems.

Custodial teachers seek to dominate the behavior of others and exert control over them. In their classrooms, a rigid student/teacher hierarchy exists. Maintenance of order is the primary concern in this highly controlled setting. Many times these teachers are compulsive, emotionally unresponsive, and oriented towards achievement, curriculum, and the regimentation of school. Students are viewed as irresponsible individuals who will become unruly, obstinate, and mischievous unless firm control is established and continually enforced. Often students are stereotyped in terms of previous behavior, social status, appearance,

and other teacher's opinions. To shape appropriate behavior, the teacher sets the standards and systematically informs the students how they should act and feel, what they should desire, and what is right and wrong. Decisions of the teacher must be accepted without question. Little opportunity is provided for the students to actively explore their values, attitudes, emotions, and concerns. The student's inner being is deemed unimportant. Problem solving, critical thinking, creative endeavors, and other learning techniques requiring debate, disagreement or the questioning of expert authorities are used infrequently. The teacher's authority rests in power accorded by the "role" of teacher, rather than respect of the students. Pessimism and impersonality pervades the atmosphere of the custodial classroom. Behavior problems stem from the rigid, passive nature of the learning experiences custodial teachers present. Isolation and various reinforcement techniques are used to shape desired student behavior. Negative reinforcement in the form of physical force or corporal punishment may be advocated.

Discipline Strategies. There will be times when unacceptable behavior disrupts a class by interferring with the learning efforts of other students. In such cases, the behavior should be extinguished without further undermining the learning atmosphere. Emphasis in the literature review was placed on constructive control and the development of inner-direction. Although it is not the researcher's intention to present an exhaustive discussion of specific classroom management techniques, brief consideration may reinforce the concepts of custodial and humanistic discipline. Courses and workshops have furnished teachers

with discipline methods ranging from behavior modification to desist strategies to reality therapy (Orlich, et al., 1980). At one end of the continuum between imposed discipline and self-discipline, are the more traditional strategies devised only to stop the unacceptable behavior. Methods promoting self-discipline provide for ending the inappropriate behavior, redirecting the pupil in constructive behavior, promoting long range developmental goals, and continuing an uninter-rupted flow of classroom activities (Tanner, 1978).

Punishment in the form of physical force, extra school work, etc. creates distance without eliminating the misbehavior. Often chastisement fosters more misbehavior as the student releases hostility and resentment. Cooperation will be gained by firmness with under-standing, while physical force and angry words builds bitterness and frustration between the teacher and student (Cheser, 1980).

Tanner (1978), Mallory (1979), and Orlich, et al. (1980) suggest several positive approaches for modifying behavior without disturbing the classroom atmosphere or creating a power struggle with the student. Moving towards a disruptive student or a stern look in his/her direction is often enough to end the misbehavior. Ignoring inappropriate be-havior, while rewarding appropriate behavior can effectively extinguish the behavior, providing the student's actions are not reinforced by peers. Soft reprimands, audible only to the student misbehaving, provide a model for positive behavior and do not single out the student by making his behavior noticeable. When misbehavior occurs, it is important for the teacher to discover the reason for the student's

behavior. Violation of classroom standards and rules is often a cry for attention, wish for revenge, or display of inadequacy.

For a teacher to successfully establish and maintain a positive learning environment, s/he must develop a vast repertoire of techniques for coping with and reacting to any particular problems. Since less conflict has been related to a more humanistic orientation in teacher discipline, it would seem reasonable to recognize and foster strategies which are consistent with this ideology.

Conceptual Systems Theory

How an individual interprets environmental information and relates to other people is one of the functions of his/her conceptual system. Conceptual Systems Theory (CS Theory) focuses on the growth and development of an individual's structure of personality traits through interaction between the person and the environment s/he experiences. Structure, as used in CS Theory, refers to the composition and organization of component concepts into a complex system of beliefs. Concepts, derived from experiences with events, objects, and conditions in one's environment, form as a relationship develops between the person and past experiences. Changes in concepts will evolve as a person adapts to conflicting information in his/her world. Emerging concepts are incorporated into a structure which guides an individual's behavior. Maturation in the differentiation and integration of an individual's conceptual structure occurs from an external, dependent state in which the concepts are left isolated, to an internal, interdependent orientation in which they are integrated with other concepts. Conceptual complexity

differs with the number of concepts developed and the alternative means of organizing these concepts when interpreting events in one's environment. For example, the individual with a simple system of unrelated concepts will be able to apply existing concepts in only one fixed way when interpreting and acting upon new information. Individuals with highly integrated systems will apply multiple sets of meanings when analyzing and synthesizing a new experience (Brown and Strom, 1972; Harvey, et al., 1961; Miller, 1981).

Harvey, Hunt, and Schroder's (1961) interpretation of CS Theory relates a "concrete-abstract" dimension of personality development to the level of conceptual complexity and maturity. "Concrete" infers that the person is stimulus bound, his/her thoughts, feelings, and actions being restricted to the stimuli encountered in the immediate environment. At the abstract end of the continuum, the person's ability to generalize and use internalized standards releases him/her from immediate environmental factors, allowing conscious and independent thought, feeling, and action.

Systems or levels of conceptual development delineated by Harvey, et al. (1961) include: System I, unilateral dependence; System II, negative interdependence; System III, conditional dependence; and, System IV, informational interdependence. This classification provides a way of differentiating fundamental variations in individual methods of coping with conflict, processing information, and articulating and integrating knowledge. Persons with low conceptual systems, represented by a simple, concrete conceptual structure, show little interrelationship among concepts. Individuals with high conceptual levels exhibit clearly

articulated and highly differentiated concepts, complexly and inter-dependently oriented.

Development along the concrete-abstract continuum proceeds through a cyclical series of stages, with the individual's thought patterns becoming increasingly abstract. The theory assumes that maturing is not necessarily age related; therefore, progression of one's development has no critical period. Different levels of conceptual functioning will be found among individuals of the same age and grade level due to the timing and sequencing of exposure to various environments. For example, behavior typical of first stage functioning is characteristic of two, five, ten, and sixteen year olds. At the various ages, a novel situation may initiate an entirely new developmental cycle, causing a swing from the submissive, obedient behavior of System I to the negativism of System II, back to System I behavior, eventually progressing to Systems III and IV if conditions are favorable. Emergence of complex conceptual systems occurs only if environmental conditions are provided in which the person actively uses his/her thinking to interpret and correlate concepts. Since the level of conceptual development determines a person's reactions towards environmental stimuli, learning environments enhancing progression must be adapted to the current conceptual system (Harvey, et al., 1961; Miller, 1981; Wilsman, 1978).

An individual may not reach the same level of abstractness in all stimulus domains. However, theorists assume that attainment of an abstract level in one domain enhances the chances of reaching a similar level in other areas, specifically if the same cognitive units are involved (Harvey, et al., 1961; Miller, 1981).

Since Harvey, et al. first proposed a theory of conceptual systems in 1961, theoretical variations have been posited by Hunt and Sullivan, 1974; Schroder, Driver, and Streufert, 1967; and, Streufert and Streufert, 1978 (Miller, 1981). The present study is based on the original theory espoused by Harvey, Hunt, and Schroder.

Harvey, Hunt, and Schroder's Conceptual Types. Conceptual developmental stages represent different methods of functioning along a concrete-abstract continuum. Persons at immature stages of conceptual development are completely dependent on others, interpreting and acting upon information in one fixed way. At intermediate stages, one has more than a single, fixed manner of viewing the environment. Although concepts are as yet unrelated, cognitive functioning is less stereotyped and more relevant. Only at mature stages does an individual function mutually yet autonomously with others, explaining and synthesizing alternative or discrepant interpretations of information (Wilsman, 1978).

Concise behaviors have been predicted by Harvey, et al. (1961) for each of the four systems previously identified. Social norms and rules dictated by persons in positions of authority regulate the System I individual's thoughts, feelings, and actions. Highly conventional, unilateral dependent people identify strongly with social roles and status positions and hold extreme, positive attitudes toward tradition and institutional authority. Ready-made rules and norms are accepted and ritualistically followed without comprehension. Values are internalized without insight or understanding. Absolutism and rigidity

characterize their beliefs. The world is viewed simplistically as good/bad, black/white. Ethnocentrism prohibits the ability to emphathize or role play. Unable to think or act imaginatively in new situations or conditions of stress, one is bound to predetermined modes of action. Restricted exploration of one's values, relationships, and physical, social and emotional environments will halt development at the System 1 level (Harvey, 1967, 1970; Harvey, et al., 1961; Pryor, 1981).

Negative independence is characterized by an initial breaking away from socially approved norms, values, and standards. Learning to assert oneself is a necessity for progression to Systems III and IV, otherwise the person will remain dependent on external control. System II individuals are more self-reliant, less dependent on authority figures to guide their actions. When development is arrested at System II, deep feelings of uncertainty, distrust of authority, and rebellious attitudes towards institutions, traditions and authority are generated. Yet, when the individual is in a position of power, s/he uses it rigidly and abusively. This state of being may result from experiences with an authority figure who administered rewards and punishments in an unpre-dictable fashion. Negative independent individuals want and need others to rely on, but fear exploitation and the loss of personal control (Harvey, 1967, 1970; Harvey, et al., 1961; Pryor, 1981).

A person who has progressed to System III is now able to view others more objectively, no longer expecting them to hold his/her attitudes, beliefs, and values. An understanding of other's views and standards, rather than submission or resistance to them permits growth of mutual relationships as well as self-understanding and emphathy towards

others. At this conceptual stage, one is able to simultaneously hold
alternative views of events, of others, and of oneself. Conditionally
dependent individuals are obsessively concerned with establishing
friendships and maintaining interpersonal consensus, possibly due to the
isolated feeling of being on their own, no longer dependent on authority
figures. Under the guise of a desire to help others, the System III
individual may exercise his/her need to control others by establishing
relationships in which people are dependent on her/him. System III
functioning results when coping mechanisms of manipulation and depend-
ency are nurtured by protecting the individual from his/her immediate
environment and preventing realistic feedback (Harvey, 1967, 1970;
Harvey, et al., 1961; Pryor, 1981).

As the conceptual level becomes higher, a greater self-awareness
increases self-responsibility and self-reliance. Individuals, more
tolerant of anxiety, more resistant to stress, and autonomously and
mutually interdependent, are functioning at the most abstract level of
conceptual maturity. Freedom from fears of rejection and resistance
or submission to authority permits System IV individuals to view self,
others, and existing norms and rules more discriminately. With greater
abstractness comes creativity, empathy, an information-seeking, problem-
solving orientation, and the ability to hold a specific position which
will not distort reality. Rules and organization are deemed beneficial
when implemented to achieve objectives. Interdependence attained at
this stage results from the freedom to explore one's social and physical
world, seek new information, take risks, solve problems, and exert
independence without fear of punishment. The more abstract one's con-

ceptual level, the greater the ability to surpass immediateness and organize and integrate experiences in terms of their interrelationships (Harvey, 1970; Harvey, et al., 1961; Pryor, 1981).

Conceptual Systems and Teaching Behavior. Only a small portion of the CS Theory research in the field of education has focused on the effect of teachers' belief systems on their classroom behavior and the classroom environment. From Harvey, Hunt, and Schroder's (1961) initial descriptions of the four stages of conceptual development, classroom behavior patterns and teaching styles for teachers at each conceptual level have been hypothesized. High conceptual level individuals, when compared with low conceptual subjects were predicted to exhibit greater emphathy, autonomy and self-direction, and superior information processing and communication skills. Results from research reviewed were consistent with CS Theory and supported the assumption that conceptually abstract teachers differ favorably from concrete functioning teachers in behaviors influencing the classroom environment (Harvey, 1968; Harvey, et al., 1966; Joyce, Lamb and Sibol, 1966; King, 1981; Murphy and Brown, 1970; and Miller, 1981).

In general, the research has indicated that System I teachers relied on authority sources for guidelines to thought and action, oversimplified problems and held stereotyped, inflexible views. Students were "fed" textbook facts, asked low level cognitive questions requiring only one "right" answer, and rewarded for parroting information delivered by the teacher. Information-seeking and problem-solving by students was considered unnecessary and inappropriate. Dictatorialness was expressed by insensitivity, a high need for structure, the use of rules without

explanation, coldness, and inflexibility. Unilateral dependent teachers were apt to impose predetermined goals and standards upon students, provide detailed classroom regulations, and react intolerantly toward pupils who challenged their rules. Pupils conforming to administrator and teacher established directions, regulations, and procedures were rewarded.

As with System I teachers negative independent (System II) teachers rewarded conformity, relayed information, and asked narrow questions. However, lacking stable referents for beliefs and behaviors, this teacher functioned inconsistently, with expectations for students being unpredictable and sporadic. Very few classroom teachers displayed System II characteristics. Pryor (1981) posits that this is not unusual since the nature of the school environment is incompatible with System II's views towards authority and tradition.

Conditionally dependent (System III) teachers offered more supportive comments to students, required less student conformity, and encouraged students to theorize and express themselves freely. These teachers tried to please everyone. The need to be liked and concern for social acceptance emerged in the classroom as group interaction was approved and compliance to rules less rigidly enforced. A System III teacher's desire for intragroup concensus often forced unnecessary unanimity among the students. Many times, classroom policies of laissez-faire resulted in little or no structure and direction.

Warmth, empathy, autonomy, mutuality, perceptiveness, and involvement were indicative of teachers functioning at the most abstract level. System IV teachers, open to new experiences and more capable

of facing problems, tolerating anxiety, and resisting stress, encouraged students to test, hypothesize, and synthesize. Knowledge was regarded as tentative and questions prompted students to search for relationships rather than just "correct" answers. These teachers used resources more ingeniously and nurtured creativity and diversity. Students were given responsibility and freedom within an appropriate balance of structure. Teachers at the fourth level, being comfortable with dissimilar viewpoints were not bewildered or threatened by inquiring students.

While subjects for most of the research considered, were elementary teachers or secondary teachers from disciplines other than home economics, Pryor (1975) investigated the relationship between the conceptual developmental levels of family relations teachers and their knowledge of interpersonal relations. In addition to the behavioral characteristics previously discussed, Pryor established that the System I family relations teacher expected his/her students to look to him/her as one who "knows". Although everyone knows something about family relations, this was not accepted by unilateral dependent teachers. The teacher's personal family traditions were those which were appropriate and correct; there was no room for variations.

Teachers classified by Pryor as conditionally dependent, willingly discussed and examined different concepts of "the family". They expected each student to have his/her own thoughts, feelings, and views of reality. Difficulties, due to the System III individual's need to establish intra-group harmony, arose when students were allowed to express only beliefs which were similar to the beliefs of others or compulsively encouraged to reach a consensus.

The System IV teacher accepted other's differences without associating "good" or "bad" connotations. Pryor presumed that a better understanding of how students think and feel evolved as interdependent teachers scrutinized relationships, thereby improving communication and creating personal expectations of the students rather than stereotyped expectations. Since students actively construed possible meanings from social experiences in the classroom, knowledge of family relations became more relevant.

Compared to practicing teachers from all fields, Pryor discovered a significantly larger portion of family relations teachers functioning at levels III and IV. Of the family relations teachers, 48 percent were System I, 24 percent were System III, and 14 percent were System IV. Among practicing teachers from other discipline areas, 55 percent represented System I, 15 percent represented System III, and 4 percent represented System IV (Harvey, 1970). Pryor postulated that the type of knowledge and values involved in teaching family relations may facilitate conceptual maturation. This hypothesis was not upheld by Williams (1980). Her research disclosed no relationship between home economics student teachers' conceptual level and their integration and application of human development concepts in the teaching/learning environment. However, Williams notes that use of student teachers as subjects may be a confounding factor.

In addition to exploring teacher behavior, Harvey, et al. (1968) and Phillips, 1972 (Miller, 1981), among others, examined the influence of a teacher's conceptual system upon the students. A more positive perception of classroom atmosphere was held by students whose

teachers had higher conceptual levels. These pupils were more involved in classroom activities, more cooperative and helpful, higher in achievement, and less concrete in thought and reactions than students of System I teachers. Contrary to CS Theory, Allen's (1977) inquiry into the effect of teacher and student conceptual level and program openness on student self-esteem and attitudes toward school, revealed that lower conceptual level students had lower self-esteem and more negative attitudes than higher conceptual level groups regardless of the teacher's conceptual level. Even more contradictory was the finding that low conceptual level teachers as compared to those with higher conceptual levels, seemed to elicit greater self-esteem and more positive attitudes in System III and IV students.

These studies are illustrative of the educational research in which conceptual systems theory is used as a variable. Greater abstractness in a teacher's conceptual developmental level is reflected in various dimensions of teaching which encourage students to express themselves, theorize, and execute search behavior. A majority of the studies support the opinion that higher conceptual levels aid teachers in developing a teaching style and applying sanctions in a way favoring a humanistic classroom atmosphere as well as development of a student's conceptual system. Only two of the studies examined, Allen (1977) and Williams (1980), produced results contradicting hypothetical expectations of CS Theory.

Educational Role for Modification of Conceptual Systems. Education's role is not simply to "train" people or instill existing norms (Harvey, 1970; Harvey, et al., 1961; Pryor, 1975). The goal of every

educator should be to promote the development of individuals who can successfully and responsibly cope in a changing world.

Harvey, et al. (1961) repeatedly affirm that the most desirable way to reach this goal is to guide an individual toward a more abstract conceptual system, producing a person who is creative, individualistic, flexible, and inquiring. This, however, has not been the general out-come of our educational system. Socializing influences in the school environment which stress positive attitudes towards traditions and persons of authority appear to prohibit development towards abstract functioning. In a four year longitudinal assessment of college student's conceptual systems made at two major teacher-training institutes, Harvey (1970) discovered that System IV functioning occurred most fre-quently in the sophomore year, gradually diminishing throughout the college career. In other studies (Harvey, 1970) over half of the teachers, three-quarters of the principals, and ninety percent of the superintendents operated at System I. As some of the previous reviews show, there are exceptions.

In determining which forms of instructional methods were likely to produce conceptual progression, Harvey, et al. (1961) identified "training" methods which extended from unilateral to permissive to informational interdependent training. Rigidity and explicitness characterized unilateral training. Goals and regulations were teacher determined while the occurrence of exploratory behavior by students was ignored. "Complete group freedom" has been used to describe permissive training. Lack of direction and a specific reference for determination of criteria and standards represents such training.

Interdependent training values the individual. Exploratory behavior
and the discovery of alternative solutions are encouraged and rewarded.
Policies are clear and justifiable. Rather than being a source of
orders and prescribed behaviors, the teacher acts as an interpreter
of reality.

Initiating developmental progression requires conditions in
which the individual is permitted to explore, manipulate his/her
environment, and actively use his/her own thought processes to explain
and correlate concepts. These conditions were implied by Harvey, et
al. (1961) when describing informationally interdependent training.

Development occurs gradually, in an expressed order. One cannot
jump immediately from a concrete to an abstract function. Before organ-
izing an environment to produce maximum development, the educator must
be sensitive to the stage at which the person is functioning. Indi-
viduals at varying conceptual levels will react very differently to the
same teaching methods and classroom conditions. Learning approaches
must therefore consider the present level at which the individual is
comfortable, as well as conditions which help him/her move to a more
abstract stage. An environment too far beyond one's current conceptual
level is overwhelming and defeating. A level below is not challenging
and stimulating. Brown and Strom (1972) designate basic principles
providing optimum progression from lower to higher levels of develop-
ment. For individuals with a simple, concrete conceptual system the
best environmental conditions for development should encourage inde-
pendence within standards and procedures prescribed by the teacher.
Tasks should be structured, yet provide opportunity for independent

thinking. Initial, concrete experiences with reality should provide later opportunities for additional application. Inappropriate teaching methods at this stage of development would include overuse of symbolic approaches to learning, being either too highly structured or allowing too much independence in learning and expecting the use of concepts not yet clarified and integrated. At more complex conceptual stages, when individuals are more assertive and independent, the teacher must encourage self-direction by minimizing prescribed rules and pressures. Opportunities should be provided for independent discovery of conceptual relations, use of symbolic materials, interpretation of experiences, integration of learning, and cooperative relationships. Practices inhibiting advancement and/or causing regression include use of competitive and/or simplistic cognitive activities, failure to deal with abstractions, and extreme emphasis of mutuality in interpersonal relationships. Attaining and maintaining conceptual abstractness requires encouragement and support.

For the conceptually mature teacher, student conformity will not be a goal; rather, individualism will be accepted and growth nurtured. Knowledge will no longer be an end in itself, but a means by which students achieve autonomous, interdependent behavior. Pryor (1975) stipulates that if development is the superordinate goal in education, teacher educators should plan programs stimulating conceptual development in prospective teachers.

A teacher's conceptual developmental level can be extremely important to the creation of an educationally desireable classroom atmosphere. Students grow socially, emotionally, and intellectually

only when a teacher is comfortable about allowing them to investigate and evaluate alternative behaviors, values, and goals. Research indicates that provision of environments meeting individual needs of students with varying conceptual levels requires the flexibility and multiplicity possessed by System IV teachers (Harvey, 1970).

Custodial and Humanistic Discipline Ideology and Conceptual Systems Theory

The discipline perspective taken here is one of student self-direction. Self-control and responsibility evolves as the student is provided opportunities to explore and evaluate values, goals, and behavior. Research has demonstrated that the more humanistic a teacher's discipline ideology, the greater the chance for students to move towards inner-direction and control. Characteristics associated with a humanistic ideology are also those displayed by teachers with more abstract conceptual systems. Speculating from findings on pupil control ideology and conceptual systems theory, it seems likely that CS Theory has an impact on the development of a teacher's PCI. Low conceptual level teachers have been found to be either unable or unwilling to modify their behaviors to accomodate students with varying conceptual levels (Miller, 1981). Classroom conflicts evolving as an individual breaks away from dependent relationships and becomes more assertive and independent can be seen in perspective by teachers of higher conceptual systems. A teacher recognizing moderate negativism as necessary for becoming inner-directed, will not consider students struggling for identity and self-reliance to be "just another behavior problem."

Educational programs should provide opportunities and conditions facilitating development of teachers as well as students. As was previously mentioned, this is not always the circumstance. In pre-service and in-service education programs, student teachers and teachers are presented idealistic orientations and strategies for controlling students, yet rarely guided towards development of personality and behavioral characteristics allowing them to fully utilize the classroom management techniques stipulated. Then, once out in the schools, organizational climates valuing subordination, impersonality, tradition, conformity, and loyalty, force even the higher conceptual level teachers into a predetermined mold (Hoy and Rees, 1977; Jones and Harty, 1980). The established school environment with its norms, role expectations and relationship patterns, acts as a barrier to the humanistic, conceptually abstract teacher who wishes to incorporate methods promoting conceptual development and self-control. Teacher education programs might act as catalysts for the improvement of general school atmosphere by promoting learning which lessens the teacher's custodialism and enhances conceptual development.

Chapter 3

METHODS AND PROCEDURE

For a teacher to successfully establish and maintain a positive
learning environment, s/he must develop a vast repertoire of techniques
for coping with and reacting to any particular problem. Strategies
selected and developed will be those with which the teacher is com-
fortable, and those which are consistent with his/her values and ideology
towards discipline. This study was designed to investigate the relation-
ship between a teacher's conceptual developmental level and his/her views
on classroom discipline. Chapter three will describe the various design
aspects of the study. Appropriate sampling techniques and statistical
tools were determined through consulation with the South Dakota Agri-
cultural Experiment Station statistician.

Sample

Home economics teachers in South Dakota's public and private
secondary schools were chosen as the population for study. Names and
addresses of instructors in the selected population were obtained from
the South Dakota State Department of Education and Cultural Affairs,
Division of Vocational-Technical Education, Home Economics Education
Services. Teachers were divided into four groups according to the
enrollment of the school in which they taught. Population groups were
designated as: under 100, group one; 101 - 250, group two; 251 - 500,
group three; and over 500, group four. A sample of 100 was drawn, with
25 percent from each population group. The 100 teachers represented

44 percent of the 228 home economics teachers employed in South Dakota public and private schools during the 1981-82 school year. Three alternates from each population group were also selected.

Instrumentation

Research instrumentation consisted of three parts: (1) Background Information, (2) the Pupil Control Ideology (PCI) Form, and (3) the Conceptual Systems Test (CST). The background information section (Appendix A) was developed by the researcher. Questions were designed to solicit responses which would serve as independent variables. These particular variables were chosen on the common belief of most educators and the public that years of teaching experience, professionalism, and the size of classes and of the school influence discipline problems and practices.

Part two of the instrumentation, the PCI Form, found in Appendix B, was developed by J. D. Willower, T. L. Eidell, and W. K. Hoy in 1967. Permission to use the instrument was obtained from J. D. Willower. The PCI Form is a 20 item Likert-type questionnaire measuring teacher's views of pupil control on a humanistic-custodial continuum. As used in the PCI Form, humanism refers to an accepting, trustful, optimistic view of students' ability to be responsible and self-disciplining. Custodialism emphasizes rigidity, maintenance of order, and a general distrust of pupils.

With the exception of items five and thirteen which were reversed, responses on the PCI were scored as: strongly agree = 5, agree = 4, undecided = 3, disagree = 2, and strongly disagree = 1. Possible score

range was 20 to 100, with a lower score indicating a more humanistic viewpoint.

Approximately seventy studies have used the PCI Form to probe relationships between discipline ideology and teachers' dogmatism, value orientation, creativity, verbal fluency, self-actualization, and professionalism, among other factors permeating the life of the school. Data from two different populations were used to calculate reliability coefficients. Split-half reliability testing yielded co-efficients above .91. Validation of the instrument was based on the determination that teachers judged by their principals to be more humanistic had significantly lower PCI scores than those who were more custodial. Judgements were significant at the .01 level of confidence. A direct relationship exists between the PCI Form and a companion instrument, the Pupil Control Behavior Form which measures the actual controlling behavior teachers employ in the classroom (Borich and Madden, 1977; Willower, 1975).

O. J. Harvey and James K. Hoffmeister's Conceptual Systems Test (CST-71) is a copyrighted test obtained from the Test Analysis and Development Corporation (TAD), Boulder, Colorado. Developed to measure various levels of conceptual functioning, the 1971 revised version of the Conceptual Systems Test is composed of 48 items to which individuals respond on a five-point scale ranging from 1 = I agree completely to 5 = I disagree completely.

Six factors are identified by the CST-71: Divine Fate Control (DFC), Need for Structure-Order (NSO), Need to Help People (NHP), Need for People (NFP), Interpersonal Aggression (IA), and General Pes-

simism (GP). Divine Fate Control is the belief that a person's life is controlled by a divine being. Items such as "In the final analysis events in the world will ultimately be in line with the master plan of God," measure DFC. Rigid organization and arrangement of one's life is expressed by the Need for Structure-Order (NSO) cluster. "Any written work that I do I like to have precise, neat and well organized," exemplifies statements revealing NSO. Need to Help People (NHP) is defined as the satisfaction received from doing things for others. NHP is inferred through questions such as "I like to help my friends when they are in trouble." The importance of personal contact with people finds expression in the Need for People factor and is assessed by such items as "I like to meet new people." Interpersonal Aggression, the expression of hostility towards others who display what the individual considers unacceptable behavior, and General Pessimism, a general distrust of people in positions of authority and power, are derived from items similar to "I like to criticize people who are in a position of authority" and "Anyone who completely trusts anyone else is asking for trouble."

Four levels or systems of conceptual functioning are scored on the CST-71. An individual classified as System I (Unilateral Dependence) is characterized by concrete thinking, inability to empathize and indiscriminate acceptance of authority. System II (Negative Independence) individuals rebel against the traditional authority, yet are still functioning in concrete thought modes. Freedom from the blind acceptance of authority, but with a strong need for friendship and approval from others characterizes System III

(Conditional Dependence) individuals. Abstract conceptual structures, i.e. creativity and problem solving skill, characterize System IV (Informational Interdependence) individuals.

Scores from the six clusters are used to assign an individual to System I, II, III, or IV. Persons having a DFC score of 2.51 or greater are considered System I's. Depending on the score pattern of the remaining CST-71 clusters, individuals with less than a 2.51 DFC score are designed as System II, III, or IV. No system level is specified if a person's score pattern does not match the predicted patterns.

Test/retest reliabilities were not available in the Test Analysis and Development manual. Cronbach's coefficient alpha yielded results ranging from .80 to .90 for the DFC, NSO, NHP, and NFP clusters. Reliability estimates for the IA and GP clusters averaged .70. Instrument validation is currently based on a sample of roughly 500 subjects. A one-way analysis of variance indicates that the CST-71 significantly differentiates between subjects categorized as concrete and those categorized as abstract. Scott's Homogeneity Ratio for all six clusters is .30 or above, indicating that the factors are replicable and internally consistant (Test Analysis and Development Corporation, 1977).

Data Collection and Analysis

A letter (Appendix C) introducing the study and requesting co-operation was sent to each subject. Upon receiving confirmation of willingness to participate in the study, a cover letter (Appendix D)

and the research instruments previously described, were sent to 102 teachers. Data was collected during September and October, 1981.

Considerable skill and time is required for scoring the CST-71; therefore, scoring was completed by the Test Analysis and Development Corporation, Denver, Colorado. Mean scores were obtained for the PCI test and each of the six CST-71 clusters. Correlational techniques were used to examine the relationship between the mean PCI score and each of the mean CST cluster scores. Analysis of variance was used to determine the significance of the relationship between PCI and CST clusters, and personal data. A general linear models procedure was done to determine the relationship of the interaction of selected personal information variables to PCI and the six CST clusters. Significance was measured at the .05 level in all tests. Data was statistically analyzed through the South Dakota State University computer center.

Chapter 4

RESULTS AND DISCUSSION

The purpose of this study was to investigate the relationship between a home economics teacher's discipline ideology and conceptual systems level. This chapter explains the results of the study. A background and description of the subjects are provided. The findings and their statistical significance are presented.

Ninety-three or 91 percent of the home economics teachers who originally agreed to participate in the study returned the questionnaires. Responses of the 93 teachers provide the basis for all inferences and conclusions made by the researcher.

Description of the Subjects

Table 1 provides a summary of selected background information obtained from the teachers. In testing the hypotheses, the characteristics indicated were used as independent variables.

East (1980) describes the average home economist as a forty year old white, married, female holding a bachelor's degree with some additional graduate credits, and living in an eastern, northern, or central state. South Dakota's home economics teachers are typical of the "average" home economist. All teachers in the randomly selected sample were female. (Only one home economics teacher in the state is a male.) A majority of the subjects taught in public senior high schools, which in South Dakota generally refers to grades 9-12. Approximately 60 percent held bachelor degrees, plus additional hours, while 9.7 percent had master's. In the United States the average

Table 1

Background and Description of Subjects

Characteristic	Subjects	
	Number	Percent
School Size		
Less than 100	22	23.7
101 - 250	26	27.9
251 - 500	21	22.6
Over 500	24	25.8
Highest Degree Held		
Bachelors	29	31.2
Bachelors +	55	59.1
Masters	9	9.7
Years of Teaching Experience		
First year - 2 years	13	14.0
3 - 5 years	22	23.7
6 - 10 years	23	24.7
11 - 15 years	15	16.1
16 and over	20	21.5
Average Class Size		
10 or less	13	14.0
11 - 20	62	66.7
21 and over	18	19.3
Total Number of Boys in Home Economics		
10 or less	43	46.2
11 - 20	26	28.0
21 - 30	12	12.9
31 and over	12	12.9
Public or Private School		
Public	87	93.5
Private	6	6.5
Junior or Senior High School		
Junior High	17	18.3
Senior High	76	81.7
Membership in Professional Organizations		
Inactive (none)	7	7.5
Active (1 - 2)	58	62.4
Very Active (3 or more)	28	30.1

N = 93

percentage of all female secondary teachers having a bachelor's or bachelor's plus is 68.9 percent, while 27.9 percent hold master's (Grant and Lind, 1979). Although no attempt at stratification of years of teaching experience was made, there was even distribution on this item. Twenty-three percent of the teachers had been teaching from 6 to 10 years. The national median years of experience for secondary women teachers in all fields, is 8 years (Grant and Lind, 1979). With as many teachers having taught 16 years or more as those having taught 3-5 years, the indication is that South Dakota home economics teachers have good longevity.

The percentage of teachers belonging to two or three professional organizations was 62.4 percent with 30.1 percent involved in 3 or more and 7.5 percent joining no organizations. Major organizations to which the teachers belonged included the National/South Dakota Educational Association, the American/South Dakota Home Economics Association, and the American/South Dakota Vocational Association. A few teachers belonged to less well known organizations, such as the South Dakota Indian Education Association and the Association for the Education of Young Children. No opportunity was provided on the questionnaire for teachers to indicate how active they were in each organization or why they chose not to participate in professional organizations. It is the researcher's experience that many teachers are dues paying members, yet contribute little of their time and talents. Teachers not participating in any organizations often feel that professional dues are too high for benefits received.

Secondary school teacher-student ratio in the nation in 1978 was 17.2 students for each teacher per class period (Dearman and Pliska, 1980). Average enrollment in 66.7 percent of the subject's classes was 11 to 20 students. For 14 percent of the teachers, classes averaged 10 students or less and 18 percent had 21 or more students in their classes. Over 45 percent of the subjects had 10 or fewer boys enrolled in their classes. This figure includes three teachers who taught no boys. Twenty-eight percent had between 11 and 20 boys in their classes, 12.9 percent taught 21 to 30 boys, and 12.9 percent, 31 and over. Statistics published by the United States Department of Education (1979) for the 1978-79 school year showed that boys comprised 23 percent of the national secondary home economics enrollment. With a male enrollment of 13 percent of the total number of students taking home economics, South Dakota is considerably below the national average.

Conceptual Systems Test Data

Six individual clusters are identified by the CST-71: Divine Fate Control, Need for Structure-Order, Need to Help People, Need for People, Interpersonal Aggression, and General Pessimism. A cluster score ranging from 0.00 to 5.00 is obtained from each cluster. These six factors are individually analyzed for predicting conceptual systems levels. Predetermined cluster score patterns designate the conceptual level to which an individual is assigned (I, II, III or IV). Individuals are described as System I's when the Divine Fate Control Score is 2.51 or greater. Less than 2.51 on the DFC indicates that the person is a System II, III, or IV. Only the DFC cluster is used to discriminate

between System I and System II, III, and IV individuals. The other five clusters provide no additional leverage in determining whether a person is concrete (Hoffmeister, 1981). Further analysis of the remaining CST clusters places the more abstract individual into System II, III, or IV, depending on the pattern of the scores. Persons with a score of 3.75 or above on Interpersonal Aggression and General Pessimism are described as System II. A score of 3.75 and above on Need for People and below 3.75 on Interpersonal Aggression indicates that the individual is a System III. System IV is represented by individuals with low Need for Structure-Order, Need for People, and Interpersonal Aggression scores.

The CST has good capacity to separate System I from System II, III, and IV subjects. However, to discriminate among the higher levels, another test must be administered, requiring scoring by a panel of trained judges. Only two conceptual systems categories are identified in this study; concrete, composed of System I teachers and abstract, composed of System III and IV teachers. There were no System II teachers in the present study.

Conceptual Systems Levels. Ninety-three teachers returned test materials. Conceptual level could not be predicted for four of the teachers because too few of the CFC questions were answered to allow for a systems prediction. Their scores were included in the analysis of the individual CST clusters, providing additional descriptive information.

Findings on conceptual systems level in the current study was compared with previous studies and is presented in Table 2. A majority of the subjects in the present study as well as in previous studies

involving teachers and student teachers (Harvey, 1970; Murphy and Brown, 1970; Pryor, 1975) were System I's. One possible explanation is that System I individuals tend to select professions compatable with their beliefs system and in which they feel comfortable. Moreover, school atmosphere seems to enhance concrete functioning (Hoy and Rees, 1977; Jones and Harty, 1980). Home Economics teacher training programs attempt to educate competent teachers capable of planning, implementing, and evaluating their work. Schools operating on a hierarchial structure and subject to commitments and pressures, limit the autonomy of their teachers.

A striking difference in the percentage of concretely functioning individuals exists between home economics teachers in South Dakota and family relations teachers, home economics student teachers, and practicing teachers in other studies. Although reasons for this difference cannot be determined with existing data, speculations may be made. For instance, Pryor (1975) suggests that for family relationship teachers the daily occupation of interpreting the concepts of interpersonal relationships may facilitate development towards abstract functioning. Or perhaps preservice and inservice education for South Dakota home economics student teachers and teachers in general differs from that received by teachers in other states. As Harvey (1970) notes, policies and decisions created by administrators who themselves function concretely may perpetuate sterile atmospheres failing to promote and enhance abstract conceptual systems.

System II persons are either not represented or minimally represented by teachers and student teachers. This development was examined previously in the review of literature. Since System II individuals hold negative attitudes toward social customs, it seems likely that these teachers would leave a profession in which traditionalism and bureaucracy prevail (Pryor, 1981).

Table 2

Comparison of Conceptual Systems Level of
South Dakota Subjects and
Subjects in Other Studies

Data Source	N	I (Concrete)	Conceptual Systems		
			II	III & IV (Abstract)	Admixtures
South Dakota H. E. Teachers	89	94%	0	6%	Not Determined
Family Relations Teachers *	408	48%	0	38%	14%
H. Ec. Student Teachers **	136	56%	0	24%	20%
Practicing Teachers ***	Not Reported	55%	Minimal	19%	26%

*Pryor, L. S. "Conceptual Development and Knowledge of Interpersonal Relationships: Counterpoint for Teacher Education." Unpublished doctoral dissertation, Pennsylvania State University, 1975.

**Murphy, P. D., and M. M. Brown. "Conceptual Systems and Teaching Styles." American Educational Research Journal, 7 (1970), 529-540.

***Harvey, O. J. "Beliefs and Behavior: Some Implications for Education." The Science Teacher, 37 (1970), 10-14.

CST Cluster Scores. Table 3 shows the mean scores, standard
deviations, and minimum and maximum scores for each of the six CST
clusters. Possible range of scores on the six clusters was 0.00 to
5.00. A score of 1.00 to 2.24 is described as low, 2.25 to 3.74 is
considered situational, and 3.75 to 5.00 is classified as a high
score. Situational refers to viewpoints which vary depending on the
conditions. A score of 0.00 on any of the six clusters means the indi-
vidual either failed to answer all the items determining that cluster
or items were answered extremely inconsistently. No comparisons may be
made on the individual cluster scores, since other studies reviewed
did not use the clusters separately for describing their subjects.
Before cluster scores were individually analyzed, Hoffmeister (1981),
co-developer of the CST-71, was consulted to determine if doing so
would be an appropriate handling of the data.

Table 3

Descriptive Data on CST Clusters

Cluster Name	Mean	Standard Deviation	Minimum Score	Maximum Score
Divine Fate Control	3.68	1.14	0.00	5.00
Need for Structure-Order	3.76	0.86	0.00	5.00
Need to Help People	3.91	0.68	0.00	5.00
Need for People	3.76	0.60	2.25	5.00
Interpersonal Aggression	1.96	0.67	0.00	4.00
General Pessimism	2.17	0.61	1.00	4.00

N=93

The 93 subjects had a mean score of 3.68 with scores ranging from 0.00 to 5.00 on Divine Fate Control. DFC deals with the conviction that a divine being has control of a person's life. An average score of 3.68, indicates the subjects as a whole, have a relatively high belief in a supreme being who orders and controls their lives, leaving nothing to fate. Prior evidence (East, 1980) suggests that home economists typically value the religious and practical rather than the abstract or political.

Mean score on the Need for Structure-Order cluster was 3.76, placing it in the high scoring range. Approximately 68 percent of the subjects received scores between 2.90 and 4.62. These teachers want their work organized and planned so it runs smoothly from beginning to end with very few changes in the plans. Uncertainty and unpredictability are likely to create tension and nervousness.

Need to Help People and the Need for People mean scores were 3.91 and 3.76, respectively. Standard deviations for the two clusters were .68 and .60, showing that 68 percent of the subjects had NHP scores between 3.23 and 4.59 and NFP scores between 3.16 and 4.36. Descriptive statistics indicate the sample of teachers to be people oriented. Personal satisfaction stems from helping others. People are treated with empathy and kindness. Findings concur with East (1980), who indicated that home economists wish to be of service to people and are concerned with approval, acceptance, warmth, and support.

Cluster scores for Interpersonal Aggression, averaging 1.96, and General Pessimism, 2.17, are considered low. Maximum scores for

both clusters were 4.00. Approximately 68 percent of the teachers

scored between 1.29 and 2.63 on IA, and 1.56 and 2.78 on GP. There-

fore, very few of South Dakota's teachers would express overt hos-

tility toward another individual. Subjects also believed people in

general to be trustworthy and dependable, suggesting that even though

South Dakota home economics teachers are concrete, they want to

express warmth and provide support to their students. Standard devi-

ations for the NHP, NFP, IA, and GP clusters show that subjects were

a fairly homogenous group.

Pupil Control Ideology Test Data

As identified in Chapter 3, there were 20 Likert-type items on

the PCI questionnaire. Possible score ranged from a low of 20, sug-

gesting an intense humanistic orientation to a high of 100, implicating

an intense custodial orientation. Ideologies with a center position

symbolize a neutral viewpoint in which ideas and techniques from both

theoretical premises are combined. Mean PCI score, as shown in Table 4,

was 53.84, with a minimum score of 38.0 and a maximum of 68.0. South

Dakota's home economics teachers seem to be eclectic, as reflected by

middle range scores on the PCI. Their discipline ideology combines

custodialism and humanism, depending on the situation. Humanistic

strategies will be used by these teachers with a specific student in

a specific situation, while custodial techniques will be used more

successfully with other students.

Table 4

Descriptive Data on PCI

	Mean	Standard Deviation	Minimum Score	Maximum Score
Pupil Control Ideology	53.84	6.51	38.0	68.0

N=93

Testing of Hypotheses

Table 5 presents the correlation coefficients resulting when the mean PCI score was correlated with the CST cluster means. Previous research on both conceptual systems and pupil control ideology led the researcher to postulate that teachers with low conceptual levels would show a general distrust of pupils' selfdisciplining ability and be dictatorial. This researcher believed teachers' perspectives on discipline and disruptive behavior would vary as follows:

Low Conceptual System	High Conceptual Systems
Defines acceptable student behavior.	Allows students freedom of choice. Productive behavior is mutually defined by student and teacher.
Constrictive, rewards conformity.	Provides appropriate balance of freedom and structure. Encourages problem solving and information seeking.
High frequency of unexplained rules.	Rules established with student input.
Strict rules, dealing with minute details; inconsistantly applied.	Rules applied equally to all and consistantly enforced.
Believes a quiet classroom constitutes good student behavior.	Believes students can work on and discuss projects while behaving in an appropriate manner.

Relies on authority figure and former solutions to solve problems.

Problem solving skills enable identification, analyzation, and resolution of conflicts.

Unable to assume another's role.

Respects and encourages different styles and approaches.

Forms judgements quickly; insensitive to reasons behind a problem.

Empathetic.

The major null hypothesis theorized no significant relationship between a teacher's conceptual systems level and pupil control ideology. Correlation results (Table 5) revealed that there was no significant association between discipline ideology and five of the personality clusters measured by the conceptual systems test. Since Divine Fate Control determines whether an individual is considered abstract or concrete and no association existed between PCI and Divine Fate, the hypothesis was not rejected. A minimal relationship existed between PCI and General Pessimism, indicating that as individuals become more concrete, they also are more pessimistic. Although the correlation of 0.2399 was statistically significant at the .05 level, it indicates that only 5 percent of the variance in General Pessimism can be explained by variances in PCI. In this instance, the important finding is that discipline ideology and conceptual systems, as measured by the PCI Form and the CST-71, are unrelated. Therefore, expecting educational efforts directed toward improving one to similarly affect the other might be unrealistic.

Minor null hypotheses postulated no interaction between PCI score and the demographic data or between the CST cluster scores and the demographic data.

Table 5

Correlation of Mean PCI Score with
Means of the Six CST Clusters

CST Cluster Name and Mean	Correlation Coefficient	Probability
Divine Fate Control (3.675)	-0.0346	0.742
Need for Structure-Order (3.764)	-0.1129	0.281
Need to Help People (3.914)	-0.0612	0.560
Need for People (3.762)	-0.0728	0.488
Interpersonal Aggression (1.965)	0.1782	0.088
General Pessimism (2.172)	0.2399	0.021*

PCI Mean = 53.839

*Significant at the .05 level

(a) There is no significant relationship between school size
     and CST cluster scores or school size and pupil control
     ideology score.

(b) There is no significant relationship between educational
     degree held and CST cluster scores or educational degree
     held and PCI score.

(c) There is no significant relationship between years of
     teaching experience and CST cluster scores or years of
     teaching experience and PCI score.

(d) There is no significant relationship between the size
     of a teacher's classes and CST cluster scores or the
     size of a teacher's classes and PCI score.

(e) There is no significant relationship between total number
     of boys enrolled in a teacher's home economics classes
     and CST cluster scores or total number of boys enrolled
     in a teacher's home economics classes and PCI score.

(f) There is no significant relationship between teaching in
     a public or private school and CST cluster scores or
     teaching in a public or private school and PCI score.

(g) There is no significant relationship between teaching in
     a senior high or junior high and CST cluster scores or
     teaching in a senior high or junior high and PCI score.

(h) There is no significant relationship between teacher
     participation in professional organizations and CST
     cluster scores or teacher participation in professional
     organizations and PCI score.

Analysis of variance was used to test the hypotheses. As shown in Tables, 6, 7, 8, and 9 (Appendixes E and F), scores did not show a consistent trend in interaction between any of the demographic variables and either PCI or the CST clusters. The hypotheses could not be rejected. Contrary to popular belief, these results may indicate that school size, the type of school, degree held, years of teaching experience, membership in professional organizations, class size, and boys in home economics are not factors which alone influence a teacher's views on discipline. Neither was there interaction between the selected demographic variables and the personality factors measured by the CST-71.

To more thoroughly analyze the effect of the demographic variables, the relationship between the interaction of selected pairs of demographic variables to PCI and the six CST clusters was determined. Interaction between highest degree held and membership in professional organizations, years of teaching experience and total number of boys in home economics, highest degree held and years of teaching experience, and years of teaching experience and membership in professional organizations were chosen for examination. Significant relationships were found only between highest degree held/membership in professional organizations and three of the six CST clusters, Need for Structure-Order, Interpersonal Aggression, and General Pessimism (Table 10). No additional analysis was completed to ascertain where the significance lay. General trends may be speculated. For teachers considered active in professional organizations, the higher the degree, the less their need for rigid classroom structure and order. But, individuals with a bachelors plus and masters also appeared to require more structure

Table 10

Summary Data on Significant Interactions Between the Independent Variable,
Educational Background, and CST Clusters

Independent Variable	N	Need for Structure-Order			Interpersonal Aggression			General Pessimism		
		Least Sq.Mean[1]	Value	Prob.	Least Sq.Mean[1]	Value	Prob.	Least Sq.Mean[1]	Value	Prob.
Highest Degree Held/ Membership in Profes- sional Organization			7.22	0.0015**		3.30	0.0432*		3.76	0.0285*
Bachelors/Inactive	2	(3.70)			(2.16)			(2.06)		
Bachelors/Active	23	3.92			2.23			2.23		
Bachelors/Very Active	4	(3.12)			(1.96)			(1.99)		
Bachelors +/Inactive	4	(3.53)			(2.00)			(2.19)		
Bachelors +/Active	32	3.72			1.86			2.02		
Bachelors +/Very Active	19	4.02			1.86			2.42		
Masters/Inactive	1	(3.62)			(2.01)			(2.08)		
Masters/Active	3	(3.68)			(2.46)			(2.06)		
Masters/Very Active	5	(3.70)			(1.81)			(1.86)		

[1] Mean values in parentheses were non-estimable due to the small number of subjects in each category. Values listed are calculated estimations.
*Significant at the .05 level
**Significant at the .01 level

and order as their participation in professional organizations moved from inactive to very active. Teachers very active in organizations showed less Interpersonal Aggression (open hostility towards others) as their degrees became more advanced. Subjects with a bachelors plus and actively involved in organizations generally believe people to be more trustworthy than those who hold only a bachelors. Teachers with a bachelors plus appeared to become more distrustful of people as their membership changed from active to very active. One must remember that all but two Interpersonal Aggression and General Pessimism least square means shown in Table 10 were described as low, therefore the strength of the negative reactions is low. Although statistically significant, cautious interpretation and use of the findings is necessary due to the limited number of teachers in the majority of the subcategories.

Summary

The purpose of this correlational study was to investigate the relationship between conceptual systems level and pupil control ideology. Subjects randomly selected for this study appear typical when compared to national statistics.

Analysis of the data indicated that teachers' conceptual systems levels were not related to their discipline ideologies. Personal background characteristics had no significant association with conceptual systems level or pupil control ideology.

Chapter 5

SUMMARY, IMPLICATIONS, RECOMMENDATIONS

The purpose of this study was to investigate the relationship between the conceptual systems level and pupil control ideology of South Dakota home economics teachers. The subjects were ninety-three home economics teachers teaching in South Dakota's public and private schools during the 1981-82 school year.

Harvey and Hoffmeister's Conceptual Systems Test was used to measure conceptual developmental level. Ninety-four percent of the teachers participating in the study were identified as having concrete conceptual systems. In comparing South Dakota with teachers and student teachers in Harvey's (1970), Murphy and Brown's (1970), and Pryor's (1975) studies, a greater number were designated System I's in the present study. Discipline ideology was determined with Willower, Eidell and Hoy's Pupil Control Ideology Form. The average mean for the PCI was 53.84, indicating a neutral position on discipline in which areas and techniques from both humanistic and custodial orientations are derived.

A correlation of mean conceptual systems cluster scores and pupil control ideology scores showed no relationship between conceptual systems and discipline ideology. This indicates educational efforts aimed at improving one may not affect the other. Since conceptual systems level seems not to predict discipline ideology, the use of CST scores in helping teacher educators determine the needs of student teachers and teachers when designing preservice and inservice dis-

cipline programs is impractical. Usefulness of the systems in predicting behavior is also speculative. A study by Bell in 1976 (East, 1980) failed to find a relationship between home economics teachers' teaching styles and conceptual levels. Williams' (1980) research disclosed no relationship between home economics student teachers' conceptual levels and their integration and application of human development concepts in the teaching/learning environment.

Neither PCI or any of the six CST clusters were significantly affected by the demographic variables. Two of the personal background variables, highest degree held and membership in professional organizations, were significantly related to three of the CST clusters, Need for Structure-Order, Interpersonal Aggression, and General Pessimism. The findings seem to indicate that additional formal study and involvement in organizations promotes a general attitude of trust in people and minimizes their need for a highly structured atmosphere. Actual significance of these isolated factors is limited and the importance of these findings must not be overemphasized.

The main limitation of this study was the large number of subjects classified as concrete. A stratified sample in which Systems I, III, and IV were equally represented may have resulted in data showing some type of relationship. In further research involving conceptual systems and discipline ideology, the researcher would strongly recommend implementation of testing in two phases. The initial testing would determine the conceptual systems level of all teachers in the original sample. Then from these teachers, an equal number of System I, III, and IV subjects could be randomly selected for the second phase

consisting of administration of an instrument measuring discipline
ideology.

From this research, it cannot be said that teacher preservice
and inservice education programs should concentrate on the development
of more abstract conceptual developmental levels in an effort to pro-
mote humanistic discipline ideologies. Findings do indicate the
necessity for additional study in the area of conceptual development
as related to discipline. Suggestions for further research include
investigating:

- the relationship between conceptual systems levels and
  actual discipline behavior of the teacher.
- how students are affected by having several teachers
  with varying conceptual levels in the course of a
  single day.

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APPENDIX A

Background Information

BACKGROUND INFORMATION

Circle the number(s) next to the most appropriate response(s).

A. Highest degree obtained
   1. Less than B.S./B.A.
   2. B.S./B.A.
   3. B.S./B.A. +
   4. M.S./M.A.

B. Years of experience
   1. Currently in the first year of teaching
   2. 1 - 2 years
   3. 3 - 5 years
   4. 6 - 10 years
   5. 11 - 15 years
   6. 16 or more

C. Average class size
   1. Under 10
   2. 11 - 20
   3. 21 - 30
   4. Over 31

D. Total number of boys currently enrolled in home economics classes
   1. Under 10
   2. 11 - 20
   3. 21 - 30
   4. Over 31

E. Type of school in which you teach
   1. Public senior high (9th - 12th grades)
   2. Private senior high (9th - 12th grades)
   3. Public middle school/junior high (5th - 9th grades)
   4. Private middle school/junior high (5th - 9th grades)

F. Participation in professional organizations
   1. SDEA/NEA
   2. SDVA/AVA
   3. SDHEA/AHEA
   4. Others   Please List:

If you wish to be sent a summary of the results, please check_____.

APPENDIX B

Pupil Control Ideology Form

PUPIL CONTROL IDEOLOGY

INSTRUCTIONS: Following are twenty statements about schools, teachers, and pupils. You will recognize that the statements are of such a nature that there are no correct or incorrect answers. We are interested only in your frank opinion concerning these statements. Please indicate your personal opinion about each statement by circling one response at the right of the statement.

SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree

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

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

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

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

5. Teachers should consider revision of their teaching methods if these are criticized by their pupils. SA A U D SD

6. The best principals give unquestioning support to teachers in disciplining pupils. SA A U D SD

7. Pupils should not be permitted to contradict the statements of a teacher in class. SA A U D SD

8. It is justifiable to have pupils learn many facts about a subject even if they have no immediate application. SA A U D SD

9. Too much pupil time is spent on guidance and activities and too little on academic preparation. SA A U D SD

10. Being friendly with pupils often leads them to become too familiar.   SA   A   U   D   SD

11. It is more important for pupils to learn to obey rules than that they make their own decisions.   SA   A   U   D   SD

12. Student governments are a good "safety valve" but should not have much influence on school policy.   SA   A   U   D   SD

13. Pupils can be trusted to work together without supervision.   SA   A   U   D   SD

14. If a pupil uses obscene or profane language in school, it must be considered a moral offense.   SA   A   U   D   SD

15. If pupils are allowed to use the lavatory without getting permission, this privilege will be abused.   SA   A   U   D   SD

16. A few pupils are just young hoodlums and should be treated accordingly.   SA   A   U   D   SD

17. It is often necessary to remind pupils that their status in school differs from that of teachers.   SA   A   U   D   SD

18. A pupil who destroys school material or property should be severely punished.   SA   A   U   D   SD

19. Pupils cannot perceive the difference between democracy and anarchy in the classroom.   SA   A   U   D   SD

20. Pupils often misbehave in order to make the teacher look bad.   SA   A   U   D   SD

APPENDIX C

Initial Letter to Teachers

September 10, 1981

Would you help in my research on classroom discipline?

Your help would require approximately 30 minutes to answer a two part questionnaire. The questionnaire would be mailed to you shortly if you agree to participate in the study.

Discipline is a part of every teacher's life and a major concern for many. My study is designed to gain more information about classroom teacher's beliefs in the area of discipline.

You were randomly selected from a list of all South Dakota home economics teachers to participate in this survey. All information which you provide will be kept confidential. Data will be presented in group form and no individual responses will be reported.

Your cooperation is needed and would be very much appreciated. Please return the enclosed postcard by September 18, 1981.

Sincerely,

Kathleen Winberg
Graduate Student

Dr. Edna Page Anderson, Head
Home Economics Education

APPENDIX D

Cover Letter

September 30, 1982

Thank you for agreeing to participate in my study on classroom discipline. Enclosed is a personal data sheet and two questionnaires, The Conceptual Systems Test and the Pupil Control Ideology Scale. Directions precede each of the questionnaires.

The code number on the survey forms is only for identification of returns and to organize mailing. Your responses will remain anonymous.

Please complete all materials and return them to me by October 12. The pages are printed on both sides. A self-addressed, stamped envelope has been included for your convenience.

Your participation and cooperation has been greatly appreciated.

Sincerely,

Kathleen Winberg
Graduate Student

Edna Page Anderson, Ph.D.
Head of Home Economics Education
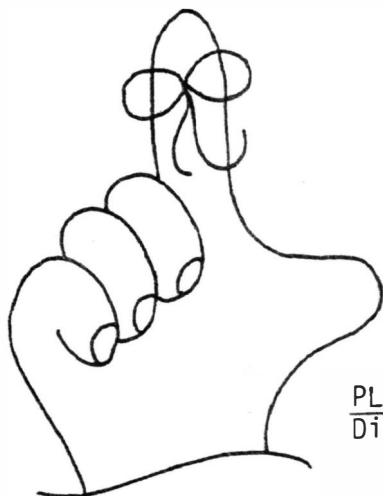
PLEASE RETURN BY OCTOBER 12
Did you complete all 4 pages?

APPENDIX E

Table 6: Analysis of Variance for PCI
According to Independent Variables

Table 6

Analysis of Variance for PCI According
to Independent Variables

Independent Variables	N	Mean	St. Dev.	F Value	Prob.
School Size		53.839	6.488	1.24	0.3012
Less than 100	22	53.227			
101 - 250	26	53.462			
251 - 500	21	52.524			
Over 500	24	55.958			
Highest Degree Held		53.839	6.532	0.74	0.4817
Bachelors	29	55.000			
Bachelors +	55	53.436			
Masters	9	52.556			
Years of Teaching Experience		53.839	6.602	0.39	0.8182
First year - 2 years	13	53.231			
3 - 5 years	22	54.136			
6 - 10 years	23	52.609			
11 - 15 years	15	54.533			
16 and over	20	54.800			
Average Class Size		53.839	6.552	0.46	0.6337
10 or less	13	53.538			
11 - 20	62	53.516			
21 and over	18	55.167			
Total Number of Boys in Home Economics		53.839	6.559	0.57	0.6388
10 or less	43	53.419			
11 - 20	26	54.423			
21 - 30	12	55.500			
31 and over	12	52.417			
Public or Private School		53.839	6.515	0.94	0.3348
Public	87	53.667			
Private	6	56.333			
Junior or Senior High School		53.839	6.512	1.04	0.3107
Junior	17	55.294			
Senior	76	53.513			
Membership in Professional Organizations		53.839	6.564	0.29	0.7471
Inactive (none)	7	53.714			
Active (1 - 2)	58	54.224			
Very Active (3 or more)	28	53.071			

APPENDIX F

Table 7

Analysis of Variance for Divine Fate Control and Need for
Structure-Order According to Independent Variables

Independent Variables	N	Divine Fate Control				Need for Structure-Order			
		Mean	St. Dev.	F Value	Prob.	Mean	St. Dev.	Value	Prob.
School Size		3.675	1.152	0.55	0.6556	3.764	.866	0.27	0.8472
Less than 100	22	3.866				3.754			
101 - 250	26	3.500				3.788			
251 - 500	21	3.570				3.879			
Over 500	24	3.761				3.649			
Highest Degree Held		3.675	1.153	0.18	0.8357	3.764	.861	0.41	0.6617
Bachelors	29	3.690				3.692			
Bachelors +	55	3.703				3.829			
Masters	9	3.457				3.602			
Years of Teaching Experience		3.675	1.117	2.08	0.0904	3.764	.853	1.18	0.3267
First year - 2 years	13	3.659				3.574			
3 - 5 years	22	4.008				3.660			
6 - 10 years	23	3.580				3.691			
11 - 15 years	15	3.017				3.714			
16 and over	20	3.922				4.122			
Average Class Size		3.675	1.147	0.68	0.5075	3.764	.865	0.06	0.9397
10 or less	13	3.952				3.698			
11 - 20	62	3.582				3.765			
21 and over	18	3.796				3.809			
Total Number of Boys in Home Economics		3.675	1.159	0.17	0.9124	3.764	.853	1.22	0.3069
10 or less	43	3.645				3.704			
11 - 20	26	3.643				3.625			
21 - 30	12	3.629				3.898			
31 and over	12	3.899				4.150			

Table 7 cont.

Independent Variables	N	Divine Fate Control				Need for Structure-Order			
		Mean	St. Dev.	F Value	Prob.	Mean	St. Dev.	F Value	Prob.
Public or Private School		3.675	1.149	0.13	0.7195	3.764	.857	0.82	0.3688
Public	87	3.686				3.743			
Private	6	3.511				4.070			
Junior or Senior High School		3.675	1.149	0.11	0.7451	3.764	.861	0.01	0.9072
Junior	17	3.592				3.786			
Senior	76	3.693				3.795			
Membership in Professional Organizations		3.675	1.154	0.11	0.9001	3.764	.857	0.93	0.3986
Inactive (none)	7	3.867				3.440			
Active (1 - 2)	58	3.657				3.847			
Very Active (3 or more)	28	3.665				3.674			

Table 8

Analysis of Variance for Need to Help People and
Need for People According to Independent Variables

Independent Variables	N	Need to Help People				Need for People			
		Mean	St. Dev.	F Value	Prob.	Mean	St. Dev.	F Value	Prob.
School Size		3.914	.688	0.13	0.9407	3.762	.604	0.28	0.8406
Less than 100	22	3.940				3.861			
101 - 250	26	3.965				3.736			
251 - 500	21	3.852				3.749			
Over 500	24	3.890				3.709			
Highest Degree Held		3.914	.681	0.62	0.5398	3.762	.600	0.42	0.6602
Bachelors	29	3.815				3.680			
Bachelors +	55	3.890				3.806			
Masters	9	3.836				3.752			
Years of Teaching Experience		3.914	.677	1.08	0.3691	3.762	.593	1.25	0.2956
First year - 2 years	13	3.985				3.985			
3 - 5 years	22	3.953				3.777			
6 - 10 years	23	3.772				3.625			
11 - 15 years	15	3.731				3.599			
16 and over	20	4.129				3.879			
Average Class Size		3.914	.685	0.09	0.9131	3.762	.598	0.79	0.4554
10 or less	13	3.987				3.932			
11 - 20	62	3.907				3.712			
21 and over	18	3.887				3.808			
Total Number of Boys in Home Economics		3.914	.685	0.37	0.7781	3.762	.602	0.47	0.7076
10 or less	43	3.850				3.711			
11 - 20	26	4.029				3.867			
21 - 30	12	3.913				3.801			
31 and over	12	3.897				3.673			

Table 8 cont.

Independent Variables	N	Need to Help People				Need for People			
		Mean	St. Dev.	F Value	Prob.	Mean	St. Dev.	F Value	Prob.
Public or Private Schools		3.914	.671	2.82	0.0963	3.762	.591	2.77	0.0994
Public	87	3.884				3.735			
Private	6	4.360				4.150			
Junior or Senior High School		3.914	.681	0.14	0.7077	3.762	.600	0.00	0.9724
Junior High	17	3.971				3.757			
Senior High	76	3.902				3.763			
Membership in Professional Organizations		3.914	.684	0.21	0.8107	3.762	.602	0.15	0.8602
Inactive (none)	7	4.073				3.641			
Active (1 - 2)	58	3.895				3.771			
Very Active (3 or more)	28	3.914				3.772			

Table 9

Analysis of Variance for Interpersonal Aggression and General Pessimism According to Independent Variables

Independent Variables	N	Interpersonal Aggression				General Pessimism			
		Mean	St. Dev.	F Value	Prob.	Mean	St. Dev.	F Value	Prob.
School Size		1.965	.665	1.10	0.3537	2.172	.623	0.72	0.5442
Less than 100	22	2.091				2.239			
101 - 250	26	1.952				2.282			
251 - 500	21	1.754				2.078			
Over 500	24	2.049				2.072			
Highest Degree Held		1.965	.660	1.74	0.1821	2.172	.611	2.34	0.1017
Bachelors	29	2.135				2.266			
Bachelors +	55	1.861				2.188			
Masters	9	2.056				1.767			
Years of Teaching Experience		1.965	.664	1.11	0.3589	2.172	.627	0.48	0.7506
First year - 2 years	13	2.198				2.167			
3 - 5 years	22	2.080				2.307			
6 - 10 years	23	1.768				2.176			
11 - 15 years	15	1.900				2.028			
16 and over	20	1.963				2.128			
Average Class Size		1.965	.664	1.21	0.3024	2.172	.626	0.09	0.9144
10 or less	13	2.230				2.218			
11 - 20	62	1.925				2.152			
21 and over	18	1.912				2.204			
Total Number of Boys in Home Economics		1.965	.677	0.02	0.9932	2.172	.618	1.15	0.3346
10 or less	43	1.979				2.077			
11 - 20	26	1.942				2.354			
21 - 30	12	1.958				2.188			
31 and over	12	1.973				2.098			

Table 9 cont.

Independent Variables	N	Interpersonal Aggression				General Pessimism			
		Mean	St. Dev.	F Value	Prob.	Mean	St. Dev.	F Value	Prob.
Public or Private School		1.965	.664	1.55	0.2158	2.172	.617	1.93	0.1682
Public	87	1.943				2.195			
Private	6	2.292				1.833			
Junior or Senior High School		1.965	.666	1.00	0.3190	2.172	.621	0.69	0.4099
Junior High	17	1.819				2.059			
Senior High	76	1.998				2.197			
Membership in Professional Organizations		1.965	.666	0.96	0.3870	2.172	.626	0.03	0.9720
Inactive (none)	7	2.083				2.190			
Active (1 - 2)	58	2.020				2.181			
Very Active (3 or more)	28	1.821				2.148			

THE RELATIONSHIP BETWEEN HOME ECONOMICS TEACHERS' CONCEPTUAL SYSTEMS LEVELS AND CLASSROOM DISCIPLINE IDEOLOGIES

Abstract

KATHLEEN R. WINBERG

This study was designed to investigate the relationship between South Dakota home economics teachers' conceptual developmental levels and their views on classroom discipline. A stratified random sample of ninety-three junior and senior high home economics teachers teaching in South Dakota's public and private schools was studied.

Harvey and Hoffmeister's Conceptual Systems Test was used to measure conceptual systems level. Discipline ideology was determined with Willower, Eidell, and Hoy's Pupil Control Ideology Form. Ninety-four percent of the teachers participating in the study were identified as having concrete conceptual systems. The average mean for the PCI was 53.84, indicating a neutral position on discipline in which ideas and techniques from both humanistic and custodial orientations are derived.

A correlation of mean conceptual systems cluster scores and pupil control ideology scores showed no relationship between conceptual systems and discipline ideology. Analysis of variance revealed that neither PCI nor any of the six CST clusters were significantly related to the demographic variables of highest degree held, years of experience, average class size, total number of boys in home economics, public or private school, junior or senior high schools, and membership in pro-

fessional organizations. This indicates educational efforts aimed at improving one may not affect the other. From this research, it cannot be said that teacher preservice and inservice education programs should concentrate on the development of more abstract conceptual systems levels in an effort to promote humanistic discipline ideologies.