**VALUES AND THE CLASSROOM TEACHER**

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# ABSTRACT

This is a descriptive study of elementary school teachers' perceptions of values transmitted in classrooms. Through circulation of a survey to teachers in Public and Separate Schools in the "Golden Horseshoe" district of Southern Ontario (excluding Toronto), it was found that teachers do see themselves as promoting values which tend to be conceptual or knowledge-based and receptive and pertain to self-perception and personal growth. They also show a tendency to use more conceptual teaching strategies such as discussion. The respondents had no clear opinion regarding student disposition toward values but did feel very influential in developing that disposition. Demographic factors of gender, age, teaching division and teaching experience affected the responses to the survey. The study was undertaken to describe a very sensitive area in education in the hope of moving closer toward a more effective school system.

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# CHAPTER ONE- THE PROBLEM

## Introduction

This is a descriptive study of teachers'
perceptions regarding:

i)    educational values which teachers promote or
actively portray

ii)   how they promote or portray them

iii)  what the types of values are

iv)   how students are disposed toward these values

v)    how influential they feel in developing student's
disposition toward those values, and

vi)   demographic factors which may affect those
perceptions.

Values have been an integral part of education.
They represent societal values, or a vision of what
society should be.  As society has become more
culturally pluralistic, one tendancy has been to remove
values from curriculum, to become amoral or value
neutral.  Another alternative has been to try to
represent all of the diverse values within a diverse
culture.  A third alternative has been to teach generic
values which are universally accepted.  There also
seems to be a perception that certain values need to be
taught in order to teach prescribed curriculum,
(prerequisite values).  These points lead to many
questions about the relationship between curriculum,
values and society.  Specifically, questions surface

about what values are being taught, whose values they are, how they are being taught, how pervasively and with what kind of impact.

This chapter provides background to such questions and suggests general problems which arise from these questions. It proposes hypotheses to be addressed in the study, provides a rationale and description of the study, outlines some assumptions and limitations and addresses the importance of such a study. An outline for the remainder of the paper completes the chapter.

## Personal Background to the Problem

As with any written material, and in keeping with arguments presented in this paper, the author (this parallels the teacher/communicator in the classroom) brings certain personal, experiential and theoretical biases to the content of his/her material. Understanding these and attempting to make them explicit may aid in a broader comprehension of the work. It is with this in mind that I offer some personal background to help place this study within a context.

I began my teaching career after having completed an undergraduate degree with a mini-thesis in ethics and having worked for a time in business. My various business experiences poignantly elucidated the fact that the possession of certain values is very pragmatic, possibly essential, in successfully attaining business goals. Those goals are very clear. They are also value-laden, representing a specific

philosophical outlook on human relations, economics, aesthetics, morality and behaviour. They imply a vision of what the world is or should be. They also direct behaviour in a very profound manner. Most behaviour is implicitly, if not explicitly, related to those goals and their represented values. More importantly, immersion in this business environment, and probably any environment, can potentially change one's character and value structure.

This sociological and psychological look at values in a broader sense dirtied my pure metaphysical or epistemological view of ethics. I still believed that our personal values were the essence of our person, but now knew how fragile and susceptible many of those values were.

I also continually saw rhetoric in conflict with action, action being the truer statement of the values which lay behind that action. I firmly believe that every action or behaviour is a communication of an underlying value, a value statement. But how do individuals decide on their actions? How do they maintain convictions? How do they realistically describe their values? Are values a justification for action or the reason preceding the action? What factors come into play in choosing values? These, and a myriad of other questions, helped to take me into the field of education. What better place to see how people formulate their values and to look at the influences on those values, than working with children in their formative years? It is with this background experience and bias that I approach the subject of this study.

## Background to the Problem

"I can only teach children about one half of what I could teach them fifteen or twenty years ago."

"Why? What do you think has changed?"

"Now I have to spend so much of my time teaching them values."

This is a brief excerpt from a staffroom conversation with a teaching colleague of mine. I have since had many other conversations with experienced teachers expressing the same concern. I understood, but at the same time was startled by what lay under the message.

I understood that there has been a very definite change in societal structure, injected with new values, sometimes confusing, often overwhelming in number and definitely not in a neat conceptual package. I also understood that there are very definite academic curriculum mandates which have not changed fundamentally during this period, except perhaps by becoming greater in number and more of a burden. These mandates assume certain socio-economic, cultural, personal, interpersonal, family, aesthetic, technical, moral and other values to some degree and help to reinforce those by ensuring success to those children who easily adapt to them. Changes in societal values may run counter to those values which curriculum assumes, making it more difficult to teach that curriculum. I also understood that teaching children now in the same manner as they were taught fifteen to twenty years ago may not be as effective as it was then.

I was startled that the above-mentioned teacher was "teaching values."  I was also concerned by the inference that teaching values is somehow less important than teaching other material, and that values appear to be separable from other curriculum material. I also realised by reflecting on that conversation that herein may lie the essence of the educational enterprise, especially in the public shool system.

This teacher was apparently trying to change the character of the children by manipulating their values, or perceived lack of values, to match the curriculum material in order to teach that material more easily. The assumption here appears to be that we need to change childrens's values to suit curriculum rather than changing curriculum in response to children's values and changing needs.  This would seem to suggest that schools are not to reflect society's values or to be representative of them but to project values from another source onto children, in turn shaping some vision of what a child or society is, or should be. Whose vision is this?  Are not publically funded schools, in a representative democracy, ultimately responsible to the society which supports them?  As such, should they not represent the values of that society, the things that society deems important?

Teaching values has always been, until recent times, a commonly accepted part of education, whether it be teaching and preserving traditional Judeo-Christian morals, political tolerance, rules of conduct, respect of authority or other traditional societal values.  Teaching children in Western society involves teaching the commonly accepted values and

traditions of Western society in preparation for life within that society. It also involves preserving those values and traditions in order to maintain that society or a projected vision of a future society. But there have been recent trends to see education as being an amoral activity. Societal values and traditions have become less clear, and teaching values has been seen to conflict with some cultural sensitivities. The response has been, in part, to try to remove everything from curriculum that may be sensitive to some groups in society. Values clarification methods and other approaches to teaching values claim not to promote any particular stand on values, but to allow children to develop and clarify their own. To openly admit teaching values in this context is rather surprising.

To teach specific types of values in order to make teaching curriculum easier has some startling implications. The possession of certain values appears to be a necessary precursor to school success. Curriculum may be rife with values that run contrary to current societal values. Although many school materials may have been screened to weed out unwanted values, teachers may be having to supplant those attempts by teaching other values. What kinds of values are being taught, and therefore, what kinds of values do teachers see as being important precursors for the curriculum success of children?

If the end is the teaching of curriculum, and the means involves teaching appropriate values, curriculum takes higher precedence over values. Not only that, but curriculum directs and validates those values which are appropriate to it. However, it appears that

curriculum does not directly address or acknowledge those values, or the above-mentioned teacher may not have seen them as separate. Were they considered part of the curriculum, this teacher would not have felt that she was not teaching as much. She would have felt that the focus and type of curriculum had changed, not that she was teaching less of it. Are values to be seen with such narrow vision as a means to an end, isolated from the society and personalities from which they are derived?

Are values somehow separable from other educational material? Teaching certain values to enable other materials to be taught implies that they are separable entities. I would contend that all materials, activities, expectations and social and personal interactions are value-laden. Attention may be focused on the interpretation of the values implied, but the values cannot be isolated. Every action communicates values implicitly or explicitly. Attempts to isolate and separate values from action runs the risk of hypocrisy. All activities in the classroom teach and support or preserve certain values and ignore others. Classrooms cannot be value-free. This teacher had some intuition that there was a strong connection between values and other materials, for she felt that they both had to support each other. But she was guessing about what values and how to teach them and was seeing them as a burdensome appendage to her curriculum.

Perhaps this is one of the central issues of the educational enterprise. Schools teach, promote, encourage, reward, support and sustain certain values

through every activity which touches children. They also ignore numerous other values. They cannot avoid this. Yet, prescribed curriculum concentrates on skills and knowlege as its foundation rather than the values they represent. In fact, values tend to be addressed separately, if at all. Values communicated through classroom practice are not common knowledge to parents, teachers, students or many people associated with the educational enterprise. In some private, and to a lesser extent, separate schools, the issue of values is addressed more clearly and is communicated through board or school philosophy.

The public schools, accountable to the general public with the expectation that they are representative of them, are very vague about the issue of values, and reasonably so, because they cannot deal uniformly with the number of varied values in a cultural mosaic. Their mandate may be too large. They may need to become more regional in response to regional values, and in response to individual teacher's teaching philosophy, to allow parents a choice in the education of their children. This would suggest critical analysis of actions, policies and materials which find their way to active use in classrooms, to determine what types of values are represented. Further, these values should be openly acknowledged, clearly communicated and an integral part of prescribed curriculum.

Public education is continually being criticized in the media for its failures. High drop-out rates, poor international ranking, lack of discipline, lack of accountability, high illiteracy rates and other major

social/educational problems are being blamed on the
public school systems. One way to address these
problems is to look at the mandate of education, to
assess its social responsibility. The values that are
transmitted in schools are some of the most lasting and
important aspects of the educational experience.
Skills and knowledge required for successful
assimilation into society are important as well, but
they cannot be completely separated from the values
that they represent. The selection of appropriate
skills and knowledge is representative of some,
necessarily biased by exclusion, vision of what society
is or should be.


## Statement of the Problem Situation


From the above discussion, one very major function
of current educational institutions is to instill
values, beliefs and attitudes in the children who pass
through them, and to produce or perhaps reproduce those
values. To overlook this function may be to do a grave
disservice to the public, children and to practicing
educators. I am not suggesting a specific approach to
this function, but rather a need for the recognition
and awareness of this aspect of learning by teachers
and all participants in the educational community.

If this area is being overlooked, there is a need
to begin to gather information about what kinds of
values are being communicated and passed on to
students, how they are being transmitted, by whom and

with what degree of success, in order to critically
evaluate what is happening in the school system.

Attempts at identifying what values are in fact
being promoted through the schools are riddled with
problems, in part because each school, school board,
administration and teacher may hold differing sets of
values.  Second, it is difficult to identify the
specific values communicated to each student by any
single school policy, statement or action.  The
cumulative or repeated exposure to these factors may be
more critical but harder to evaluate.  Third, what an
individual states as a personal value may differ from
what they express in action.  Fourth, values may be
transient in nature, changing in differing situations,
therefore being difficult to define apart from a
specific context.  Numerous other difficulties have
caused this area of education to be overlooked.


## Purpose of the Study


The purpose of this study is to begin to describe
teacher perceptions of these issues.  It is an attempt
to explore and to open the issue of values in education
in order to find shortcomings, to find overt trends, to
discover perceived strengths and to begin to build an
educational system which is democratically responsive
to the society which gives it support.  It is
exploratory in nature, not definitive, and not
suggestive of  any specific value or approach to values
in education.  It is a beginning in the search for
answers to some very broad, encompassing questions.

## Questions to be Investigated

The first problem to explore is whether values are being promoted consciously by teachers. If they are, then what types of values are being promoted? How can these values be classified or sorted? How are they being promoted? Are there any factors which influence the types of values promoted? How influential are teachers in promoting these values? How responsive are students and what is their disposition toward these values? Is there a specifically male or female orientation toward values which finds imbalanced expression in classrooms? Do moral or value opinions and expressions change as teachers age? Is there some correlation between or within differing age groups and the types of values promoted? Are different values promoted in different grade levels, taking into account various developmental stages of moral or value reasoning? Does teaching experience affect the kinds of values promoted in classrooms? Is there a specific and perhaps narrow set of uniquely educational values which receive emphasis as teachers' experience and exposure to educational norms increase? Is there any kind of consistency between grade levels or teachers of differing gender, age, or teaching experience? Do certain age-specific or gender-specific values predominate in classrooms? Is the peception of teacher influence affected by age, gender, teaching division or teaching experience? Is the perception of student disposition affected by these same factors? Do these perceptions affect the types of values promoted? Answers to these types of questions may begin to open

the door to critical evaluation of values practices in schools.

## Conceptual Assumptions Regarding the Investigation of these Questions

There are great assumptions made when attempting to find even partial answers to these questions. The most obvious assumption is that these types of questions can be investigated, that values are things that exist as real entities, conceptual forms, metaphysical phenomena or in some other sense. Values can be described, deliniated and communicated. This statement assumes that values can be isolated in some manner from other phenomena and can be discussed indepedently. It also assumes that there is some common understanding about what values are and how they can be communicated.

In order to answer these types of questions, there is an assumption that **teachers** can recognize values and strategies used to promote them. Teachers, it will be shown in the next chapter, may be inadequately prepared to deal with values and to be able to effectively deal with this subject area. It has also been shown that many teachers do not understand some of the basic mechanisms of values transmission. Another contention is that we are still in the initial stages with regard to understanding morals and values in general (Cochrane, 1982). If this is so, one objective must be to educate teachers as to the importance of values education and of their relative inexperience in the area.

There is an assumption that stated values by
teachers and strategies for promotion actually find
expression in classroom practice. An even greater
assumption is that this expression has some impact on
students. Conclusions drawn from asking teachers to
express themselves with regard to values cannot be
applied to actual values transmission. That would be
the subject of a much broader study. Asking for a
teacher's statements of values and practice can only be
reasonably applied to a teacher's intentions, explicit
directives or desires for actual values trasmission.
There may be little or no direct connection with actual
classroom practice on an explicit level and even less
at the implicit level. As a result there may be little
impact on students in the manner suggested by a
teacher's statement.

## Delineation of the Research Problems

Given the background to the problem, the volume
and scope of the questions which arise from that and
the conceptual assumptions which underlie investigation
of these types of questions, the problem appears to be
how to describe teacher values and their transmission
in the classroom situation. In turn, the problem is
how to describe teacher influence on the transmission
of those values, how students are disposed to those
values and what basic factors influence them.

The problems for investigation are as follows:
1. Do teachers see themselves as promoting values in
the classroom?

2.    Do teachers favour the use of particular
strategies in the promotion of values?


3.    Do teachers favour the promotion of some
Categories of values over others?


4.    Do teachers hold clear opinions about student
disposition toward the indicated values?


5.    Do teachers hold clear opinions about their direct
personal influence on their students developing a
disposition toward the values that they see themselves
as promoting within their classrooms?


6.    Do the factors of gender, age, teaching division
and teaching experience have some effect on these
responses?



## Importance of the Study


If some of the questions proposed can be answered
through the investigation of these hypotheses, some
very important progress may be made, in a descriptive
sense, to bring about discussion, awareness and perhaps
change in the manner by which values are transmitted in
the public school system.  As very little research has
been done to describe teachers' philosophical framework
or values stance, some research must be conducted.
Most of the studies in this field have been theoretical
or critical in nature. Other descriptive studies have
tended to focus on detailed analysis of practice in one

classroom or school, the results being difficult to apply in a broader sense. A description needs to be generated of the philosophical framework or values stance of a number of teachers in a number of schools from a variety of demographic areas. From such a study it may be determined where the perceived weaknesses are, how teacher values align with parental and societal values and if schools are meeting the values needs of the community.

This study does not propose to answer all questions, to apply to all teachers or even to teachers within the population of the sample. It does propose to begin to explore questions which have hitherto not been addressed adequately.

## Outline of the Remainder of the Study

In the remainder of the study, pertinent literature is reviewed to help reinforce many of the points made in the background to the problems in this chapter. This is done in Chapter Two. In Chapter Three the methodology and procedures used to gather information to investigate the hypotheses are outlined and justified. The results of the information gathered are analysed and evaluated in Chapter Four, while a summary is made and the conclusions, recommendations and significance of the study are examined in Chapter Five.

# CHAPTER TWO- REVIEW OF THE LITERATURE

## Purpose of the Review

The purpose of this literature review is to
establish that the teachinng of values is an
unavoidable part of education and a central, yet
relatively undeveloped, issue within education.  I will
draw upon existing literature in the field to support
points already made in the background to the problem in
Chapter One, and to establish the need for research.

## Outline of the Review

In this chapter I wrestle with the difficulty of
defining the term "value."  I will try to establish
that schools have and still do teach values.  These
values are either reflective of society or projective.
As society has become more pluralistic, values have
become less clear.  In this context, teaching values
has been perceived negatively.  Responses from
educational institutions have been ineffective.
Teaching necessarily means teaching values, and there
is a need to perceive the teaching of values in a new
light.  Research must be conducted to see where schools
are with regard to teachers' values, strategies,
perception of influence and student disposition, and
demographics.  Some studies addressing these issues are
mentioned to assist in formulating the questions and
survey for this research study.

## The Nature of Value

The first difficulty when dealing with the problem of values is the term itself. The term is used in very widespread and often confusing ways. Since Plato's time, philosophers have discussed a number of issues such as the good, the right, obligation, virtue, moral judgment, aesthetic judgment, truth and other similar issues in a similar manner. According to Frankena (1972), in the nineteenth century the conception of a general theory of value and valuation was born, or rediscovered in Plato, which would include all of the above topics. However, there is great disagreement about the use of the term in philosophical usage, and even more so in popular usage, partly because of a failure to recognize differences in meaning.

It is generally agreed that "value" refers to all kinds of critical statements in contrast to statements of fact or existence. These statements involve judgment or estimation. But even this simple statement is problematic, in that it is not clear where to draw the line between judgment and fact or existence. Is not fact or existence partially a determination of judgment? Even within the realm of clear value judgments, as Dewey (1939) would argue, there are two senses of its use. To prize, like, esteem or cherish involve mere desiring or liking or matters of taste. To apprize, appraise, estimate or evaluate involve reflection and comparison.

What is valuable or what a value actually is, is also a subject for philosophical debate. Normative theorists have looked for that which is good in itself

or has intrinsic value, while metanormative theorists have looked at the problem of the nature of value and valuation and its meaning. Values have been seen as being properties in things and as such, value judgements may be factual in nature, describing the true or false existence of that property. They may be seen to be a natural quality ascribed to what we enjoy or desire. They may be metaphysical properties, existent, but incapable of empirical description. They may simply be judgments or expressions of attitude, emotion or desire. They may also be prescriptive rather than descriptive, or recommendations as in moral values. So even the distinction between fact or existence and value is unclear.

The real question may be whether values are justifiable or rational. Of course, the position taken on what values are determines their manner of justification. Five basic positions are taken according to Frankena (1972), with regard to the justification of basic or nonderivative or axiomatic value judgments. One, they can be established by empirical evidence or by the meaning of the terms used. Two, they can be established through metaphysical argument or by divine revelation. Three, they are arbitrary and irrational and therefore incapable of justification. Four, they are valid as intersubjective conventions. Five, they may be rational or justified even though not provable by induction or deduction. How they are justified is not clear nor commonly agreed upon.

There are also many problems regarding the meaning of value as applied in varying contexts. Is there a

fundamental difference in political, economic, aesthetic, technical, moral or other values? Are all values essentially the same in terms of their source and justification and use? Can they all be treated the same or must they be differentiated, some being rational, others emotional, others divinely revealed, and still others naturally existent as properties of objects? Clearly there are many difficulties in reaching consensus on the meaning of, the justification of and the appropriate use of the term value, difficulties which are critical to the argument of this paper. I will argue that, in part, the mandate of the public schools is to resolve this issue, and the solution has been to try to find one approach which is satisfying to all sides.

Some suggestions have been made by Thomas (1989) about broad types of values, direction and strength of those values. He states that the nature of values is that they are statements of opinions, not publicly verifiable but held as a matter of personal conviction. They contrast with statements of fact which are a result of observation or measurement and are publically verifiable. Values vary in direction, being positive or negative, and strength, by the degree of conviction. That conviction may border on belief as fact. He determines four types of values. Aesthetic values deal with artistic judgements. Technical values are judgments about how effectively something operates. Economic values are judgments concerning financial profit. Moral values are the most problematic to define, but appear to deal with judgments of right and wrong action.

Regan (1977) sees the classroom as one in which components "produce the learning of universalistic and achievement values, work-oriented norms, subject matter, and study methods" (p. 395). All of these, I would contend, are representative of value-laden judgments imposed upon students in classroom settings. Those judgments may contain aesthetic, technical, financial or moral values.

For the sake of clarity in this paper, I will ignore the difficulties in conclusively defining the term and try to give it some sort of operational definition. Using the Oxford English Dictionary (Onions, 1983) as a guide, value would appear to mean "the relative status of, or the estimate of, the worth, usefulness, or importance of an idea or commodity." In addition to ideas or commodities, I would include actions, behaviours and skills. These may be more pertinent to school experiences, as teachers are regularly given the task of "evaluating" students or judging their relative value on these merits. The operative terms here refer to a judgment or estimate. That judgment or estimate need not be explicitly stated, but, I contend, is most often implied in actions or behaviour. The suggestion is that values are any aesthetic, technical, financial or moral judgment suggested, rewarded, encouraged, reinforced, evaluated or otherwise given positive or negative support by explicit or implicit means.

According to this definition, value is a very broad term, applicable to anything so long as some sort of judgment or estimate is made about relative status, worth, usefulness or importance either explicitly or

implicitly. This study begins to provide an operative
definition of the term in education by polling teachers
for specific values and value types.

For the purpose of understanding how the term is
used in the balance of the paper, I will consider
values to be the philosophical underpinning or broad
world view represented by action or behaviour. As
such, they are the background by which any and all
judgments or decisions for action are made. They may
be made explicit as goals, or broad encompasing
statements to direct behaviour, but may be entirely
implied by action. They reflect a broad perception of
the world and the individual's place in it. Their
existence may in fact be only interpretive, being
disclosed by consistency in behaviour. For this reason
there may be very little agreement between the explicit
or stated values of an individual and the values
implied by behaviour.

The manner in which we perceive the world is also
a very difficult issue. Education tends to concentrate
on three basic areas. In an educational setting,
values may be manifest in judgments or choices made in
the promotion of knowlege, operations (behaviour) and
affect. According to Popp (1989), these three areas
are the basic areas of content and also of what a
person is. I will use these as the general areas of
application of behaviour and assume these to be the
basic types of values represented in that behaviour as
related to education. Popp (1989) describes each of
these three domains as having a component hierarchy.
Knowledges at the lowest level begin with specific
facts and move to concepts or groups of related facts,

to principles of two or more related concepts, to
theories or broad encompasing principles, to systems or
broad organizations of information from which theories
can be derived. His operation begins with basic
operations or basic ways to organize information and
moves to integrated operations or combinations of basic
operations, to school skills or application of basic
and integrated operations, to complex strategies. The
affective domain begins with feelings or likes and
dislikes attached to specific events and moves to
attitudes or positive or negative sets of similar
events with similar feelings attached. It advances to
beliefs or principles with one or more attitudes, to
values or sets of related beliefs which colour
decisions, to traits or consistent characteristics of
behaviour from consistent sets of values.

Each of these levels may represent an expression
of judgment or choice if presented to children in an
educational environment. That presentation is
representative of one of these levels and may possibly
be interpreted as such. Even though the term "values"
is used in a specific manner by Popp (1989), I would
suggest that values are the broader most basic beliefs
or views of the world which influence and make sense of
knowledge, operations and affect. As such, these areas
are interdependent. Changes in one domain may
influence others. Consistent changes in many areas in
one direction may change a person's values in the
deepest sense.

In summary, it appears that values are the result
of a choice or decision which has involved judgment on
the part of an actor. Their content may be technical,

financial, aesthetic or moral and may be expressed in
varying levels of sophistication in knowledge,
behaviour (operations) or affect. Their media of
expression in education may be through policies, rules,
expectations, behaviours, materials, teaching
strategies, personal relationships, furnishings,
routines and through many other means, both explicitly
and implicitly.

## Do Schools Teach Values?

Historically, the transmission of values, more
specifically religious and moral values, was considered
a strong aspect of the purpose of education. The
growth of the public school system in Ontario was
driven by the values promoted by Egerton Ryerson, a
Methodist minister. His goal was to bring sanctity and
order to human affairs through education. That
education was predominantly moral. Ryerson believed
that moral law was not innate and "could only be
introduced to the mind by Christian revelation, and
thus by Christian education" (Prentice, 1977, p.31).
He sought to establish a system of public education
that was Christian but non-denominational
(Brehaut,1984). The other major player in the
formation of the public school system, the Reverend Dr.
John Strachan, was a proponent of formal schooling but
under established church auspices. Both were resolute
in pursuing their objectives for providing grammar
schools for the preparation of potential leaders of the
community. Their religious convictions also insured
the strongly religious orientation of those schools.

The curriculum at the time was restricted largely to
the basics of the three Rs, but "religion was often
incorporated with reading, for the Bible and various
religious tracts were among the most frequently
encountered books in the school" (Brehaut, 1984, p.15).

As schools in Ontario moved from a religious to a
secular orientationi,he place of religious values was
gradually eroded, but the mandate of the schools to
teach morals and other values to children was still
apparent. In the Hope Report of 1950, a statement of
the aims of education makes this clear:

> There are two virtues about which there can be no
> question- honesty and Christian love...They
> may...be taught by the strongest means at the
> school's command- an absolute acceptance that they
> are right. (Report of the Royal Commission of
> Education in Ontario, 1950 as cited in Brehaut,
> 1984, p. 9)

Today, the specifics of the types of values to be
dealt with are much less forceful; however, they are
still considered as an essential part of public
education. The Formative Years (Ontario Ministry of
Education, 1975), still one of the very few policy
documents issued by the Ministry of Education for
Ontario (support documents and curriculum idea
documents are numerous), gives the program objectives
for many academic areas, including values. The
understanding, then, is that values are to be a part of
the school program. However, the specifics are less
clear.

> The child in the Primary and Junior Divisions will
> be given the opportunities to: Begin to develop a
> personal value system within a context that

reflects the priorities of a concerned society and
at the same time recognizes the integrity of the
individual. (p.20)

No longer is there specific information about what
the "priorities of a concerned society are." In fact,
this is very open-ended and subject to the
interpretation of each individual educator. In the
support document, "Personal and Societal Values," put
out by the Ontario Ministry of Education (1983), there
is a list of general values which are suggested as
being acceptable in an educational setting. Again,
these are few and rather vague in terms of
interpretation and strategies by which to deal with
them. They are not as comprehensive as they might be
and appear to be rather "safe." This is a support
document, not a policy document, which does not carry
with it the same responsibility for implementation.

Nationwide, Cochrane and Williams (1978) conclude
that there is very little consensus on values or
specifically moral education between provinces. In
fact, they report:

an overwhelming impression from official
documents...of confusion and inconsistency within
and among Canadian educational jurisdictions
concerning the nature of and so thejustification
of values/moral education. (p.10)

Moving away from official policies, it is still
apparent that the aim of education is generally agreed
to include some education in the area of values.
Dreeben (1968) states that the role of the school is to
impart the "skills, information, and beliefs each child
will eventually need as an adult member of society"

(p.13). Not only is this agreed upon by most educators
but also by the general public. Pyra and Dyck (1976)
have illustrated that society has certain expectations
for teachers, and those involved in education, to
represent a range of values and behaviours. Related
studies by Padfield (1969; as cited in Pyra and Dyck,
1976), indicate that the public image of a teacher is
that of a practical, conservative conformist who
maintains and promotes middle-class values and
standards of behaviour. However, it is unclear what
those values are, or if they are acceptable to
community and educational expectations.

Many theorists maintain not only that the
transmission of values is an educational goal, but that
it is one of the primary, if not the only, educational
goal. Frequent declarations of the goals or purposes
of education make statements such as, "Schools cannot
ignore moral education; it is one of their most
important responsibilities" (ASCD Panel on Moral
Education, 1988, p.4), Rokeach (1975) affirms that,
"an educational institution is one that specializes in
the transmission and implementation of a certain
cluster of values" (p.117). Giroux and Penna (1979)
indicate that schools are agents of ideological
control, which function to reproduce and to maintain
dominant beliefs, values and norms. Saterlie (1988),
suggests that "the ultimate goal of education is the
positive influence of student behavior, and each
student's values guide and help determine that
behaviour" (p.46).

It has also been suggested that schools not only
are mandated to deal with values, as an important or

even the ultimate goal, but that they cannot avoid
teaching values, or more specifically, morals.
Kohlberg (1966) recognizes that schools actively
intervene in the development of moral judgment.  An
even stronger assertion is that:

> Moral education is something that all teachers are
> engaged in even though it does have a forbidding
> sound.  All teachers are engaged in making
> evaluations of kids' behaviour, directing
> children's relations in the classroom toward other
> kids.  Sometimes teachers do this without being
> aware that they are engaged in Moral Education,
> but the kids are always aware of it. (Kohlberg,
> 1975, p.79)

I would assert that schools are definitely
purveyors of values, and that these values are some of
the more lasting impressions left with students, much
more than specific knowledge or skills.  Most of us
forget specific skills and knowledge that were learned
in elementary school, but remember the attitudes,
beliefs and values that were transmitted through the
school experience.  If this is true, and it is also
true that schools are one of the few institutions in
North America that are influential in almost every
individual's life, then the issue of what values are or
should be taught or promoted or transmitted is a
central educational and social issue.

## What Are Society's Values?

Granted that the values transmitted by schools may
be projective of what a society is _or_ should be, if one
mandate of the schools is to deal with the transmission

of values to whatever degree one ackowledges it, and to
transmit the value "priorities of a concerned society,"
then the problem becomes deciding what these priorities
are.   It is commonly suggested in sociological
literature that societal values have become
increasingly complex, multi-dimensional, pluralistic,
fragmented, incomprehensible and/or questionable.
Historically, Kurtines and Gewirtz (1984) argue, the
greater part of Western history has been dominated by
objectivist epistemological and moral thinking, or even
absolutist conceptions of morality.   They suggest that
many intellectual developments and the rise of modern
science in particular, have transformed the foundations
of Western moral thought toward the mainstream
acceptance of relativistic moral thinking.   The result
has been a diversity of moral views symptomatic of
moral uncertainty, the absence of broad intellectual
synthesis or consensus, and if synthesis is possible, a
requirement for "reconciliation of conception of moral
standards with relativistic and probabilistic
epistemology" (p.22).

     The ASCD Panel on Moral Education (1988) suggests
that:

> The increasing ethnic and social diversity of our
> population, while invigorating our nation, has
> brought with it an increasing variety of moral
> values that sometimes conflict...undoubtedly,
> alarm about the morality of young people is
> aggravated by a number of forces, decline of trust
> in public institutions, increasing public concern
> about questionable ethical practices in business
> and industry, the impact of the mass media, and
> our gradually increasing affluence. (p.4)

Raths, Harmin and Simon (1966) also point to a
number of changes in modern society that have taken it
away from one in which there was more widespread
consensus on values.  They do this in order to
partially justify the need for a method of allowing
children to deal effectively with personal value
judgments and to validate their Values Clarification
approach.  They point to changes in family structures
and expectations, transience, friendship patterns,
communications, exposure to differing alternatives,
technical innovations such as the automobile, smaller
and more intimate communities, and divergent religious
direction as influences on moral confusion.

     Since society is becoming increasingly more
complex and less comprehensible, the result is that it
becomes a less clear guide as to acceptable standards
and appropriate values for both individuals and
institutions such as schools.  "In a society in rapid
flux it is difficult to pinpoint the specific norms,
values, knowledge and skills which the school is
expected to pass on as its part in the division of
labor required to prepare the young for adult roles in
productive life." (Carlton, 1977, p.386).

     Cox (1988) says that it seems that there was a
greater consensus of opinion on what people ought to do
50 years ago than there is now.  He also contends that
we have a permissive society, in that as a whole it has
no clear idea of what to permit and what to prohibit.
He does suggest that fairly coherent moral systems are
found in particular groups, but there is no "general
view across society of the good life.  There is no
universal vision of morality" (p.95).

Padavil (1986) argues that although there is a general agreement that the purpose of education is to prepare individuals by introducing them to that which is good in society, difficulties arise when trying to define society. He states that, "homogeneous societies are very few in number...cohesion in most cases is imposed by dominant groups through various assimilation processes" (p.11). This is an interesting point, for it suggests that if schools are responsible in part for the socialization of their students, and any cohesive picture of society and its values is a result of imposition by dominant groups, then schools may be agents in that imposition, acting to reproduce dominant but not representative values, norms, subject matter and study methods.

## Indoctrination

Recent media reports have illustrated a public concern for what values children are being exposed to when they are pulled from the home and placed into a school. Criticism has ranged from teaching children not to judge for themselves, to smothering minds, to intentionally keeping what is going on in the classroom from public view (Karp, 1985). The trial of James Keegstra (Nikiforuk, 1985) has revealed that, perhaps, the public is in the dark about what values are being taught, and that there is even darkness within the school community itself.

Schools have been the targets of criticism almost from their inception. I would argue that a major

concern is that there is a disagreement between what
schools collectively value and the values of its
critics.  I recognize that not all critics can be
silenced, and it would be undemocratic to do so, but
there seems to be room for honouring that criticism.

In recognition of the difficulty of determining
what society's values are, one of the most scathing
criticisms of the public education system reached the
forefront in the late '60's and early '70's.  During
this period, the general values, traditions and norms
of society were being questioned, challenged and
redefined or adamantly defended but definitely shaken
by pressures from numerous social groups.  The
criticism, which continues to gain support, is that of
indoctrination, the teaching of certain opinions,
values or beliefs  without recognizing or acknowledging
legitimate alternatives.  It may be called biased
teaching, the difficulty being that children seem
unable to distinguish clearly between fact and opinion,
is and ought, individual perspective and objective
reality (even as many philosophers have argued these
points for centuries) and so often assimilate these
biases into their world view unquestioningly, as fact
rather than opinion.  The role of the school as a
socializing agent, passing on cultural heritages,
cognitive and human relations skills, and skills for
careers, citizenship and social change, is vulnerable
if it takes any kind of stand on these types of issues.
If society is now pluralistic, a stand on one issue
risks alienating or offending proponents of a
potentially contrary stand.  It is here that the
criticism of indoctrination is potent.  Offending

others' values or instilling contrary values in their children is often considered a personal affront worthy of stoic defensiveness or even retaliation (see Campbell, 1975).

Mann (1972) suggests that one can take two views with regard to ethics and values:

> The first is that it is an inheritance from the past to be taught to and absorbed by the young... as the inculcation of a strong super ego, preferably outside of the individual's control so that he cannot tamper with it... A second approach is that ethics consists of a set of empirically derived guides or principles that the individual develops in the process of maturing... They represent the crystallization of the individual's life experience, rather than a set of principles given to him by some representative of society. (p.68)

It appears that the first view was once very acceptable as societal values were comparatively coherent. As that coherence became less apparent, the second view seemed to be more characteristic of the school's position. Much of the discourse around indoctrination seems to be a result of this difference in perspective, the two sides of which seem to be mutually exclusive.

Perhaps the weakest discourse around socialization and indoctrination intimates that schools have become unrepresentative of certain aspects of society, or certain minority groups, their perceptions, policies and pedegogy being shaped by certain universally non-representative groups.

Some of the first accusations of this type of indoctrination came from looking at textbooks used

widely within school systems and given widespread
sanction as one sole authority on their subject matter
while teachers were to teach from the text.  This
seemed to be especially true of history textbooks.
Beginning as early as 1889, textbooks were being
attacked for false ideas (see McDiarmid and Pratt,
1971).  More and more time and attention were spent
analysing and purging texts from historical
distortions.  Following World War II this issue
received greater attention.  Billington (1966), in
comparing British and American texts, describes four
categories of bias: bias by inertia, perpetuation of
traditional ideals; bias by omission, biased selection
of material to support only one view; bias in language,
using words with favourable or unfavourable
connotations to describe a group or incident; and bias
by cummulative implication, or the tendancy to give
credit for accomplishments to one group.  This useful
classification may well be applied to other areas as
well.  These textbooks were said to misrepresent
certain social groups, especially minorities.  In
Canada, according to McDiarmid and Pratt (1971), most
research has concentrated on more highly visible
groups.  It is clear that many groups are not fairly
represented.

In the same vein, Culp (1985) speaks of
literature's influence on young adults' attitudes,
values and behaviour.  Hancock (1984) outlines the
trend to try to clean up or to avoid the controversial
in children's literature in order to avoid bias.

The result of this lack of representation is the
eventual alienation of specific social groups who are

not represented, whose cultures are not given credence
and who ultimately do not find a place within the
school culture.

Numerous critics of education have pointed to a
much more far-reaching concept of indoctrination which
is not only pervasive in textbooks and literature, but
in curriculum, pedagogy, pupil evaluation,
student-teacher rapport, the physical environment of
the classroom and the general drama of activity in
schools. Not just with the material in textbooks is
there bias, but in the selection of what materials are
used and how they are presented. In addition, even
what subjects should be studied is open to biases
favouring certain sociopolitical, ethnic, economic or
other groups. In addition, certain structures within
society help to endorse certain types of materials
representative of specific values which find their way
into schools. These are not representative of many
divergent values in a pluralistic society.

As Wood (1984) argues:

The political nature of the curriculum, evolving
through the larger culture's struggle over what
configurations of social commodities such as
work, art, and history are valued, is confronted
as fundamental in understanding the social role of
schooling. It is not only economic structures,
but social and cultural stuctures as well that
influence and control the logic of schooling
(p.223)

An even farther-reaching case against
socialization and indoctrination is that educational
institutions have become totally unrepresentative of
any social group by becoming overly centralized,

bureaucratized, and huge and therefore responsive only
to themselves, with the resultant alienation of all
external social groups. The schools have become
enormous sociopolitical tools for reproduction of
values that favour certain sectors of society at the
expense of others. The mechanism whereby this works is
aptly stated here, in the words of Apple and King
(1977):

> Just as there is a relatively unequal distribution
> of economic capital in society, so too is there a
> similar system of distibution surrounding cultural
> capital. In advanced industrial societies,
> schools become particularly important as
> distributors of this cultural capital and play a
> critical role in giving legitimacy to categories
> and forms of knowledge... they are institutions
> that embody collective traditions and human
> intentions that are the products of identifiable
> social and economic ideologies... Not all groups'
> visions are represented and not all groups'
> meanings are responded to. (p.110-111)

Giroux and McLaren (1986) see the basic issue as
"whether schools are to uncritically serve and
reproduce the existing society or to challenge the
social order so as to develop and advance its
democratic imperatives" (p.2). They see educational
pedagogy as, "invariably situated within asymmetrical
relations of power that more often than not favour
white, middle-class, English-speaking males" (Ibid.,
p.2).

According to Agassi (1987), "clearly, education is
either imposed or self-imposed" (p.15). If education
were self-imposed, schools would operate much

differently than they do at present, with teachers being ideally redundant. This is not the case, education being an imposed activity. He goes on to say that, "Most schools are coercive. What little teaching is done without overt coercion relies on motivation, where motivation is the artificial creation of incentives to study" (Ibid, p.15). This statement implies schools are doing something somehow unnatural to students, something forced and without grounding in their outside experience, alien from anything meaningful to them or without value in their lives. Whose values are they?

Illich (1970) paints a picture of schools as institutions which sell curriculum, thus rationalizing their own validity. In this view, one product is not necessarily appropriate or truly universal, but biased and marketed on its perceived strengths:

> Curriculum production... is a bundle of planned meetings, a package of values, a commodity... Consumer-pupils are taught to make their desires conform to marketable values. (Ibid, p.59)

The main thrust of these critiques is that schools present a very limited social role, or at least represent a very limited social perception. Giroux (1985) states that in North America:

> **The view of schools is narrowly technical, one that enshrines instrumental and pragmatic approaches to teaching and learning... schools often are like a foreign plant on these kids, a political and cultural sphere that works on them rather than with them, a battleground where their only hope of winning is to retreat into either silence or into the dynamics of their own culture, one which is often viewed by teachers and school**

authorities as a threat to the order and values of
the school itself... Schools are... sites that
honour particular forms of life and culture,
particular forms of interaction and communication,
or serve to introduce and legitimate a
particular form of social life... reproducing the
dominant society, a society still rife with forms
of economic, racial, gender and social
inequalities. (p.18)

This conception of schooling may not seem all that
bad until coupled with the argument that through a very
limited vision of democracy it, for capitalistic
reasons, separates economic discourse from political
discourse.  This leaves individual rights as the only
social issues of concern.  Schools do not reinforce
political and social equality, but "instead reinforce
political, social and political inequality" (Wood,
1984, p.224).

This heavy critique of the educational system in
North America suggests some strong social consequences.
McLaren (1980) outlines the shocking state and
treatment of children from suburban ghettos in the
Jane-Finch Corridor in Toronto.  They are not serviced
by their education system but are instead alienated in
part by the lack of recognition of dissonant values
between the children's society and the schools.  Holt
(1964 and 1969) speaks of the inadequacies of schools
in addressing the real needs of children and in
creating failures by trying to force values and
behaviours which are contrary to those needs.  Numerous
articles seem to surface in local newspapers near the
first day of school in September with various local
critiques of what is wrong with the schools, many of

them centred around questions of alientation, lack of responsiveness, outdated teaching and lack of student values. For references to such articles see Campbell (1975) and Cochrane (1982).

An even more alarming thought is that schools no longer represent any coherent set of values from society, but are becoming more isolated from society, potentially promoting values that are not representative of any aspect of society outside of the institution of education. Wise and Darling-Hammond (1984) submit that, "the evolution of school governance structures has driven progressively wider wedges between family and student" (p.33). This arguement would parallel that of Smith (1986) and Gross (1986), who complain about the one-dimensional nature of measured, compartmentalized, reductionist schooling.

Stretching the argument even further, schools not only fail to represent society in any respect but have become one dominant player in the shaping and creation of societal values. This arguement has a great deal of acceptance, given the fact that schools are the only institutions where attendance for all members of society is mandatory for a very large portion of the formative years of each member's life. As well, many teachers have very limited work experience outside of the school institution, from where they graduated and went directly back into as teachers. Their world view may be predominantly formed within the isolated framework of educational institutions and consequently passed on to their students.

Illich and Verne (no date) maintain that, "Industrial societies transformed the idea of

education..to... the manipulation of children by adults
using a programmed instrument called the school"
(p.13).  In his book Deschooling Society, Illich (1970)
speaks of social reality itself becoming schooled, with
an overt dependency on schools or institutional
treatments to "guide their lives, form their world
view, and define for them what is legitimate and what
is not" (p.3).  In other words, not only are schools
reflecting a perceived dominant system of values
shaping expectations, but in the process, society
itself becomes a reflection of this schooled perception
as a projection of those expectations.  He also
contends that:

> The institutionalized values school instills are
> quantified ones.  School initiates young people
> into a world where everything can be measured,
> including their imaginations, and, indeed, man
> himself. (p.57)

Is it apparent that teaching is biased?  Is
education parallel to indoctrinization?  Are there
far-reaching social repercussions as a result?  Critics
would tell us so.

## School Responses and Public Criticism

Schools, as a part of society, have undergone
similar changes.  In general, to follow the arguement
of Brehaut (1984), there has been a movement away from
the strongly unidimensional emphasis on Christian
values, to a more secular emphasis.  There was also a
shift from church initiaive to broader public support
and control, along with the attempt to serve a broader

and more diverse culture and population by moving to compulsory attendance and equal educational opportunity. A much broader curriculum helped to serve the ever increasing demands for more diversity in skills and knowledge, reflecting a change from learning by rote memory within a narrowly restricted curriculum, a response to increasing cultural diversity. Harsh discipline, based on rigid uniformity of thought, value and behaviour, was replaced with more humane discipline, shifting the value to acceptance of individual differences. All of these changes parallel the movement of the mainstream of society toward a relativistic, often unclear epistemology and system of values.

In response to these alterations, there has been public support, but public criticism has also been widespread. Criticism has ranged from teaching children not to judge for themselves, to smothering minds, to intentionally keeping what is going on in the classroom from public view (Karp, 1985). No longer is there general acceptance and trust in the public school system, in part due to increasing bureaucracies making "the system" unresponsive and cold, but also due to the failure to deal adequately with conflicting social values.

As well as the diversity in the school organization and methodology as mentioned above, specific attempts have been made to quell public criticism about values. I will discuss two basic approaches that have been used: the passive approach, trying to remain value-neutral to avoid the issues, and

the active approach, actively incorporating values teaching into curriculum. Neither were satisfactory.

Following World War II, funding to Ontario schools increased, in part to improve social and technological conditions abandoned during the war. It was perceived that there was a great need to regain lost ground in the areas of science and technology. To learn science and technology, reading prowess was required. Hence, there was a great influx of capital to the schools. However, Gross (1986) argues, with governmental support came governmental insistence on accountability and with this came the need to justify and to measure significant educational improvements. This led to assembly-line thinking of breaking learning into fragments for easy digestion and consequent evaluation, an approach which dominates reading instruction today. Frank Smith (1986) suggests that schools impose meaningless tasks and demeaning tests on students in the expectation that worthwhile learning will occur. In essence this approach is an attempt to strip away the values attached to things, the unmeasurable, to isolate the purely technical and to be value-neutral. Of course, this approach, as well as any other approach, conveys value-laden messages to students, for it places high value on technical skills, memorization, conformity and derivative types of skills and supresses creativity, individuality, interpretive and many of the more highly subjective, judgmental and therefore value-charged, skills. Students in this system tend to show conformity to social norms. Studies have shown that students are rated high for conformity to the social order, rather than for creativity or mental

flexibility (Bowles and Gintis, 1976).  Certain values
are therefore supported at the expense of others.

    Smith (1986) would also argue that this
"programatic instruction" by bureaucrats, valuing
measurable skills rather than individual needs and
focused on directing an enormous organization smoothly,
has changed the management of schools from the
traditional domain of communities to the determination
of government employees.  There is therefore a division
in value perception, responsiveness and representation
between local communities and the school.  The result
is a failure to recognize and to respond to individual
values, to make school a meaningless experience for
many students and to create a great deal of publicly
offended criticism.

    As well as attempting to strip the more
value-laden academic subjects of anything but their
technical qualities, attempts have also been made to
represent all values.  In a statement presented to the
Legislature, in May, 1965, William Davis said:

> In cooperation with the Ontario Human Rights
> Commission we are about to make a thorough
> examination of all school textbooks, not just for
> the purpose of removing material which may be
> offensive to any of the groups which make up our
> multi-national family, but more important, to make
> sure that our textbooks do contain the type of
> material which does full justice to the
> contribution of many peoples to the development of
> our Province and Nation. (as cited in McDiarmid
> and Pratt, 1971, p.vii)

    This was a very noble and worthwhile statement,
meant to deal with and to bring to the open biases

which had previously been seen as accepted norms and represents the influence of an increasingly diverse culture and value system.

For at least a century, according to McDiarmid and Pratt (1971), textbooks have been criticized for biased content. The belief is that the use of these affects the formation of attitudes in the children who use them. On the cultural front, a majority of the texts at this time presented a largely white, Protestant, Anglo-Saxon view of history and society. Values of class were also clearly evident. Other values that were prevalent were that rapid achievement is admired and failure feared. Hard work, responsibility, property, education and respectability are extolled. These are all middle-class values. Their study looked at attitudes represented by history textbook content on clothing, aggression, activity, authority, disposition, women and children, and decoration. They found very clear biases which, if taught in an objective manner, might clearly bias the perception and tolerance of students toward certain cultural groups. Other studies in the United States and Canada have supported these findings. Consequently, attempts have been made to recreate textbooks, teaching methods and other materials that are free from these overt biases (Bourne and Eisenberg, 1978).

However well-directed and necessary these attempts are to remove overt comdemnation of one group by another from the school curricula, it is not possible to be completely value neutral. McDiarmid and Pratt (1971) do admit that, "as long as there are separate groups with distinct cultural identities, some bias is

perhaps inevitable, conditioned as we are by differing points of view" (p.2). Furthermore, I think that it is impossible to truly represent all sides, and that attempts to do so do not represent any one side adequately, and may therefore be offensive representations. Second, that this curtails critical evaluation from sides that may not have been considered, and this is tantamount to having the kind of authoritarian bias that the original texts were accused of containing. Rather than attempting to be truly representational, I think that a critical examination of materials should be attempted by students, teachers and communities. Schools deceive themselves and the public into thinking that they can be value-neutral, or completely and uncritically representational.

With regard to cleaning up literature, much of the textbook or basal material written to avoid values of a controversial nature has become flat and lifeless, missing the esthetic and interpretive qualities of "good" literature. The desire to remain neutral, not critical, is done to the degree of being "so careful not to offend anyone that we offend everyone" (Hancock, 1984, p.14). My contention is that all of this clean up misses the point that there is an unavoidable value message carried in content. We need to be open about what it is.

Another set of responses to public criticism recognizes that it is the mandate of schools to teach values, that schools should not teach values uncritically and that schools need to respect

individual and perhaps conflicting values. These
active and explicit responses concentrate on individual
values or more precisely on the values of the
individual. They are also explicit approaches.
Collectively they recognize that values are a set of
empirically derived guides or principles that the
individual develops in the process of maturing, rather
than an inheritance to be taught and absorbed by the
young. They should be looked at critically and
examined closely. They may be identical to, or deviate
from, those widely spread throughout society. Their
important contribution to this issue is that with the
multitude of values represented in society, the
individual must decide on his/her own values, and
schools should teach children strategies to evaluate
values rather than teach specific values. They make an
important shift from a traditional emphasis on teaching
the content of specific values, which has been
perceived as indoctrination, to the emphasis on the
process of evaluation. By avoiding specific content,
they avoid the charge of indoctrination. This
intriguing and, in many respects, valid approach could
teach students how to deal with values without
indoctrinating them.

Moral Values Education is the common term for this
basic group of three approaches. "Values
Clarification" is an approach advocated by Simon, Howe
and Kirschenbaum (1972), and Raths, Harmin and Simon
(1966) and given Ministry support. The "Reflective
Approach" of Clive Beck (1971) was given financial
support in its development by the Ministry. Kohlberg's
(1975) "Moral Reasoning Approach" is based on

"Cognitive Moral Development" stages parallel to Piaget (1965).

Values Clarification claims to be content-neutral. "Right" and "wrong" are relative to the situation and the child's point of view. Valuing is composed of seven sub-processes applicable to any situation (Simon, et al., 1972). There is little, if any, reference to absolutes or traditions when going through the valuing process. There is also no distinction between different situations or the types of values being processed. One of the greatest criticisms of this approach has been that it "treats issues such as stealing and lying in the same way as preferences in sport or recreation" (Gow, 1980, p.42). Moral values are thus treated as preferences or desires without the realization of effects or consequences apart from the individual. As Boyd and Bogdan (1984) point out, the definition of value is very restricted, as the "something that is produced by the VC strategies" (p.290), but without any kind of interpersonal truth claim. They go on to indicate that not all values can be reduced to preferences, that there are objective criteria on which some values really are better than others. Although very helpful to clarify biases in preference or matters of taste, the critics have pointed out that Values Clarification is not content-neutral, but a specific approach which represents and values a certain type of morality, a relativistic, ego-centered approach, where reason in a very limited sense is the cornerstone of the justification of values, quite contrary to absolutism or religiously revealed doctrines.

The Reflective Approach is again not
content-neutral as it is considered by its proponents.
Beck (1976) claims to follow no absolute as a guide in
making value decisions but they are instead grounded in
the process of reflection.  By claiming to follow no
absolute, and therefore no dogma, there is an
implication that this process steps into
content-neutral territory.  He does not claim to be
strictly value-neutral because he does talk about
ultimate life goals, but his reflective approach does
suggest neutrality in the area of the content of the
particular value under question, instead focusing on
the process of reflection.  The emphasis is on the
reasoning process rather than content of specific
values, which is the case in absolutism or religious
doctrine.  From the broader definition of what values
are, a combination of judgment and conduct, process and
content are inseparable.  Therefore, one cannot talk
about being content-neutral, for process is part of
content.  Following the argument that the medium is the
message, there is a value-laden message that the final
reference for value justification is in "individual
utilitarianism" (Gow, 1980, p.76).  In fact, explicit
teaching by this method is promoting one biased view of
morality and values.

Both of these approaches have a great deal which
is useful in helping students to shape their own
values.  They fail to recognize that there may be some
values which need to be approached in differing
manners, that there may in fact be some moral
absolutes, that children may not be mature enough to
evaluate with sufficient experiencial data the

implications of their value decisions and may need some
moral direction from outside themselves, and most
importantly, that the approach itself is not
content-neutral but represents moral and value-laden
ideals.

Kohlberg's approach is a reaction to traditional
moral education as useless and totalitarian; and he
acknowedges the limitations of the relativism of Values
Clarification. He clearly limits his discussion to
moral values and avoids some of the problems in the
other two approaches by not confusing differing types
of values. He focuses on the development of moral
reasoning through six stages divided into three levels,
taking into consideration the maturity of children
(which the other two approaches do not). By presenting
various hypothetical moral dilemmas, students are asked
how they think the person involved should respond, to
give reasons and to discuss them. Teachers evaluate
the level of moral reasoning and gear the presentation
of dilemmas and discussion to those levels. The focus
is on the process of moral reasoning rather than the
content. This is an important distinction for Kohlberg
and others who follow a similar type of approach; for
them the essence of morality is in the process of
rational decision-making, not in the content. But this
appears to maintain that content is separable from
process. There is a great deal of power and validity
in this very useful approach; however, process may not
be separable from content. Process is content or
implies content. Ignoring content, or playing down its
role in favour of process, is a stance on values, a
non-neutral value statement, suggesting that content is

not as important.  This is a view greatly divergent
from traditional, content-oriented morality.

One other difficulty with this approach, as with
the other two, is the more cognitive or contemplative
rather than active orientation toward actual behaviour.
It is questionable how much internalization of values
is acheived by discussion alone, rather than role
modelling and behaviour encouragement as well as other
techniques.

Another strength of this approach is in
acknowledging the moral principle on which it is based,
for at the highest stages, the Postconventional, his
theory of justice is clearly defined.  He is not
claiming neutrality and is allowing the possibility of
what might approach a moral absolute.  The combination
of rationality and justice put into action stage by
stage is worthwhile, but is this conception of justice
universally acceptable to the general public?
Religious organizations have had what would appear to
be universally acceptable concepts of justice due to
divine inspiration or justification, but in practice
these conflict with other divinely inspired concepts.
Philosophers have tried to find equally universal
concepts based upon social needs (Rousseau, 1967),
human nature (Hume, 1888), logical categories of human
reason (Kant, 1948) and many other criteria.  None have
proven to be universally acceptable.

Gilligan (1977) would say that this approach
fails to recognize the nurturing and care orientation
of girls and women, and therefore represents a male
orientation to justice.  Sapp (1986) concludes that the
cognitive-developmental theory of Kohlberg may also

need support from other perspectives such as the social-personality approach to morality. Is this the public conception, the public to which the schools are responsible? No one model of morality can provide all of the answers, and several approaches may reveal overlapping conclusions with some likely truths concerning morality. Kohlberg's view is still largely relativistic, the stage of Universal Ethical Principles being grounded in self-chosen ethical principles supporting the "equality of human rights and respect and dignity of human beings as individual persons" (Colby and Kohlberg, 1987, p.18). This may be directly contrary to religious morality grounded in something like Kierkegaard's (1843) teleological suspension of the ethical. Should it be the conception to which the schools should universally ascribe? Gow (1980) describes this as "Quandry Ethics," lacking compassion and commitment typical of other more traditional views of ethics. It is promoting one view of morality. This does not solve the problem of indoctrination, for it is a form of indoctrination in itself, in that it suffers from bias by omission.

In conclusion, there is no one answer in dealing with the problem of socialization which maintains individual autonomy. Schools cannot remain value-neutral, either by reducing education purely to the technical or by being fully representative of all minority groups. They cannot remain content-neutral actively by taking no stance on moral content because taking no stance ignores the many varied communications which are value-laden and also becomes a content stance in itself, that of moral relativism. The schools

cannot, or have not yet been able to, find a stance
which is universally accepted and agreed upon, without
offending another legitimate perspective.

## It is Unavoidable

Rather than quell criticism about teaching bias,
school responses to this point have accelerated
criticism in some circles.

If my arguements are clear to this point, it
appears that public schools are still left with a heavy
mandate to represent and to transmit, and perhaps to
challenge, societal values. They run into trouble by
stripping value-laden topics, by trying to represent
all sides, by trying to take explicitly value-neutral
stands, and by finding one stand which is univerally
satisfactory. It may appear that there is no avoiding
the indoctrination of children. I would agree, for I
believe that the nature of values is that they are
attached to every thought and action, and therefore are
communicated on some level.

Individual personal values may be seen to be
implied in every thought and action performed by any
individual at any given time. When these thoughts or
actions are communicated to others, the implied values
are an integral part of the message. Myers and Myers
(1985) state that:

> To communicate with others is to influence them
> and to be influenced by them, because any time
> that you have human contact with others, their
> behaviour and what they tell you affect you. (p.
> 98)

If it is true that to communicate is to influence, and that values are implied in that communication, then it may follow that communication influences values, especially if the person being influenced is impressionable. Myers and Myers (1985) go on to say:

> Your values, beliefs, and attitudes were formed through various human groups you were and are exposed to, which "indoctrinated" or "socialized" you... Sometimes the indoctrination is successful. Sometimes it has the reverse effect; the child of the ultraconservative parent becomes a radical. (p. 98)

Traditionally, it has been thought that a classroom lesson is made up of two components: content and method. The content was thought to be transmitted through the method, with the method having no substance, being simply the medium by which it is transmitted. Postman and Weingartner (1969), following Marshall McLuhan (as cited in Postman and Weingartner, 1969), suggest that this dichotomy between content and method is dangerous in that it implies, "that the critical content of any learning experience is the process through which that learning occurs" (p.19). Instead, they argue that, "the medium is the message," that it is what children do in the classroom, the method and content combined, that is what they learn. The content intended by the teacher may not be the content that the child absorbs because it is the larger messages surrounding that content which get through. He contends that all materials in our surroundings are capable of communicating meaning.

Schools may be seen as institutions where children, impressionable people, are exposed to daily

communications which influence their values, beliefs
and attitudes. School rules, which allow certain
behaviours, may imply specific cultural norms.
Classroom furnishings may imply the relative importance
of order and uniformity in a social setting.
Individual classroom activities may imply the relative
value of certain specific types of knowledge. Even the
kinds of equipment made available to students on
playgrounds may represent, communicate and promote
specific cultural or gender stereotypes (Young, 1985).
Every level of decision made, which finds a concrete
way of touching a child in some way, carries with it
the potential for a value-laden communication which may
shape that child's values.

Every educational policy that is initiated,
implemented, or ignored at any level in the educational
community, implies underlying assumptions regarding
concept: of humankind, knowledge, truth, value, school
and society. Values are an implicit part of every
educational activity. The impact of values may be more
significant in the student's adult life than formal
curriculum or specific subject matter. However, little
is known about what values and ideologies are actually
being taught intentionally in the classrooms, in part
because of the difficulty in measuring such data.
Realizing the role of the school as a socializing
instrument and the implications of values education,
some individual schools and/or school boards have
chosen to remain "neutral" on pertinent social issues,
while others have developed an underlying philosophy
which dictates clear expectations for the classroom.
In either case, official policy may not relate exactly

to classroom practice. Individual teachers may embody contrary opinion on specific issues, either overtly, through their formal curriculum, or covertly, by way of a hidden curriculum.

Student values at the elementary level do not seem to be developed fully enough to take exception to particular issues which may be presented or to counter with alternate views. These are formative and impressionable years, where the dissemination of cultural mores are established in a social context by the direction of those educators who may provide restrictive opportunities for development. This is not to say that children are a tabula rasa when they come to school. Children are heavily influenced in their thinking by sources outside the curriculum and school. Family relations, advertisements, media and general experience will have provided a strong value sense, and if recent studies are correct, many children will come to school with considerable prejudice toward a variety of minority groups (Cochrane, 1982). Physical environment, demographics, economics, cultural background, social stratification, political factors, personality, knowledge, religious experience and many other phenomena are other possible determinants of moral ideas (Ossowska, 1970) and other values internalized by children prior to and continuing along with their school experience. However, schools are an institution to which all children are exposed for long periods of their lives, recieving innumerable communications for prolonged periods of time, and as such are significantly influential in the development of values.

Numerous authors have indicated the mechanism of
the hidden curriculum, whereby values are taught in
schools (Apple, 1983; Aron, 1976; Freire, 1973; Giroux,
1981; Illich, 1973; Young, 1985; and others). They
began with Marx's concept of reproduction, that every
social process of production is, at the same time, a
process of reproduction, capitalist production
producing commodities, surplus value and the capitalist
relation of the capitalist and the wage-labourer (Wood,
1984). Bowles and Gintis (1976) took instances of
indoctrination beyond random occurances of social
control and linked the structures of schooling to the
structures of society, more specifically to the
capitalist productive model. Following them, others
have echoed the social, economic and politicized links
of schools to social structures. Other work has been
done to analyze the myriad of other hidden messages
underlying school and classroom behaviour, the
conclusion being that every choice made by educators is
representative of an underlying, generally hidden,
assumption regarding: people, knowledge, truth, value,
school and society. Children learn as much from these
choices about what is important and what ideologies are
acceptable, as they do about specific skills and
information.

Given the above scenario, it follows that schools
cannot remain neutral on social issues and ideologies.
As Apple (1979) states:

> Social and economic values are already embedded in
> the design of the institutions we work in, in the
> "formal corpus of school knowledge" we preserve in
> our curricula, in our modes of teaching, and in
> our principles, standards and forms of evaluation.

Since these values now work through us, often
unconsciously, the issue is not how to stand above
the choice. Rather, it is in what values we must
ultimately choose. (p.117)

Schools are unavoidably socializing agents which
play a part in indoctrinating students. The question
is left as to what kinds of values to deal with and in
what ways they should be dealt with.

I have mentioned as a criticism of the Moral
Values Education approaches that they dealt with values
explicitly as a separate and distinct part of
curriculum, using discussion and intellectual
clarifying strategies almost solely, rather than
integrating their theory into all aspects of the
schooling experience explicitly and implicitly. The
suggestion by Cochrane (1982) is that values are best
communicated concretely through real and relevant
experiences rather than in abstraction, by practice in
making value judgements, by having a central integrated
place in curriculum, by being openly stated for
critical evaluation, through choice of subject matter
for study, and through sources outside the curriculum,
school and family. He suggests that explicit teaching
is a part of values education but that it has a small
place compared to the values attained through implicit
means by the influence of surrounding behaviour. Both
Kholberg and the proponents of Values Clarification
would argue to the contrary, that discussion and
explicit means are of critical importance. Regan
(1977) states that values are learned from classroom
values as a result of experiencing those actually
institutionalized in the classroom as an implicit

process. In a very convincing argument Cox (1988) says
that explicit instruction concerning moral values is
only effective in a homogeneous society or where the
instructor is considered as an undisputed authority and
where "all concerned have agreed on the fundamental
principles, and on who has the right to expound them
and say how they apply in practice"(p. 93). He cites
the morality of a soldier within the confines of a
military setting as an example. This setting gives
motivation for his choices and behaviour. He is likely
to react to explicit rules because they are
undisputedly applied to all circumstances; the setting
is consistent. In a pluralistic society explicit
education will be negated by negative examples where
the surroundings are not consistent with the explicit
statement. He goes on to say that, "morality seems to
be caught, not taught... and a general explicit moral
education is impossible" (Ibid, p.96). The result of
this line of reasoning is that:

> Schools are more likely to contribute to moral
> education more by their organization, by what is
> known as the hidden curriculum, than by structured
> moral lessons in the classroom... It is by its
> implicit values, expressed in its organization and
> attitudes that a school influences the moral
> values of pupils... everyone, not school employees
> alone, is a moral teacher. Everything a person
> does, every choice made, every action taken, is
> influencing the morals of those who know about
> it, and, a fortiori the morals of those who are
> still young and impressionable. (Ibid, p.96-97)

It follows that schools necessarily promote
values, implicitly if not explicitly, but in a
pluralistic society the difficulty remains of how to

approach them and still remain responsible,
representative and accountable to the public.

It would appear that if we do influence children
necessarily through all aspects of education, we need
to find how those values are transmitted and what
values are being transmitted.


I think that at the present time we can resolve
the issue of which of Mann's (1972) views schools
should take on as values and ethics.  His second view,
of the empirically derived guides or principles
developed by the individual in the process of maturing,
is only exclusive of and therefore contrary to values
seen as inculcated if it is assumed that an individual
can be autonomous.  (For discussion about student
autonomy see Agassi (1987), Wettersten (1987) and Long
(1987))  The theory of a hidden curriculum would
support the view that no student can be totally
autonomous, being subject to socializing forces in and
outside of the schools.

The first view assumes that students do not have
any autonomy, or ability to critically stand above
their superego and evaluate and ultimately decide on
contrary or deviant principles for action.  At issue is
not which of these views is right, but how do we treat
those who value either side and still remain
accountable to them?

At issue is "whether schools are to uncritically
serve and reproduce the existing society or to
challenge the social order so as to develop and advance
its democratic imperatives" (Giroux and McLaren, 1986,
p.2).  As Tyler (1949) phrased it much earlier, "Should

schools develop young people to fit into present
society as it is, or does the school have a
revolutionary mission to develop young people who will
seek to improve the society?" (p.35).

A Proposal:
Alternative Schooling Within the Public School System
Based on Planning from a Value-declared Perspective
by Individual Schools


My belief is that it is not the business of the
schools to resolve this issue of the myriad of values
and which ones should be presented to children.  It is
the business of the parents whose children attend those
schools, and of the public, where those children will
find their place.  For if it is not these people making
the decision, who else has the right?  Of course, the
teachers and other school personel are also members of
that community and their philosophies and values must
also be considered.

My contention is that choice must first be offered
to parents as to what types of schools they wish their
children to attend.  I would propose that  individual,
publically funded schools should operate under limited
provincial ministerial guidelines in keeping with the
legal structures of the Canadian Charter of Rights,
with decisions regarding values, norms, subject matter
and study methods being made cooperatively by
interested parents, community members, teachers,
students and administrators under the umbrella of an
individual school's broad philosophical value
declaration.  This may not entirely eliminate

indoctrination of values contrary to those held by given groups, but it would allow alternatives that may be closer to the values of the families who are sending their children. Whether those values be relativistic, absolute, religiously based or humanistic, based on Values Clarification or religious dogma, scientifically or arts oriented, or one of many other possibilities, students would receive a more consistent view between home and school, more of an immersion.

At present schools are administrated along provincial guidelines with regional interpretation of those guides and the consequent values represented therein. There is no real choice by parents except between public, separate and private schools. The only real alternatives to a rather uniform system of education is through private schools available, in reality, to only the children of upper income families. They are not the only people with differing values who would like a choice. As Canadian opinion surveys have found strong support for increased funding to the public school system, "herein lies the political oportunity to expand the diversity of alternative programs within the public school system in order to respond to student learning needs... and increased open access to options" (Livingston, 1988). Understanding that the degree of choice would be limited in localities with smaller populations, to start with larger centres would at least provide more opportunity for choice. These centres also tend to have greater ethnic and economic diversity which may be representative of greater need for real alternatives.

Public input on both the values declaration and program planning could ignite highly charged and very responsive educational possibilities, with a true community spirit. These programs may also reflect social change and possibility based directly on the more diverse experiences of the community and the educational experiences of teachers. It would also appear that a greater degree of support may also be given to the school system. According to Apple (1983), "available evidence suggests that, unless participation in curricular planning is widely shared among teachers, principles, central office members, students, and parents, the amount of support for any program is significantly reduced" (p.325).

Public declaration of values or educational philosophy prior to curriculum planning gives an explicitly accountable platform from which to plan curriculum. This declaration means that parents and community are clear about the philosophy of that school and may choose whether or not to align themselves with and to support it. If there is no support, the school declaration is not representative of the community vision or of any significant minority group.

Boyer (1984) suggests that education carries with it a social and moral imperative. If we are to help students avoid moral bankruptcy, we cannot have value-neutral education. Apple (1983) implies that we must focus on the skills of democratic deliberation about such questions as social goals, the proper direction for schools to take, and what we should teach and why. In the same article, he suggests that teachers and other educators must have the opportunity

to discuss in detail what they want to do and why they want to do it, with parent and student input. Impeding this is the lack of communication among educators, and between educators and the public (Newberry, 1977; Wiseman and Puskar, 1976).

Using value declaration as a planning platform should give a more well-thought-out plan for all aspects of school activity, insuring a higher degree of implicit value consistency within the school, more value security for students and more consistency between parent and school values, as parents have sent their children there by choice. It would also give a point of reference for analysing the implicit value messages being sent by school programs. Boyd (1988) has also stated that there is a need for good theory prior to developing curriculum: "In addition to needing good integrative theory, we also need a well-developed curriculum that builds from that theory" (p.156). Cochrane (1982) also supports the notion of planning from a value philosophy: "Moral education is the responsibility of the whole school but assigns some of the tasks to certain subject areas for specific attention" (p.130). This declaration also allows students, parents and teachers alike to try to come to grips with, to challenge, to confirm and to question their own values but also to know where to turn to find support or challenge.

The most critical component in successful values education, no matter what approach is used, is the teacher. He/she is the person who is in direct contact with children and whose decisions and behaviours have the most direct impact. Teachers may choose to work

with or against any policies directed from outside of
the classroom walls.  As Cochrane and Williams (1978)
mention, at least within the topic of values/moral
education, there is very little effort to determine
whether policies are being implemented. With the
present situation, "teachers recognize that they are
caught between the moral bankruptcy of the possibility
of a system which tried to teach no values at all (as
if it were possible) and the open question of 'whose
values should be taught?'" (Boyd, 1988, p.158).  To
effect change, and to insure some degree of consistency
between declared, or stated values and practice,
teachers must become a part of and believe in the
process by which these were born and their result.
Boyd continues to make an impassioned plea for
considering this role of teachers:

> The current situation and problems of moral
> education in  Canada... cannot be addressed
> adequately without focusing on the role and person
> of the teacher... Teachers are both the conduits
> and the mediators of any such changes... Unless we
> respect the rational autonomy of teachers as
> persons, we have no business (nor are we likely to
> have any effect) advocating that they entertain...
> the point of view which they should adopt as moral
> educators. (Ibid., p.159).

One of the encouraging possibilities about this
proposal is the opportunity for teachers to align
themselves with certain approaches to teaching where
they are sufficiently challenged and also find support
for the development of their own personal philosophies.
Under this proposal teachers would seek out those
institutions where they see their values being served

and where their values can best be put to use. There
would be a natural basis for discussion, and team
building where their values are taken into
consideration and used to develop program. Also,
teachers tend to be most effective when they are
enthusiastic about their craft (O'Neill, 1988), believe
in what they are doing, and are given collegial
support. Feeney and Chun (1985) state that, "some
educators believe that the more clearly teachers
perceive their own values and understand the
theoretical basis for teaching, the greater will be
their likelihood for success in the classroom" (p.49).
"Teachers and other educators must have the
opportunities to discuss in detail what they want to do
and why they want to do it" (Apple, 1983). To involve
them in the process of creating the theoretical
framework from which they will operate and plan the
consequent programs, should lead teachers to be more
vibrant and successful. This should also provide the
necessary recognition of teachers as professionals who
have the responsibility for real decisions rather than
simply "maintaining the structure of schools and
transmitting the values needed to support the larger
social order" (Giroux and Penna, 1979, p.32). In the
words of Carlson (1986):

> On the one hand, teachers need to be perceived
> both by themselves and the public as professionals
> for legitimation reasons; but, on the other hand,
> professionalized workers may also come to expect
> respect in the workplace and real involvement in
> decisions affecting their work... Professional
> values and commitments in teaching remain a
> reservoir of sentiment that at least potentially
> aligns teachers' occupational interests with

educational renewal. (p.31)

One other point needs to be mentioned about the role of the teacher in values oriented schools. "Teachers are already under considerable pressure in their classrooms and schools, and the purpose of a critique of their moral responsibilities must be seen as enhancing the potential of their classroom work rather than adding another burden" (Kutnick, 1988). Creative scheduling is essential, in order to make time available for frequent, in-depth discussions of curricular content among educators.

Training of teachers is also of vital importance in this proposal, to not just implement prescribed program, but to be involved in its inception and theoretical framing. Lortie's (1975) study showed that teachers lack a thought-out theoretical framework from which to develop a methodology and content and to evaluate their own work. They also pass this distrust of theory on to students. In comparison to all other areas of teacher training, "teachers receive little or no training in how to deal with this area," (Boyd, 1988, p.157), i.e., the area of values/moral education. Kutnick (1988) also argues that, "teachers are seen as being responsible for both the intellectual and social/moral development of their pupils and they appear to have a background/working practice in only the intellectual" (p.51). Training in values/moral education, theoretical reasoning towards clarifying values and implementing corresponding methodology, realizing the social/political role of the school, and the mechanism of implicit values education not only

requires changes in the qualifications system of
colleges of education, but also some fundamental
research.

The greatest impact of this proposal should be in
a positive impact on students, one that they recognize.
High dropout rates, teen suicides, discipline problems,
drugs and many other social phenomena cannot be totally
attributed to the present school sytem, but there may
be some link.  Confusion regarding any clear set of
personal values may be a part.  By working from a
values perspective, aligning family and school views on
values, students may find more security but also should
see more sense, value and purpose to what they do,
making their lives more meaningful.  Cragg (1988)
supports this point:

> Unless students acquire a coherent set of values
> around which to build their lives, what they are
> asked to learn can have neither intrinsic nor
> instrumental value for them.  Furthermore, to
> learn, students must see the point of what they
> are being asked to do from within the context of
> some coherent set of values. (p.87)

In fact, as this argument continues, recognizing
and taking sides on questions of what in life is worth
doing is the only way to truly educate in any
meaningful manner.  It is the only manner in which
knowledge and skills take on any kind of intrinsic
value and the only way in which values education can be
recognized in any legitimate fashion.

A final point with regard to a value-centred
approach to education is that this approach should give
children a stronger grounding in at least one approach

to values and consequently a clearer understanding. In
contrast, a supermarket approach does not allow the
real understanding that comes from being immersed in
the experience of one perspective. I believe that to
truly understand, one must be immersed in experience
which is coherently perceived, to try it on, rather
than to understand from afar (see Freie, 1987).

This proposal risks the promotion of values in
some schools which may be repugnant to some individuals
or groups, and that is why the Canadian Charter of
Rights must be a guideline, for it is a legal reality
in this country. At least the parent or guardian of
that child has a real choice in exposing him/her to
that perspective.

## The Need for Research

A great deal of research and information is
required about values to effect any kind of change in
the manner proposed above. Even to begin discussing
this central educational issue, for very different
purposes, there is much that is needed to be known.
Cochrane's (1982) pessimistic note states the situation
very clearly:

> There are no strong grounds for believing that in
> the near future our schools will take moral
> education seriously. The reasons are many and
> easily imagined. On this point, John Wilson has
> counselled patience: we are in moral education
> where science was in the era of Galileo. We need
> more time to clarify and gain acceptance of our
> subject matter and its methodology. Do we have
> time? (p. 131)

Studies in this field have concentrated on the philosophical grounding of critical theory and selected icons which represent cultural ideology. Through various computer searches of relevant literature, I have discovered that few studies have concentrated on what values educators themselves claim to hold.

One starting point is to look at teachers, as the agents of change, as the prime conduit in the transmission of values to students and as a pivotal and potentially radical group in education. They are the most direct link with students and the members of the educational community that make the final decisions as to what actually happens within classroom walls. We need to find out where teachers think they are now and where they think their students are with regard to values represented and transmitted in the classrooms.

> Part of what is missing in formulating a sufficient theory is an analysis of teachers' collective occupational movement and culture... But while critical theorists and researchers can provide important assistance to teachers in undertaking a self-examination of their beliefs and practices, individually and collectively, it is clear that most leadership will need to come from within the ranks of teachers. Only teachers have the power needed to raise critical issues about the functioning of schools. (Carlson, 1986, p.34)

As Cochrane and Williams (1978) point out, there is very little guidance as to what values education programs should be adopted. Policies are stated, but there is little teacher training, evaluation of impact, student resource material and materials selection criteria. There appears to be confusion between

educational jurisdictions, ignorance of recent theory
and literature, fear of political controversy and
religious friction and public apathy and disagreement.
In a recent study by Kutnick (1988), it was discovered
that teachers thought moral education should be taught,
that few teachers recognized that values education was
part of the hidden curriculum and that very little
evidence existed of moral or value education programs
being taught. Yet values education is being done in
schools necessarily. We need to find out how.

In terms of types of values, or categories,
Kutnick (1988) found that teachers were concerned with
values pertaining to sensitivity or empathy to others.
To a lesser extent they were concerned with
consequences of personal action (which may be seen as
Self values). There was little concern for issues of
property, environment and religion. He found that the
awareness of moral issues should be the main aim of
moral education, and that pupils should be taught
specific moral codes. Both of these are within the
domain of knowledge, rather than affect or operations.

After finding if, and what kinds of, values are
being promoted by teachers, another question comes to
mind. How are they being transmitted and how
successfully or with what effect? I have shown that
various methods of handling moral education are weak
and controversial. Are these methods being used or are
others? I found very little current material which
dealt with this area or could provide an answer to
these questions. Values Clarification materials may
still be in wide use. Fraenkel (1973) and Parsons
(1983) suggest that Social Studies is the area in the

curriculum where values should be addressed. This overlooks the broader notion of values. Kirman (1982) suggests that other areas of the curriculum address values. Do teachers follow any of these approaches? Kutnick (1988) found that discussion was the predominant means of implementing moral education. Few teachers used themselves as models. Rewards and punishments, drama, role play, creative writing and projects were also common strategies.

After determining methods or strategies, it may be necessary to determine the effect of these, in order to evaluate them. Describing student disposition with regard to values has not been addressed in this review. I found no sources which dealt with this issue. This area clearly needs to be explored.

Teacher Influence in the development of values would logically seem to be high due to the amount of personal contact students have with teachers. However, numerous authors have spoken of the influence of television, mass media, the home and family situation, peers and many other factors which may have a more profound influence on the development of values. Beecroft (1986) found that male teachers felt that television was a primary source influencing the values that children learn. He also found that most teachers thought that their example was an important factor in values education, but this was last of the four primary sources of influence outlined in the study. Chazan (1985) suggests that schooling is not a very important factor in affecting values. The only other study that addressed this issue was by Beddoe (1981), who

discovered teachers felt that they were the most
significant influence.

Demographic influences on specific values,
strategies used and opinion regarding Student
Disposition and Teacher Influence may be numerous.
This study will concentrate on only four. Ossowska
(1970) suggests that gender may influence moral ideas
in four ways. First, the physical constitution of men
and women affects their attitudes and conduct. Second,
the content of certain moral rules suggests that they
were made by men rather than women. Third, the same
act is valued differently when it is performed by a man
or woman. Fourth, the same conduct directed toward a
man is seen differently when directed toward a woman.
With this in mind, this study will address the factor
of gender.

Ossowska (1970) suggests that age is also a
determinant of moral ideas. Piaget (1965) and Kohlberg
(1966) both suggest stages of moral reasoning which are
related to age. Ossowska (1970) also points to the
fact that not only do the changes in character brought
about by age affect moral ideas, but the same conduct
in a child and an adult is often evaluated differently.
From these points two factors surface as important to
this study: the age of the student and the age of the
teacher. Teachers should treat children of different
developmental ages differently, expecting different
values and using different strategies. As teachers
age, many conditions in their lives may change. The
net effect may be changes in values and consequently
the values they choose to promote and the methods they

use to promote them.  As a result, this study will look
at the factors of teacher age and teaching division.

Piaget (1965) also points to the importance of the
relationship of people forming a group.  This would
refer to the relation of dominance and submission or
the relation of equality among peers.  Ossowska (1970)
speaks of codes of ethics developed in some professions
differing in emphasis from the generally accepted
morality of a society.  She goes on much later to talk
about the role of bureaucracy, the influence of social
stratification and one's social role and how they may
affect one's moral ideas and consequent behaviours.
These points, taken together, suggest that the longer a
person assumes the role of teacher, accepting the
special relationship with peers and students, adjusting
to a special code of ethics, adopting the role of a
bureaucrat in a specified social class, the more
his/her values may change.  Many "critical theorists"
such as Apple (1979), Bowles and Gintis (1976), Freire
(1973), McLaren (1985), and Giroux (1981) would see
this factor as being of supreme importance, but would
take it much farther.  This study will attempt to
address the issue of change in an indiviual's values
brought about by length of time immersed in the
socialized role of a teacher by using the demographic
factor of years of teaching experience.

Demographic factors influencing teachers in the
promotion of values or thoughts on Student Disposition
and Influence have been addressed by some studies.  A
study by Kutnick (1988) found that more experienced
teachers used informal classroom incidents to teach
values more than less experienced teachers.  Females

and younger teachers tended to stress sensitivity to the needs of others. Older teachers were more likely to stress property rights and religious education. Beecroft (1986) found little difference in effectiveness of values education when examining gender, age or grade level taught.

This paper is undertaken in the attempt to draw to the attention of educators and the public what values and social ideologies teachers hold, and if there is a trend or direction to those values which are being presented in the classroom. The intent is partially to describe these, in the hope that if there is disagreement, a forum for discussion may be opened as a first step to critically addressing this major aspect of classroom practice.

Understanding the relation between the views of various participants in the educational process, who provide a major socialization influence on children in their formative years, may signal to those involved and those in the surrounding communities, what impressions are being relayed, implicitly or explicitly, to their children. Both the public and those involved in education deserve to know who is teaching their children in our schools, and what kind of values they represent. School boards may find it valuable to know how their official policies are being embodied in their classroom personnel. Teachers who are concerned about values in education may need to know what general values they hold in order to begin discussion about why certain things should be taught.

# CHAPTER THREE- RESEARCH METHODOLOGY

## Overview

This is a descriptive study using a survey to
gather information from practising teachers regarding
values transmitted in classrooms.  It is assumed that
there is some connection between stated values on this
survey and actual classroom practice.  However, this
connection may be tenuous.  It is assumed that values
can be identified, stated, classified, described and
understood.  The intent of this study is to describe
these qualities and not to draw inferences from them.
Due to the small sample size, few generalizations may
be drawn.  For this reason, the final study may
realistically be seen as only a pilot, which indicates
possible conclusions which a larger sample may validate
or invalidate.

This chapter contains a description and rationale
of the research methodology, a methodological pilot
survey and a final survey which polled teachers about
values and strategies in their classroom practice and
their opinion regarding student disposition and teacher
influence in the transmission of those values.  The
methodological pilot study is described, along with the
final study.  The sample and population of the study
are discussed, followed by the description of
instrumentation, procedures, data collection,
processing and analysis.  Assumptions and limitations
are addressed, succeeded by some operational

definitions of terms used in this study.  Finally, a
restatement of the problem and hypotheses in null form
is made for the purposes of statistical testing.

### Description and Rationale of the Research Methodology

Descriptive Study:     This is a descriptive study
using a survey to gather information from pracitising
teachers regarding values transmitted in classrooms.
It is assumed that there is some connection between
stated values on this survey and actual classroom
practice.  It is assumed that values can be identified,
stated, classified, described and understood.  The
intent of this study is to describe these qualities and
not to draw inferences from them.  Due to the small
sample size, few generalizations may be drawn.  For
this reason, the final study may realistically be seen
as only a pilot, which indicates possible conclusions
which a larger sample may validate or invalidate.


The Survey Rationale:     A survey was chosen as the
method for gathering information.  This method allows
gathering data from a wide range of teaching
environments, to compare data from diverse teaching
styles and individual viewpoints.  This method does not
approach the problem of actual practice as adequately
as direct observation in individual classrooms, but it
does allow for a broader spectrum of data collection .n
a lesser amount of time.  This method may also be more
objective than classroom observation.

<u>The Focus on Teachers</u>:     Realizing the potential
difficulties in approaching the problem of determining
actual classroom practice of teachers and actual
transmission of values to students, I decided to
concentrate on classroom teachers' stated values.   This
decision clearly overlooks school, school board,
Ministry of Education and other players in the
educational system.   Classroom teachers, however,
maintain the most contact with students on a day-to-day
basis and as such are the most influential.   They are
also the point at which other policies come into direct
contact with the student.   However, stated values are
not necessarily indicative of classroom practice.

<u>Stated Values</u>:     Focusing on stated values does allow
a larger sample size to determine broader trends and
avoids the problem of interpretation of behaviour in
examining actual classroom practice.   This focus also
should indicate whether teachers do consciously promote
values in their classrooms. If there is any response at
all, it is grounds to assume that some teachers promote
values.

<u>Students Should</u>:     In order to give some direction in
formulating value statements, to develop some
consistency in responses and to ease in the analysis of
statements, the phrase, "Students should...," would be
provided as the opening for each statement on the
survey form.   This is also consistent with David Hume's
(1888) conception of the "is/ought" relationship in
morality, that morality is a statement of what ought to
be or should be rather than a statement of what is.

Therefore the inclusion of this opening should insure a value statement or direction of what students should know, do or value rather than what they in fact know, do or value.

The Methodological Pilot Survey:    In order to "test the water" and to begin to develop an instrument for the final study, a Methodological Pilot Survey was distributed to teachers within the target population. This pilot was also used to provide Categories for the analysis of value statements, in order to allow the respondents to classify their own responses.

## Research Design

Objectives of the investigation are stated and handled in the following manner:

1.    Do teachers see themselves as promoting values in the classroom?  The intent is to generate a list of values that some teachers see themselves as promoting. In order to respond to public concern and to inform teachers about what values are held and promoted, numerous statements of individual values were to be collected for comparison, to determine frequencies, similarities and the ranges of possible responses.  One difficulty in assembling this list was sorting through individual semantics, determining how similar one response was to another, when they meant the same thing and when they could be considered as one response rather than two.  Continuity in responses is required for reasonable analysis.  For this reason, a simple

list was insufficient.  A means of classifying or
categorizing responses was needed.

2.    Do_teachers_favour_the_use_of_particular
strategies_in_the_promotion_of_values?  The purpose,
here, is to determine what classroom practices teachers
use to promote, or which may conflict with, the values
indicated above.  Further information was requested
about Strategies used to implement or to promote each
value statement.  The Methodological Pilot study did
not include this information request (see Appendix B).
My intent was to acquire this information by
interviewing willing respondents.  Realizing that
willing respondents may not be truly representative of
the population, the decision was made to collect some
sample Strategies from every respondent on the survey
form (see Appendix D)

3.    Do_teachers_favour_the_promotion_of_some
Categories_of_values_over_others?  The purpose, here,
is to determine if certain Categories of values are
promoted more than others, or to develop an instrument
through a pilot study for the purpose of classifying or
categorizing values from the above list.  I did not
find a suitable instrument for identifying educational
values, therefore I circulated a pilot survey (see
Appendix B), took the results (see Appendix C), and
derived a new survey form (see Appendix D) after
determining broad classes into which each of the
responses fell.  This pilot survey, then, provided a
basis for an instrument generated by the target
population itself.  The pilot study was also used to
develop broad Categories of values to be used in the
analysis of responses in Part 1.  To alleviate undue

bias in my interpretation of these responses, the
respondents were asked to classify their own values
under these Categories.

4.   Do_teachers_hold_clear_opinions_about_Student
Disposition_toward_indicated_values?   The purpose,
here, is to determine teacher opinion about Student
Disposition toward the indicated values.   Teacher
respondents were asked to indicate whether they felt
Student Disposition was Very Weak, Weak, Uncertain,
Strong, or Very Strong.   Again, this section indicates
opinion rather than actual Disposition.   This question
was used to determine if teachers feel they are
promoting values to which students are already weakly
or strongly disposed.   These responses may suggest
reasons for teachers indicating certain value types.
It may also indicate what types of values students are
perceived to be disposed toward, as compared to
teachers.

5.   Do_teachers_hold_clear_opinions_about_their_direct
personal_Influence_on_their_students_developing_a
Disposition_toward_the_values_that_they_see_themselves
as_promoting_within_their_classrooms?   The purpose is
to determine opinion regarding their own personal
Influence in the development of Student Disposition
toward the indicated values.   Teacher respondents were
asked to indicate whether their Influence was Very
Weak, Weak, Uncertain, Strong, or Very Strong.   Again,
this is not an indication of actual influence but of
teacher opinion.   These responses may indicate trends
with regard to the choice of value Category and a
general sense of how influential teachers feel they
are.

6.  Do the factors of gender, age, teaching division and teaching experience have some effect on these responses?  The purpose is to determine possible demographic influences.  The survey includes a page requesting pertinent demographic information about the respondents (see Appendix D, page 2).  My own judgment was used to decide on what demographic factors would be pertinent.  The decision relates to the questions asked in Chapter One.  After feedback from the pilot survey, I decided to modify some of the questions on the final survey for the purpose of clarity, and to include B.Ed. students as well as teachers.  There may have been significant differences in the ideals of inexperienced B.Ed. students and experienced teachers, which may be directly modified by being involved in the educational system.  Some of the intended information in this section was removed at the request of one board of education in which the survey was circulated.  This board did not want to be compared to other boards, or to have religious affiliations polled, and it expressed great sensitivity to the entire survey.  In fact, even after I had made requested changes to the survey form, permission to circulate the survey was not granted.

Restatement of the Problems

Question 1:  Do teachers consciously promote values in the classroom?

Question 2:  Do teachers favour the use of particular strategies in the promotion of values?

Question 3:   Do teachers favour the promotion of some
categories of values over others?

Question 4:   Do teachers hold clear opinions about
student disposition?

Question 5:   Do teachers hold clear opinions about
their direct personal influence on their students
developing a disposition toward the values that they
see themselves as promoting within their classrooms?

Question 6:   Do the factors of gender, age, teaching
division and teaching experience effect survey
responses?


## Selection of Subjects

The Population:      The population to whom this
research might apply would be elementary teachers in
the public and separate schools of Southern Ontario in
the more populated areas of the "Golden Horseshoe" from
West of Toronto to Niagara Falls.   Results may be
pertinent to parents and children attending schools in
those areas.

     This is a relatively affluent area with very few
lower-income families and inner-city schools.   Teachers
would be relatively inexperienced with these
situations.   Teachers themselves are paid a higher
level of salary than teachers in other regions of
Canada, and especially the United States.   They may be
considered to be mid- to upper-income wage earners.

This fact may also affect the results and
generalizations made from this study.

Most teachers in this area would have university-
level education. Recent requirements are for new
teachers to have a bachelor's degree plus a degree in
education. Many of the respondents were enrolled in
Master of Education courses. This factor may affect
the findings.

Teachers outside of the province are subject to
differing provincial Ministries of Education and their
respective guidelines. For this reason there may be
little application outside of Ontario. Because of
differing living conditions and demographic conditions
not covered in the survey, teachers living in less
populated regions of Northern Ontario may have
responded differently. Therefore, the results of this
study may be less applicable to them. Also, for the
proposed alternative schooling within the Public School
System, schools from populated areas would be much more
likely to provide more flexibility in terms of numbers
of alternatives. Since most discussion is centred
around Public Schools, Public School teacher responses
should have been divided from Separate School
responses. Due to a request from a board within the
population which did not wish to be compared to schools
within the Separate School Board, this separation was
not made, and results may be said to apply to both
systems.

The Sample: For both the Methodological Pilot
Survey and the Final Survey, a cross-section of
teachers from the population was needed. Brock

University services this region and was the logical meeting place for teachers from many diverse areas of the target population, without concentrating on one specific area within the region. As a result, the selection would be representative.

I selected M.Ed. students who were actively teaching in Public and Separate Schools in the region. These teachers should have been relatively experienced, older and motivated to discuss these issues. To balance the age and experience factors, students were also selected from the B.Ed. program.

In order to reach teachers who were not necessarily involved in higher education and to reach a cross-section of teachers of various educational backgrounds and experiences, a Public School Board in the region was also selected for circulation of the survey. This board was selected because of easy access by myself, was representative of both high and low population densities (rural and urban), and of cultural and ethnic diversities within the target population. I was also able to identify a contact person in a number of the schools in this board to insure a greater number of returned survey forms.

The Methodological Pilot:    The sample for the Methodological Pilot Study included 30 classroom teachers of various grades selected randomly from a school in the Halton Public School system and from teachers taking a course for the M.Ed. program at Brock University. Of the 30 surveys distributed, 24 were returned and included in the final list (Appendix C).

The Final Survey:      A total of 110 surveys were
distributed.   Thirty were given to a class of M.Ed.
students at Brock University.   Thirty were given to
students enrolled in the B.Ed. program at Brock
University.   Fifty were randomly distributed to
elementary teachers in a public school board.   Of those
distributed, a total of thirty surveys were returned
and included in the sample.   This small number of
returns would suggest that the surveys included in the
study may be representative of a small portion of the
population.

Instrumentation

The instrument used in the Final Survey of this
study is an open response survey, adapted from the
original Methodological Pilot Study (see Appendix C),
with space for the respondents to indicate 6 personal
value statements which they feel represent the values
they see themselves as promoting within their
classrooms.   Corresponding Categories (from a selection
of 5) and Strategies for promoting these are indicated
to help with the analysis.   Respondents were asked for
6 responses to try to force an imbalance.   In other
words, were the respondent trying to find one response
for each Category, the sixth response would necessarily
be a member of a Category which was already mentioned.
This would force respondents to respond to at least one
Category more than the others.   This is forcing an
imbalance for an individual teacher, but it should
illustrate if many teachers favour the same imbalance.
Ideally, each respondent would favour a different

Category so that in total each Category would be
represented equally.

Opinions regarding student Disposition and teacher
Influence about each indicated value are also called
for, using a Likert Scale from Very Weak to Very
Strong. The form also requests demographic information
regarding gender, age, teaching position, teaching
experience, qualifications, grade levels of instruction
and level of education.

Content validity was determined by peer review in
the methodological pilot testing of the instrument.
Reliability was addressed by having teachers in the
study generate statements and select the Category
appropriate to their own statements. Further
assessments of reliability and validity were not
conducted and may be a limitation of the study.

For other details regarding the rationale of the
instrument, see the section on Research Design.

Data Collection Procedures

Toward the end of April, 1986, the Methodological
Pilot Questionnaire (Appendix A) was circulated to
M.Ed. students at Brock University and classroom
teachers in a public school board in Southern Ontario.
This small group was asked to indicate any potential
problems inherent in the questionnaire.

The Final Survey was limited to elementary public
schools in a school board in Southern Ontario and to
B.Ed. and M.Ed. students at Brock University. Teachers
were selected at random throughout the county. They
received the questionnaire with a covering letter

outlining the intent of the research project.
Distribution was by board courier to a contact person
at individual schools and circulation through direct
contact by myself and professors at Brock. These same
methods were used to retrieve completed forms.


## Data Processing and Analysis

Deletions:    When as many responses to the survey as
possible had been returned, analysis of the population
was then conducted. Areas c, e and g on page 2 of the
survey were disregarded. On review of the responses,
current position (area c) was of little interest to the
purpose of the survey. Area e, dealing with
qualifications, was eliminated due to the number of
respondents who were qualified in all areas. For those
respondents who were B.Ed. students, the response to
qualifications (area e) was used in place of  Current
Grade Level of Instruction (area f). This was done
because, in their seeking qualification, each
respondent would have spent instruction time in the
division where they were seeking qualifications. As
actual classroom experiences with children are of most
interest for the purposes of the study, this area was
retained. Highest Level of Education (area g) was also
eliminated, due to the fact that almost all respondents
indicated the same level of education. To be useful,
this information would need to be more specific or
diverse.

<u>Statements and Strategies</u>:    Each individual value
statement was then examined for key words indicating
similar individual stated values.  Significant
repetition of these statements was noted.

Key words in each stated strategy were also noted
for significant repetition.


<u>Sample Distribution</u>:    Using Lotus 1-2-3 on a Hyperion
computer, pertinent information regarding gender, age,
years of teaching experience and current level of
instruction as well as the Category, Disposition and
Influence indicated for each response was recorded in
raw form.  Sum totals for each area were calculated.

The sample was then examined to determine response
percentages which might affect the interpretation of
data attributed to each of the individual demographic
factors.  The sum total for each individual factor was
compared to the total sample to determine the
percentage response for each.  For example, the number
of males and females was converted into percentages of
the total sample.  These totals were used to produce
Pie-graphs using the Print-graph option on Lotus 1-2-3
for easier visual interpretation.

Next, each factor was crossed individually with
every other factor to determine relative percentages.
For example, the number of females who were age 20-29
was totalled and converted into the percentage of the
total number of females in the sample.  This
information was converted into stacked-bar graphs for
easier visual comparisons using the Print-graph option
on Lotus 1-2-3.  Some slight inaccuracies in the graphs
are a result of the program using only one decimal

place when converting the original numbers to graphic form. The original numbers are accurate to 2 decimal places. In the conversion, some totals ended up being slightly greater or less than 100%.

Nonparametric Analysis:     As a descriptive study, the interest was in determining frequencies rather than determining means and drawing inferences requiring inferential statistics. The sample size in this study was small. The variables in the sample were simply categorical, without order, using a nominal measurement scale. Few assumptions about the shape of the population distribution could be made. For these reasons nonparametric analyses were used (see Wiersma, 1985).

Given the unsure reliability of the instrument, the most cautious test was needed, with the fewest assumptions about the scale of the data. Other nonparametric analyses assume order or an ordinal scale. For these reasons, the Chi-square test was used.

The .95 level of confidence was used to be sensitive to possible trends. Given that a number of chi-square calculations will be significant by chance alone, this level is somewhat low, considering the number of calculations that were made in the analysis of this study. However, this is a study with a small sample size, with the intended purpose of describing possible trends in teacher thinking about value, with further research needed to substantiate the trends. As such, it was decided to be overly sensitive, that "Type 1" errors were preferable to "Type 2" errors.

"Committing this error of concluding that there is a real difference between the groups where in fact there is none is known as making a Type 1 error" (Hardyck and Petrinovich, 1969, p.124).

Categories: Each Category, Disposition and Influence response was then examined using Lotus 1-2-3. Observed raw responses were entered for each Category. Percentages of the total sample for each response group were calculated. Hypothetical Expected calculations, assuming an equal number of responses for each Category, were computed by dividing the raw total response by 5 (the number of Categories). The hypothetical chi-square was then calculated using the following formula:

$$ x^2 = \sum \frac{(Observed - Hypothetical \ Expected)^2}{Expected} $$

Using four degrees of freedom, levels of confidence for Chi-Square greater than .95 were considered significant or scores of greater than 9.488.

The Percentage Difference from the Hypothetical Expected values was calculated by taking the Hypothetical Expected percentage from the Observed percentage. This would determine the positive or negative direction and degree of difference from expected values. Scores may range from -20 to +80. Zero indicates no difference. Based on an examination of the raw data, scores greater than + or -10 are considered worthy of comment.

The scores for each Category were then averaged for the Average Percentage Difference. Even though this procedure may result in an accumulation of error of measurement, it was assumed that this error was relatively small and unsystematic. Caution must be taken in the interpretation of differences among averaged scores. This average would give a relative degree of difference from hypothetical values for each demographic factor.

The Percentage Range of responses for the total sample was calculated by taking the maximum percentage value minus the minimun percentage value for all of the Categories. This would determine the degree of extremes between Categories. The maximum range of these scores is 0-100. Zero indicates no difference between extremes. 100 indicates a great difference. Based on an examination of the raw data, scores above 20 are considered worthy of comment.

Disposition and Influence:    The 5-point gradient from Very Weak to Very Strong was changed to a simpler 3 point gradient of Weak, Uncertain and Strong for ease of analysis, even though this relults in some loss of data. The Observed responses for both Disposition and Influence were then entered. Percent of Total, Hypothetical Expected, Hypothetical Chi-Square and Percentage Range were calculated in the same manner as for the General Response to Categories outlined above. Using the 3-point gradient meant that two degrees of freedom were used. Confidence levels for Chi-square greater than .95 were considered significant or scores of greater than 5.991.

A final calculation was added for both the General Response to Disposition and Influence data, that of Value. Value was calculated by assigning the value of +1 to Strong responses, 0 to Uncertain responses and -1 to Weak responses. By adding the values together, total Value was determined. Again, caution must be taken in the interpretation of these scores. Even though this procedure may result in an accumulation of error of measurement, it was assumed that this error was relatively small and unsystematic. With this in mind, the scores may still be useful in indicating a general response trend. A negative total indicates a net Weak response. A positive total indicates a net Strong response. A total of 0 indicates a neutral response (this total may be as a result of either a high Uncertain response or a split in opinion between Weak and Uncertain, cancelling each other out). The numeric variance from 0 in either direction indicates the relative degree of opinion favouring either Strong or Weak. Maximum Value is + or - 100. "Value," when capitalized, refers to this calculation rather than value statements.

Demographics:    Each of the Category, Disposition and Influence response groups were then examined from each of the demographic factors compared to the sample as a whole. Each factor was also examined on its own. Disposition and Influence were also examined by each individual Category.

Calculations were made in the same manner as for the General Responses in the areas of Percent of Total, Hypothetical Expected, Hypothetical Chi-Square,

Percentage Difference from Hypothetical Expected,
Average Percentage Difference and the Range within the
group.

Further calculations were made, comparing the
individual factor response to the general sample
response and for the Percent Range between groups
within the same factor type.

The Percent from the General Sample (PGS) was
carried over from the Percent of Total from the General
Response calculations. This number was used to
calculate the Expected from General Sample (EGS) value
(EGS= PGS X .01 X Sum of Observed for that factor).
The Chi-Square from the General Sample was then
calculated to compare each factor to the General Sample
Response, determining the degree of independence from
the General Sample. For this calculation the following
formula was used:

$$x^2 = \sum \frac{(Observed - Expected\ from\ General\ Sample)^2}{Expected\ from\ General\ Sample}$$

To determine the difference in the response from
the general sample for each of the factors, the Percent
Difference from General Sample was computed by
subtracting Percent from General Sample (PGS) from
Percent of Total(PT) or (PGS - PT). A negative value
indicates a response percentage less than the General
Sample. Contrarily, a positive value indicates a
response percentage greater than the General Sample. A
value of 0 indicates no difference. The maximum value
of these scores is + or - 100. Based on an examination
of the raw data, scores above + or -10 were considered

worthy of comment. The Average of these is calculated by averaging the absolute value of each of these. This average is found beneath the individual percentage differences. Again, this average assumes that an accumulation of error of measurement was relatively small and unsystematic. The net result is a relative indicator of the degree of difference of all of the responses for this factor from the General Sample.

The Percent Range Between Groups indicates the percent range of responses, greatest value minus least value, between the individual factors in that factor group. For example, the greatest individual percentage for all age groups in Category 1 was 43.75 for age 30-39. The least individual percentage for all age groups in Category 1 was 28.13 for Age 20-29. The difference between these is 15.62 when displayed to two decimal places. This calculation would reveal the degree of extremes of responses between groups within the same factor type, revealing how different the different factors are from each other. A low value indicates little difference. The range of possible values is from 0-100.

Projections: The final analytical tool used on the responses was to combine responses of each demographic factor and to project what responses might be given by any one of these combined groups (See Appendix H). For example, responses from Males, Age 30-39, 1-10 years Experience and Junior Division, were put together to produce a projection of how a teacher with these characteristics might respond, even though such a teacher may not have been part of the sample.

For the responses to each Category, this was done
by averaging the percentage response by each factor for
each Category. Again, this averaging may result in an
accumulation of error of measurement; it was assumed
that this error was relatively small and unsystematic.
Caution must be taken in the interpretation of
differences among averaged scores. The average
respresents the projected relative percentage weight
likely for each response. For example, for Category 1,
female responses were 35.76%, age 20-29 were 28.13,
primary were 32.50 and 0 years experience were 27.27.
The average of these is 30.92. This would be the
projected response for a respondent with these
characteristics.

For Disposition and Influence projections, the
relative Value scores were taken for each factor, along
with the value for each separate Category. These four
factor scores plus the Category score were averaged and
used as a projection for the relative Value for
respondents with these characteristics.

None of these projections take into account the
sample size of either of the factors. Therefore,
relative influence that one factor has, may be a result
of small sample size creating a large percentage.
Those factors represented by larger samples would be
more accurate. Any conclusions based upon this
analysis are not substantial, due to the analytical
methodology and accumulation of error in calculations.
However, they may be of interest for future studies.

These projections are not intended to provide
justification for any prejudice, bias or other
prejudgement towards any demographic group. They are

included for interest and to determine possible trends in very tenuous demographic data. They may also be used for larger studies as a base line or to direct further research in certain directions.

Assumptions and Limitations of the Methodology

Numerous assumptions are made in this study. First, that the respondents in each portion of the study are equally honest in their statements, that these are the values that they personally promote and that the stated values indicated by their response align to some extent with their classroom values.

Second, when I compiled the values list (Appendix C) from the pilot survey (Appendix B), subjective judgements were made to determine into which broad categories these numerous responses might be grouped. The Categories (values with regard to Self, Other Individuals, Community, Environment and Spirituality) may not be sufficiently comprehensive. However, I feel that they are comprehensive enough for the purpose of this study, since no method of classification is completely comprehensive. Other categories may have been applied which dealt with many values other than the relationships of an individual. Political, aesthetic, technical or many other value types may have been useful.

Third, the Categories, when presented on the survey form, may lead the respondents to write value statements which correspond, in some manner, to these Categories. For example, they may feel that they should have one statement for each of the different

categories. For this reason I have requested six responses, while there are only five Categories. This forces the respondent to favour one category over another by repeating one.

Fourth, one alternative to having categories which may offer directed responses presented on the survey form, is to have the respondents simply make value statements. These statements would then be categorized afterwards. This leaves the larger problem of misinterpretion of the individual semantics of each statement. Having the respondent do the classification should lead to a more reliable analysis of trends.

Fifth, because of the possible controversial nature of the information requested, respondents may have indicated what they felt they were supposed to say rather than what they really believe.

Sixth, the respondents are asked to indicate Strategies which they use to promote their values. By indicating a very few examples of strategies, I cannot assume too much about how these values are promoted. No indication of frequency, duration, success, consistency and numerous other factors which are involved in purveying attitudes to children is called for. Nor is there room on the form for great detail about strategies. My interpretation of any trends and correspondence to their related value statements will be quite subjective. I will try to limit my analysis to looking at more or less frequently indicated strategies.

Seventh, teachers were simply asked to list 6 value statements. I have not made the assumption that this list is in any way a complete list of the values

promoted by the respondent.  No indication was given
that these values are considered the most important or
most frequently promoted.  There is an assumption that
these values are in some sense representative of some
of the more important and frequently promoted values,
and that they reflect, to a degree, what might appear
on a more extensive list.  This assumption does not
affect the interpretation of the results so much as in
extending the results as representative of a larger
population or of an individual teacher's global values
perspective.

Eighth, the phrase, "see themselves as promoting"
is frequently repeated in this study.  It is important
that the survey can in no way determine anything other
than how teachers see themselves and as such is purely
a survey of opinion.  To assume that these are actually
promoted is beyond the scope of the study, although
there is an assumption that there is some link between
the stated value and practice.  There may also be a
fundamental difference between what values teachers
"see themselves as promoting" and what values others,
including students, see teachers as promoting.  The
statements are consequently very subjective.

Ninth, the reliability of the instrument will not
be as great as those used by Rokeach (1975) or Kohlberg
(1975).  However, the intent in this study is to have,
as much as possible, the list of values generated come
directly from the respondents rather than from a
pre-selected list.

Tenth, a survey of this sort may have a tendency
to evoke a response that may not have otherwise been a
part of the respondent's thought.  The respondents may

not have previously considered the value statements
which they had indicated. As a result, the statements
may have less direct link with daily teacher
perceptions than is assumed. For this reason,
conclusions drawn from this survey must be cautiously
interpreted.

## Definition of Terms

Since the operational definition of terms used in
this study may be unique, relevant terms are defined
below.

Values: The relative status of, or the estimate of,
the worth, usefulness or importance of an idea or
commodity. The term "Value," when used in the analysis
of data, is capitalized and is used to refer to the
relative numeric Value of Weak, Uncertain and Strong
responses to Influence and Disposition.

Stated Values: Values that are acknowledged and stated
by the individuals or institutions involved, which may
be different than those practiced (operational).

Operational Values: Those values which are operant in
determining individual or institutional behaviour.

Hidden Curriculum: "Informal, unstated norms, values
and beliefs, that are imbedded in and transmitted to
students through the underlying rules that structure
the routines and social relationships that make up
school and classroom life" (Giroux, 1981).

Formal Curriculum: Formal and overt subject matter
dealt with at the explicit level of school and
classroom life.

Ideology: A set of beliefs, values and assumptions about how the world works, that is tied to a person's position in the social order. A framework of thought determining acceptable and logical practice.

Cultural Capital: "A particular set of meanings, qualities of style, modes of thinking and types of dispositions" (Young, 1985, p.126), valued by different social groups. These are transmitted through various familial and/or social interactions.

Self Values: (Category 1) A value which pertains to a student's self-perception and personal growth.

Other Individual Values: (Category 2) A value which pertains to the student's perception of and interaction with other individuals.

Community Values: (Category 3) A value which pertains to the student's perception of and interaction with his/her immediate or extended community.

Environmental Values: (Category 4) A value which pertains to the student's perception of and interaction with his/her physical environment.

Spiritual Values: (Category 5) A value which pertains to the student's perception of an animating, vital or essential principal, essence, power or being.

Categories: A classification of values based upon the relationship of the individual to one of: Self, Other Individuals, Community, Environment, Spirituality.

Student Disposition: Student agreement through belief and action in accordance with a specified value.

Teacher Influence: Direct, personal influence on students developing their disposition toward a specified value.

<u>Hypothetical Expected</u>:  The expected response based on an equal response percentage to each response type.

<u>Hypothetical Chi-square</u>:  The chi-square calculation using Hypothetical Expected values as the expected values.

# CHAPTER FOUR- FINDINGS OF THE STUDY

## Introduction

The results of this study appear in the following chapter. The sections are divided by the individual problems being presented separately. The first section deals with the questions concerning values which teachers promote. An analysis of the strategies used for their promotion follows in the second section. The Categories are discussed in the third section followed by Disposition and Influence in the fourth and fifth. Section six deals with an analysis of the sample, determining the proportions of demographic factors in the total sample. An examination of demographic factors is presented in the seventh section. Finally, a chapter summary is provided at the end.

## Teachers **Do** See Themselves as **Promoting** Values in the Classroom

Even though the sample size in this study is small, no respondent claimed that he or she did not **promote** values in the classroom. Many mentioned that **this was** a difficult or controversial issue and **expressed the** difficulty in choosing values. Others mentioned that there was no specified approach to values in their Board. No one referred to Ministry documents or suggested any guidance in his or her selections other than personal preference or directive.

It would appear that teachers do consciously promote values in their classes.  Due to the size of the sample, this conclusion cannot be over-generalized to include all teachers or even most teachers in the population, but it is clear that it applies to many.

To determine the types of values that are being promoted and to help operationally define what each of the Categories of values means to teachers, I have looked over each of the value statements from the survey and made some broad comments about each Category to which the respondents assigned each statement.

This information in most cases has not been converted into numerical data because many of the statements overlap or combine the somewhat arbitrary classifications that I have made.  It suffices to mention just a few of the broad types of statements that were made, to clarify how teachers interpreted each of the Categories.

Category 1:
### Values which Pertain to a Student's Self-perception and Personal Growth

By looking through each of the value statements indicated by the respondents for Category 1, many basic key-words or phrases recurred frequently.  These may be grouped into five basic classifications:

Positive Self-Image

Learning and Thinking Skills and Attitudes

Independence and Responsibility

Work Habits and Effort

Other

Positive self-image statements occurred by far the most frequently. A total of 23 of the 54 statements in this Category or 43% dealt with self-image. Words such as worthwhile, self-respect, self-esteem, belief in yourself, caring about one's self, seeing one's self as special and talented, pride and confidence, were all grouped under this heading.

Learning and Thinking Skills and Attitudes were valued next most frequently. Such things as knowing your capabilities, love of reading, value learning, curiosity, the desire to acheive, to know the intrinsic value of education and problem-solving and study skills were grouped under this heading.

Independence and Responsibility were valued less frequently. Such things as independence, responsibility, self-motivation, taking risks and goal-setting were mentioned.

Work Habits and Effort included such things as work completion, working hard, doing your best, and dependability.

Other values included "recognising your heritage, honesty, sincerity, leadership and creativity and accepting good and bad days."

<u>Category 2:</u>

<u>Values Pertaining to a Student's Perception of and</u>
<u>Interaction with Other Individuals</u>

The general patterns, recurring words or phrases
in the responses in this Category may be grouped as
follows: Respect for- others' rights and needs

- others opinions, beliefs and
  differences
- authority and rules
- property and privacy

The Golden Rule

Other

The verb "respect" is used in this Category in 21
or 58% of the responses. A general use, stated as
simply to "respect others," is found frequently in the
responses. When an object or more specific descriptor
is added, the respect for "the rights and needs of
others," is quoted most frequently. On the more
philosophical side, the respect for the beliefs and
opinions of others was cited next. Again returning to
a pragmatic interpretation of this type of value, the
next two most common responses were the respect of
authority and rules, and the respect of property and
privacy. The respect of more abstract notions such as
opinion, belief and culture seem to be values which are
promoted less than respect of more concrete or
immediate aspects of living with others. This may be a
result of the age of the students in these classrooms
but may also indicate a bias in favour of simply
getting along rather than respecting the deeper
attributes of the character of others.

The Golden Rule was quoted in this section with some slight variations, on 4 responses, or 11%. This was a surprisingly low number to what I expected. Another variation which focused on the equality of individuals rather than the reciprocal, possibly self-centred interpretation left open by the Golden Rule stated that, "Students should see and treat others as equals."

Many of the other responses were very similar to those mentioned above. Although respect was not the word used in these responses, words such as "accept," "understand," "be sensitive to," and "appreciate" were used in a similar manner. Without discussion with the respondent, semantic differences and similarities are difficult to comment on.

Loyalty, kindness, sharing, cooperation and self-control were other concepts that were included in the responses in this section.

Category 3:
   Values Pertaining to the Student's Perception of and Interaction with Immediate or Extended Community

The value statements for this Category may be classified as follows: Respect

                          Awareness
                          Place or Role
                          Pride
                          Devotion of Time for Service

Respect is a word used frequently in this Category. Specifically, the respect for rights, rules, property and culture are mentioned.

Awareness is also a commonly mentioned notion.
The awareness of events, cultures and how communities
operate are the main concerns here.

Having and knowing a role in the community, or
feeling a part of the community are also common
concepts in the responses.

Developing a sense of pride for the community is a
concern on two of the responses.

Being able to and knowing how to contribute to the
community are also mentioned on four of the responses.
The mention of specific actions such as devoting time,
contributing and working for and investing in, appear
in this Category and in Category 4 exclusively.  The
other Categories mention receptive and attitudinal
responses such as respecting, understanding and
appreciating rather than responses requiring action or
participation or skill.

Two other responses took different tracks.  One
was the sense of interdependence that students should
be aware of, and the second was the appreciation of the
fine arts.


Category 4:
   Values which Pertain to the Student's Perception
   of and Interaction with the Physical Environment

   These responses were much more difficult to
classify because some very unique and individual ideas
were stated in this Category, more so than in some of
the others.  This may be because people's ideas about
the environment are less well formulated and riddled
with jargon, with the result that they had to think

more independently about a possible response.
Contrarily, individuals may have some very specific and
creative concerns about values pertaining to the
environment which may be more clearly thought out in
advance and in more unique language. It might also be
due to some confusion or lack of consensus about what
is meant by values pertaining to the environment. Some
of the more unique ideas presented were:

"Understand the interdependence of things."

"Question rules."

"Be secure and happy in their environment."

"Express feelings and opinions."

"Enjoy the learning process."

"Understand the long-term effect of actions."

"Be concerned about the use of resources."

"Strive to be continual learners."

"Believe that life is sacred."

The responses in this Category were also rather
different from the others, in that there tended to be
more active or outreaching statements calling for
actions on the value in question rather than
passive/receptive attitudes, knowledge, beliefs and
understanding. This might suggest a stronger desire
for the value to become a higher level value which
influences decision-making or even a behavioural trait
with consistent application. This may be due to a
perception on the part of some respondents of the
catastrophic consequences of the failure to act on
environmental issues. Such statements as students
should work for, do, help, treat, clean and maintain
the environment are frequently recurrent. Most

responses take the environment to be the natural
environment rather than the man-made environment,
although valuing school/community property is mentioned
on a few responses.  Awareness of, or helping to
counteract pollution is a specific area of concern on
four of the 25 responses.

On the less active side, being aware of problems,
was mentioned on 4 responses.  Respect was again a
commonly used  word.  Valuing, concern for and
understanding were concepts also mentioned.

## Category 5:

Values which Pertain to the Student's Perception
of an Animating, Vital or Essential Principle, Essence,
Power or Being

The responses in this Category may be classified
under the following headings, in order of frequency:

> Relation to a Deity
> Basic Moral/Ethical Code
> Goodness in Others
> Knowing the Spiritual Self
> Respect and Tolerance

Of the 17 statements, 6 or 35% dealt with some
sort of relation to a deity.  The need to believe in,
to pray to or see one's self as a creation of a deity
were the main concepts covered.

Knowing and believing a basic code of ethics  was
mentioned 3 times.  No particular code was mentioned
which may indicate a relativism or impartiality to any

specific and possibly conflicting code. It may also be
a reflection of fear to declare one's own code or a
true attempt to have children adopt any code based on
the belief that children are capable of making socially
acceptable, good or reasonable choices.

Seeing the goodness in others was mentioned twice.
These statements were too vague and too few to make any
comment on.

Knowing the spiritual self was indicated twice.
Both of these statements seemed to take very different
directions. The first was to "recognize our inadequacy
to 'acheive' on our own merits and in our own
strengths, i.e., we need more and there is more." This
statement is, from what was said in the response to
Strategies, primarily dealing with recognition and
appeal to God for guidance, direction and strength.
The second statement, "Students should learn to listen
to their inner self," points to the inner self as the
final guidance, direction and strength. Strategies
here included learning meditation and concentration
exercises. In the first, the absolute is outside of
the self and in the second it is inside. In the first,
the spiritual self is checked for limitations and
dependence, and in the second the self is checked for
answers and independence.

The last classification is that of respect and
tolerance for the religious affiliations of others and
for the views and goodness in others. Again these
views are very similar. One interesting point is that
the term respect only appears twice or in 12% of the
responses. This is less than in any of the other
Categories. Of course, the number of responses in this

Category is also smaller than the others and the term might appear more often with a larger sample.

## Summary

It was shown that many teachers do see themselves as promoting values in the classroom.

Those values are very general in nature rather than specific. They tend to be conceptual in form, relating to respect, understanding, awareness. As such, they may be seen as having a basis in the domain of knowledge, their object being knowledge of general principles or concepts (see Popp, 1989).

The affective domain was emphasized less than knowledge. Feelings, beliefs and attitudes were mentioned, but few of the value statements referred to higher level values or character traits that would affect behaviour. Instead, they appeared to be values that would affect the receptivity of action, or the interpretation of action rather than the determination of action.

Values relating to skills, action and behaviour, the operations domain, were mentioned very infrequently. Of those that were mentioned, most might be considered as school skills that would carry over very little to life outside the classroom.

Teachers **Do** Favour the use of Particular Strategies
in the Promotion of Values

It appears that teachers do favour the promotion
of particular strategies in the promotion of values.
There were a great variety of strategies mentioned.
Certain strategies recurred frequently in varying
forms.

Each individual value statement is accompanied by
a list of strategies or methods that the teacher uses
to get each value across to students.  If the
respondents were not currently teaching, they were to
indicate what they have done, or would do in their
classroom.  Actual practice of what is stated in this
survey, in terms of consistency, frequency, regularity,
effectiveness and other factors that relate to actual
application is beyond the scope of this paper.

Most responses can easily be classified into the
following groups: Discussion

Student/teacher Relationship

Teaching and Curriculum

Praise and Feedback

Language Arts

Role Modelling

Group Work

Simulation and Role Playing

Field Trips and Community Involvement

Classroom Organization and Cleanup

The placement of each response in the above
mentioned class is done by finding an example of the
actual word or one which might be considered similar.

The classification is very subjective and subject to my
personal interpretation. For this reason, the
percentages quoted are rounded to the nearest whole
percentage point. Most responses included more than
one strategy. As a result, more than one of the above
mentioned strategies may appear with one value
statement. This may also cause the percentages
mentioned in this section to total more than 100%. The
percentages refer only to the frequency with which the
strategy type occurs within the total number of value
statements and not within the total number of
strategies. I feel that this is the most equitable
manner of demonstrating the frequency of response.

By far the most common strategy mentioned is that
of discussion. Included are responses such as sharing,
and class meetings. This response appeared in all of
the Categories, but in the highest percentage (41%) in
Category 2. It appeared in the other Categories in the
following percentages: 1-17% 2-41% 3-16% 4-7%
5-25%. The high percentage in Category 2 and 5 may be
due to the nature of these values. I would assume that
discussion is actually a more frequently employed
strategy and that it would likely appear in many of the
other classification which I have assigned to these
responses.

The relationship between the student and teacher
was the second most popularly cited strategy. This is
a kind of catch-all classification where responses are
not as repetitive as in most of the other groups.
Responses include such things as "treating students
honestly...with respect...listening...making eye
contact...expressing emotional honesty...having high

expectations...voicing opinions...trusting...accepting
opinions...being positive and enthusiastic." This type
of response appeared in all Categories except Category
3. It appeared most frequently in Categories 1 and 2.
This type of response appeared in the Categories in the
following percentages:
1-30%  2-18%  3-0%  4-7%  5-13%.

Curriculum and teaching responses appeared 26
times throughout the Categories. Responses such as
"teaching...units of study...science
experiments...religion and other classes... Basic
Thinking Skills...Discovery Learning...and marks
for..." were included in this classification. The
percentages for each Category are as follows:  1-8%
2-12%  3-21%  4-26%  5-38%  It would appear that the
areas which are being covered most directly by
curriculum concerns are Spirituality and The
Environment and the Community.  I would suggest that
Spirituality would be covered by the Separate School
Boards in religion classes and that Public schools
would not cover this issue in specified classes.
However, further research including School Board
affiliations in the demographics would be necessary to
confirm this point.

Praise and positive feedback were also very
popular strategies. Responses of this type were very
clear and repetitive in jargon. They included
"praise...positive reinforcement...positive
feedback...encouragement." By Category, the
percentages were:  1-28%  2-6%  3-0%  4-4%  5-0%  It is
interesting to note that those Categories where the
values were taught as part of curriculum, most commonly

are the ones in which positive feedback and
encouragement are least common.  The reverse is also
true.  Do teachers praise behaviour outside of academic
behaviour more often?

Use of the Language_Arts (reading, writing and
viewing) were mentioned in 17 responses.  These
included "journals...writing...reading
literature...novel study...viewing movies (film and
videos)...media."  The frequency by Category was as
follows:  1-13%  2-9%  3-21%  4-4%  5-6%

Role_modelling was mentioned on 14 responses.  The
responses were quite clear, including "role
modelling...and setting a personal example."  By
Category, the frequency was as follows: 1-7%  2-15%
3-5%  4-7%  5-19%

Group_work was mentioned on 13 responses.  Again
the responses were very clearly similar, with very
little variation in the phrasing.  Only three different
responses were included in this classification, "group
work...working together...and group activities."  Each
response was elaborated but very similar.  This type of
strategy was reported almost exclusively in Category 2
at 26%, with some mention in Category 1 at 5%.

Role-playing_and_simulation was mentioned in all
of the Categories except Category 4, a total of 11
times.  The responses included
"role-playing...simulations...and games."  The
percentage of responses for each Category were as
follows:  1-5%  2-15%  3-11%  4-0%  5-6%.

Field_trips_and_community_contact was mentioned
in 10 responses.  This type of response included such
strategies as "walking and questioning...field

trips...join recreation centre or club...involvement
with Scouts and teams...community work...visits by
representatives of various religions." These
strategies were not mentioned in Categories 1 and 2.
They were mentioned in the following Categories at
these percentages: 3-21% 4-19% 5-6%.

Another strategy used exclusively in Category 4
is <u>Classroom Organization and Clean-up</u>. This strategy
was cited in 19% of the responses. The statements
include "personal organization and tidying...class
clean-up...responsibility for class order...clean-up
with rewards...garbage clean-up."

The balance of the responses were difficult to
classify and included such strategies as "checking
assignments daily...involving parents...tests based on
originality...encourage creativity...use the
arts...reflection...meditation...provide stimulating
materials...homework book...help students reach their
own level...expose to variety...recycling
program...keep animals...routines...and none."

## Summary

It would appear from these findings that a large
variety of strategies is involved in promoting the
stated values. Whether they are actually practiced is
beyond the scope of this paper, but they are part of
teachers' public values strategies. There are also
some very common strategies used both universally and
specifically for certain types of values.

The dominant strategies used when promoting
values pertaining to the self are student/teacher

relationships, discussion, positive reinforcement and the exploration of language arts.

In values pertaining to others, the main strategies appear to be discussion, group work, student/teacher relationship, and role-playing and simulations.

For values pertaining to the community, teaching through the curriculum, field trips and community involvement and language arts seem to be the most common strategies. This Category seems to be more directly related to, or integrated into, the prescribed curriculum.

Environmental values seem to be promoted through teaching and curriculum, field trips and community involvement and clean-up and organization. These values were indicated as the most integrated or directly related to curriculum.

Spiritual values appear to be most commonly promoted through direct teaching, discussion and role modelling. Again, these values are apparently addressed directly and explicitly in curriculum. However, as I stated previously, they are more likely to be treated directly and explicitly by teachers in the Separate Schools, rather than teachers in the Public Schools.

In general, the strategies were directed toward the knowledge domain and to a lesser extent the affective domain of feelings and attitudes (see Popp, 1989). They tended to be focused on relaying information rather than participation and problem-solving. They were mostly explicit methods rather than implicit.

Teachers **Do** Favour the Promotion of some Categories of
Values over Others

The expected percentages of responses were equally
divided at 20 percent for each Category, or 30.2
responses out of 151. Responses diverged from these
expected results. Figure 1 illustrates the percentage
of responses for each of the Categories. These
responses indicate a tendency to favour the promotion
of values from Categories 1 and 2 much more than the
others.

Table 1 reveals that the responses show a great
tendancy for teachers to promote values from Category
1. The chi-square value of 30.6887 indicates
confidence greater than .9995. The 54 responses for
Category 1 amount to 35.76 percent of the total sample,
a significant difference of 15.76 points from the
expected 20 percent. A lesser emphasis was placed on
Category 2, but as Table 1 illustrates, the number of
responses was only slightly higher (3.84) than the
expected values: 23.84% versus 20% expected. Category
4 responses were below the expected value but only
marginally so (-3.44). The responses to Categories 3
and 5 were both much lower than the expected values
(-7.42 and -8.74). The maximum to minimum range within
the sample, 24.50 percentage points, indicates a fair
range of difference between Category 1 and Category 5
responses.

Some statements were assigned more than one
Category by the respondents but were not included in
the results. This suggests that the categorization of
the value statements may encompass one

TABLE 1- GENERAL RESPONSES

| FACTOR | CATEGORY | OBSERVED | PERCENT | HY CHI | DIFF EX |
|---|---|---|---|---|---|
| GENERAL | 1 | 54.00 | 35.76 | 18.7563 | 15.76 |
| GENERAL | 2 | 36.00 | 23.84 | 1.1139 | 3.84 |
| GENERAL | 3 | 19.00 | 12.58 | 4.1536 | -7.42 |
| GENERAL | 4 | 25.00 | 16.56 | 0.8954 | -3.44 |
| GENERAL | 5 | 17.00 | 11.26 | 5.7695 | -8.74 |
| GENERAL | sum or av | 151.00 | 100.00 | 30.6887 | 7.84 |

TABLE 2  GENERAL RESPONSE TO DISPOSITION

| FACTOR | RESPONSE | OBSERVED | PERCENT | HY CHI | DIFF EX | VALUE |
|---|---|---|---|---|---|---|
| GENERAL | WEAK | 48.00 | 33.80 | 0.0094 | 0.47 | |
| GENERAL | UNCERTAIN | 40.00 | 28.17 | 1.1362 | -5.16 | |
| GENERAL | STRONG | 54.00 | 38.03 | 0.9390 | 4.70 | |
| | sum or av | 142.00 | 100.00 | 2.0845 | 3.44 | -4.23 |

TABLE 3  GENERAL RESPONSE TO INFLUENCE

| FACTOR | RESPONSE | OBSERVED | PERCENT | HY CHI | DIFF EX | VALUE |
|---|---|---|---|---|---|---|
| GENERAL | WEAK | 5 | 3.52 | 37.8615 | -29.81 | |
| GENERAL | UNCERTAIN | 23 | 16.20 | 12.5094 | -17.14 | |
| GENERAL | STRONG | 114 | 80.28 | 93.8967 | 46.95 | |
| | sum or av | 142 | 100.00 | 144.2676 | 31.30 | -76.76 |

FIGURE 1– GENERAL RESPONSES

GENERAL RESPONSE TO CATEGORIES

GENERAL RESPONSE TO DISPOSITION

GENERAL RESPONSE TO INFLUENCE
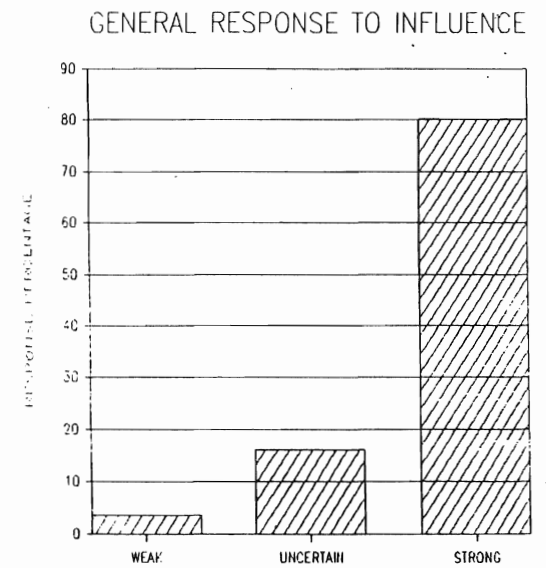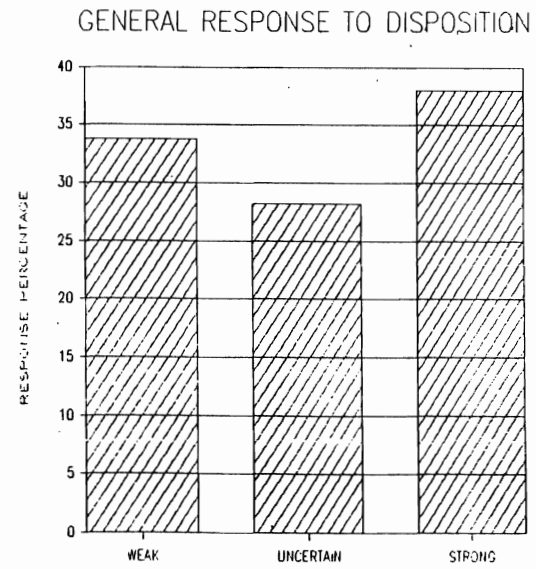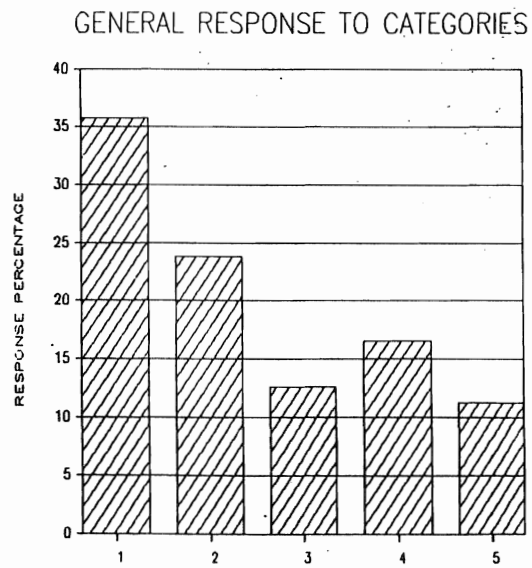
or more different Categories. Category 2 responses
appeared in all of these combined responses. This was
true in all of the 14 examples. It may be difficult to
separate the categories entirely, and responses in one
category may not exclude all others, especially in
Category 2. Category 3 appeared in 11 of these
responses, while Categories 1, 4 and 5 appeared in 7, 6
and 3 responses respectively. It would appear from
this very limited sample that Spiritual values are seen
to be the least inclusive in the other values while
values pertaining to Other Individuals are the most
inclusive.

## Summary

From these findings it would appear that teachers
tend to see themselves as promoting values which
pertain to a student's self-perception and personal
growth to a significant degree. They also tend to
promote values which pertain to their Community and
Spirituality to a degree significantly less than the
others. Values pertaining to Other Individuals and the
Environment receive a moderate amount of emphasis, the
amount that all values would if given equal priority.

Teachers Hold **No Clear Opinion** About
Student Disposition
(Agreement, Belief and Action in Accordance with Values
that Teachers See Themselves as Promoting
in their Classrooms)

The expected percentages for each response were
33.3% of the total. The data collected from the
general sample in this survey are very close to this
level. Figure 1 illustrates the responses as
percentages for Student Disposition. The greatest
percent difference from the expected is only 5.16
percent, well below the acceptable 10%. This deviation
is small. The range within, from 28.17 to 38.03
percent, a total of 9.86%, is relatively small,
indicating a small difference between extreme
responses. The total relative Value of the responses
is 4.23, which indicates a slightly positive or Strong
overall response to Student Disposition. Considering
that this Value could reach + or - 100, 4.23 is very
close to 0 or Undecided.

Summary

It is apparent that there is no clear opinion
about the Strength or Weakness of Student Disposition.
The **low positive Value** would suggest that teachers feel
Student Disposition is slightly Strong. A slightly
lower Undecided response indicates that the low Value
is a result of a split in opinion rather than a high
Undecided response. Neither extreme in the split is
very large.

Teachers have **a Very Clear Opinion** about their
Direct, Personal Influence on their Students
Developing a Disposition toward the Values
that they See Themselves as Promoting
within their Classrooms

The expected responses for Weak, Uncertain and
Strong would be equally spread among them.  There would
be an expected 33.3% response under each.  The data
collected in this survey show a great difference from
these expected results.  Figure 1 shows very clearly
that 80.28% (114) of the 142 responses indicate a
Strong degree of Influence.  Further, 36 (25%)
responses indicated a Very Strong Influence.

Table 3 reveals that the results of the sample are
significant (X2=144.307, n=142, df=2, p>0.0005).  The
percentage difference from the expected result ranges
from -29.81% to 46.95%.  These 93.90 percentage points,
far above the 10% level, suggest a great tendency
toward the Strong response over the Weak or Uncertain
responses.  All areas express a great deviation from
the expected.  Only 3.52% of the responses indicated
Weak Influence and none of them indicated a Very Weak
Influence.  The overall Value of the responses is
+76.76, indicating a very strong feeling of positive
Influence by teachers, with little indecision or
disagreement.

### Summary

It may be stated that teachers do feel that their
direct, personal influence on their students developing

their disposition toward the values that they see
themselves as promoting within their classroom is
significantly strong.  Teachers feel very influential
in developing student values.  Whether the influence is
positive or negative is unclear, based on the results
of this survey.


## Analysis of the Sample


Some of the responses were not included in the
total sample.  Some respondents did not indicate a
category for one or more value statements, while 14
statements were matched with more than one Category.
The value statements and strategies for these were used
for key-word content analysis but were not included in
the analysis of the Categories.  Other respondents
neglected to circle a response for Disposition and
Influence.  Again, these responses could not be
included in the analysis of Disposition or Influence.
The most common omission was to complete fewer than the
six statements.  In these cases, only completed
statements were included.  After compiling these
responses, a total of 151 statements were collected
with an appropriate Category for an average of 5.03
responses per individual respondent.  Responses to
Disposition and Influence totaled 142 for an average
of 4.73 responses per individual.

Rather than speaking only of the number of
individual respondents, the following sample analysis
refers to the number of responses, attributing each
response with the pertinent demographic data (see Table

4). This allows the analysis of each individual response separately.

By gender, the sample was very close to being evenly split between males and females (Figure 2). Female responses accounted for 55.6% of the 151 collected, compared to 44.4% for males. The responses are therefore not very biased in favour of either gender.

By age, the sample is rather unevenly distributed (Figure 3). A majority of the responses came from respondents who were between the ages of 40-49. Combined with responses by teachers aged 30-39, this segment of the sample (age 30-49) accounts for 67.6% of the total. As a result, younger teachers (20-29 years) and older teachers (50+ years) are not equally represented, with 21.2% and 11.3% respectively or 32.4% for the two together. Conclusions based upon age only will be tenuous. For more reliable observations, a much greater sample would be needed, including more teachers from the younger and older groups.

By division, the sample is fairly evenly divided (Figure 4). The primary division represents the smallest numbers at 26%. Junior and intermediate divisions are represented by 38% and 36% respectively. This distribution makes conclusions based on division more accurate, but again a greater sample would be desirable.

By teaching experience, the sample is again unevenly distributed (Figure 5). Most responses were given by teachers with either more than 20 years' experience or less than one year experience. These two groups accounted for 59.8% of the total sample, leaving

TABLE 4- PERCENTAGE DISTRIBUTION OF DEMOGRAPHIC FACTORS IN SAMPLE

| | female | male | age 20 | age 30 | age 40 | age 50+ | primary | junior | intermed. | exp 0 | exp 1-10 | exp 11-20 | exp 20+ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| female | | | 83.87 | 33.33 | 64.81 | 29.41 | 52.86 | 54.90 | 52.27 | 73.81 | 37.50 | 56.76 | 44.68 |
| male | | | 16.13 | 66.67 | 35.19 | 70.59 | 47.14 | 45.10 | 47.73 | 26.19 | 62.50 | 43.24 | 55.32 |
| age 20 | 31.71 | 7.35 | | | | | 12.86 | 24.51 | 25.00 | 73.81 | 0.00 | 0.00 | 0.00 |
| age 30 | 19.51 | 47.06 | | | | | 31.43 | 25.49 | 35.23 | 26.19 | 62.50 | 59.46 | 0.00 |
| age 40 | 42.68 | 27.94 | | | | | 44.29 | 38.24 | 29.55 | 0.00 | 37.50 | 40.54 | 63.83 |
| age 50+ | 6.10 | 17.65 | | | | | 11.43 | 11.76 | 10.23 | 0.00 | 0.00 | 0.00 | 36.17 |
| primary | 26.61 | 27.28 | 16.06 | 27.85 | 32.30 | 27.59 | | | | 22.38 | 26.33 | 29.73 | 28.40 |
| junior | 40.29 | 38.01 | 44.65 | 32.92 | 40.63 | 41.35 | | | | 37.31 | 34.21 | 36.49 | 45.68 |
| intermed. | 33.10 | 34.71 | 39.29 | 39.23 | 27.07 | 31.06 | | | | 40.31 | 39.46 | 33.78 | 25.91 |
| exp 0 | 37.80 | 16.18 | 100.00 | 22.92 | 0.00 | 0.00 | 21.43 | 24.51 | 30.68 | | | | |
| exp 1-10 | 10.98 | 22.06 | 0.00 | 31.25 | 16.67 | 0.00 | 14.29 | 12.75 | 17.05 | | | | |
| exp 11-20 | 25.61 | 23.53 | 0.00 | 45.83 | 27.78 | 0.00 | 31.43 | 26.47 | 28.41 | | | | |
| exp 20+ | 25.61 | 38.24 | 0.00 | 0.00 | 55.56 | 100.00 | 32.86 | 36.27 | 23.86 | | | | |

FIGURE 2- DISTRIBUTION OF DEMOGRAPHIC FACTORS IN SAMPLE: GENDER
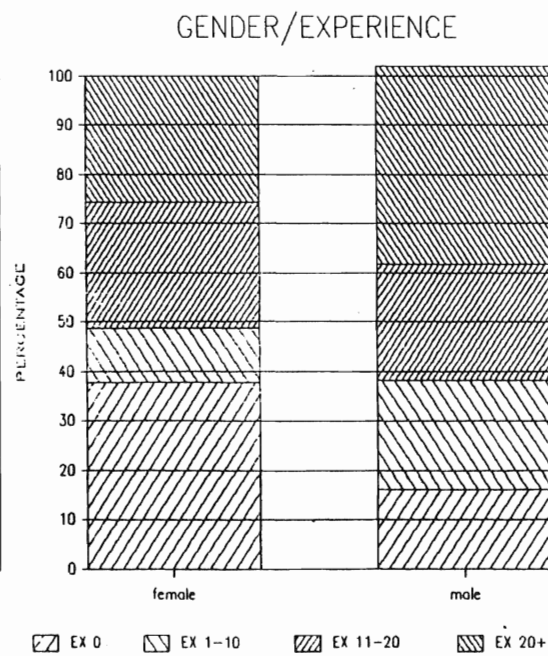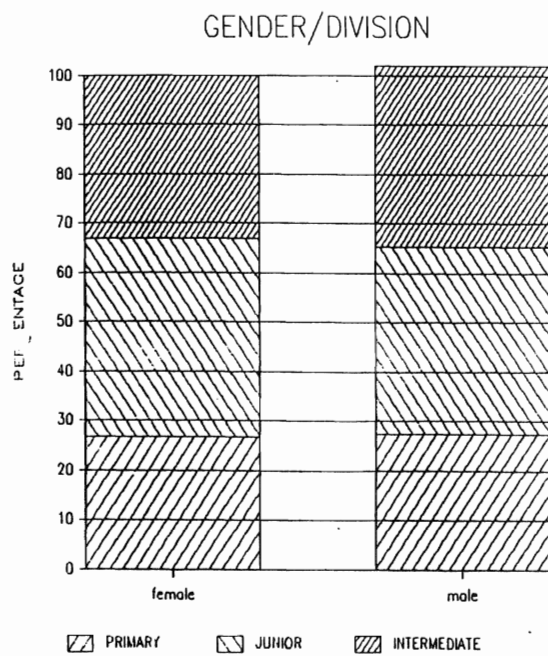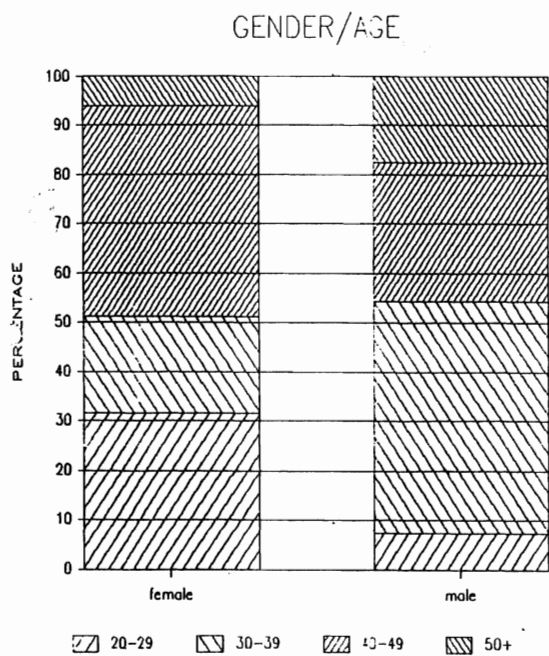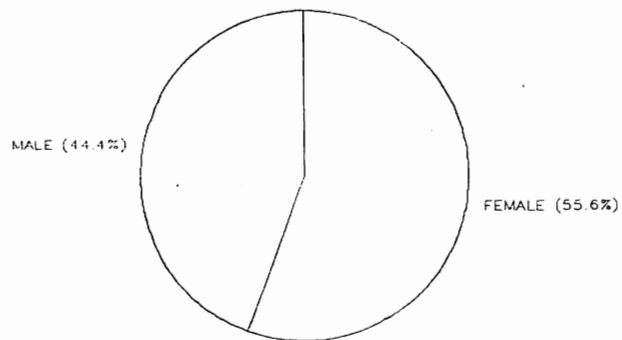
FIGURE 3- DISTRIBUTION OF DEMOGRAPHIC FACTORS IN SAMPLE: AGE
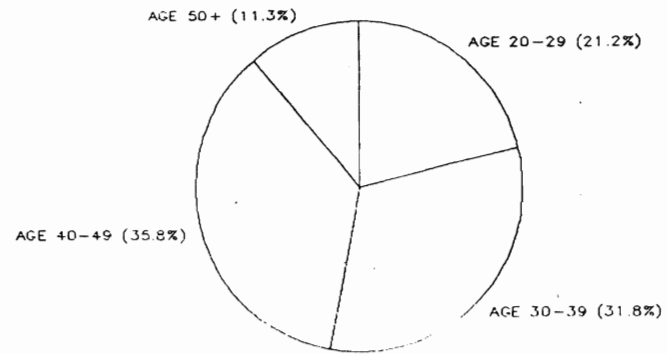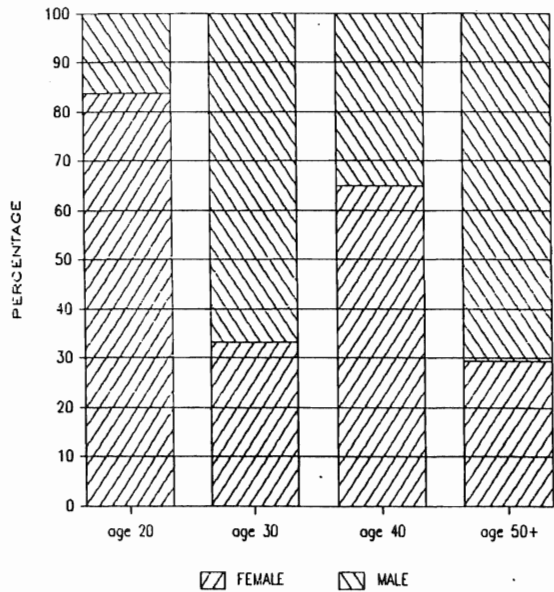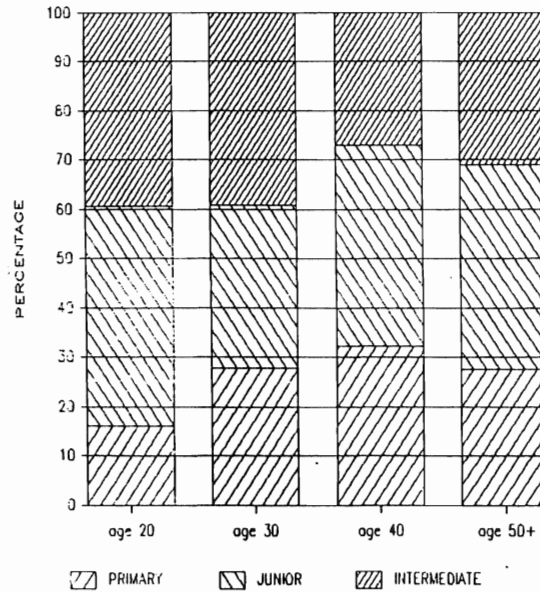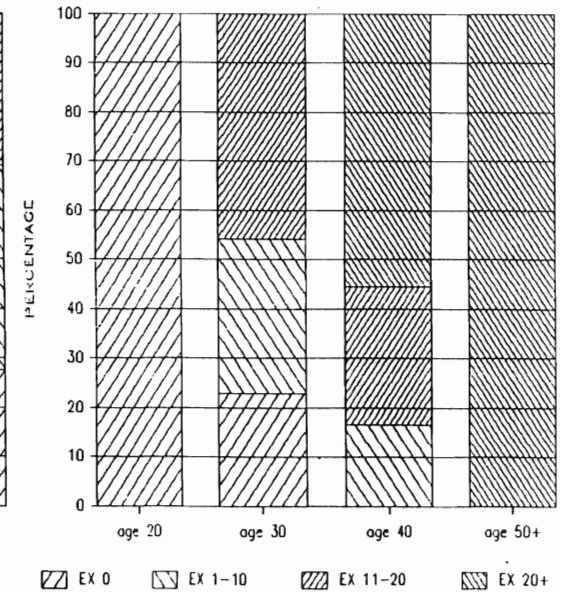
FIGURE 4- DISTRIBUTION OF DEMOGRAPHIC FACTORS IN SAMPLE: DIVISION
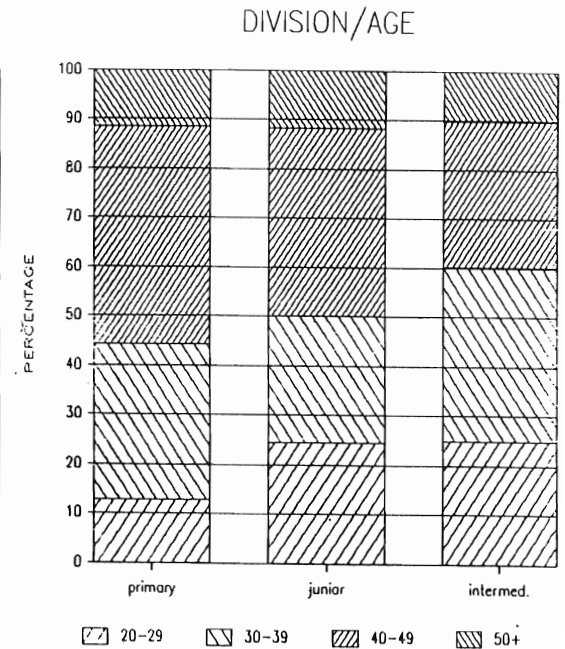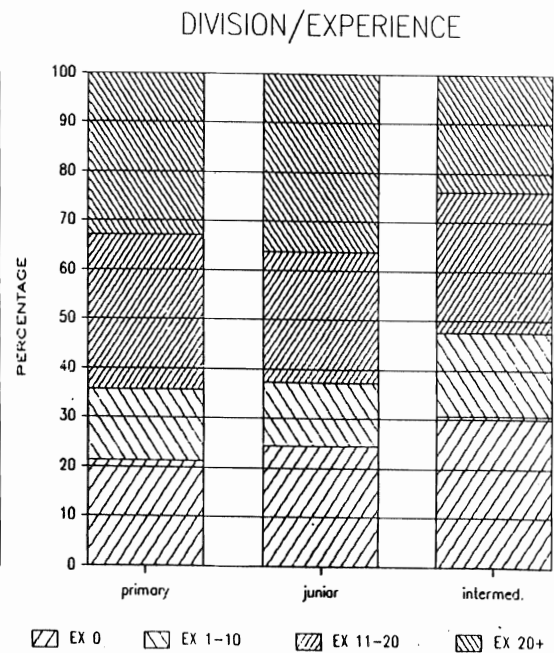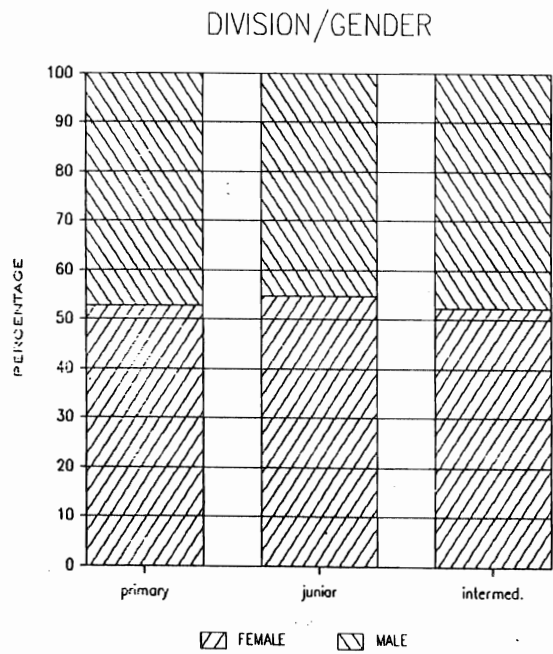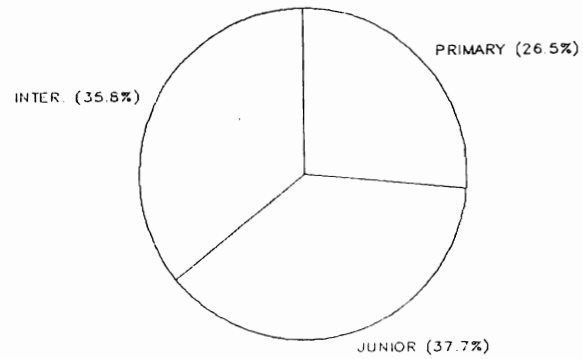
FIGURE 5- DISTRIBUTION OF DEMOGRAPHIC FACTORS IN SAMPLE: EXPERIENCE
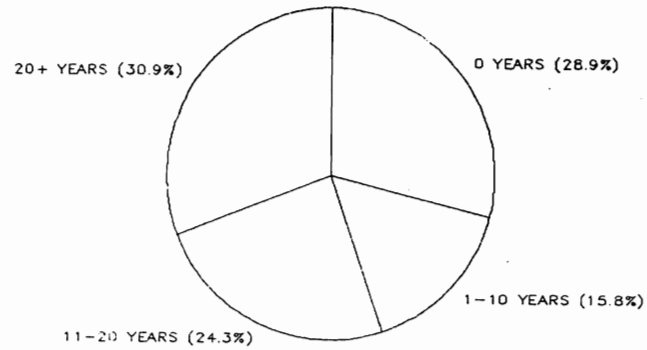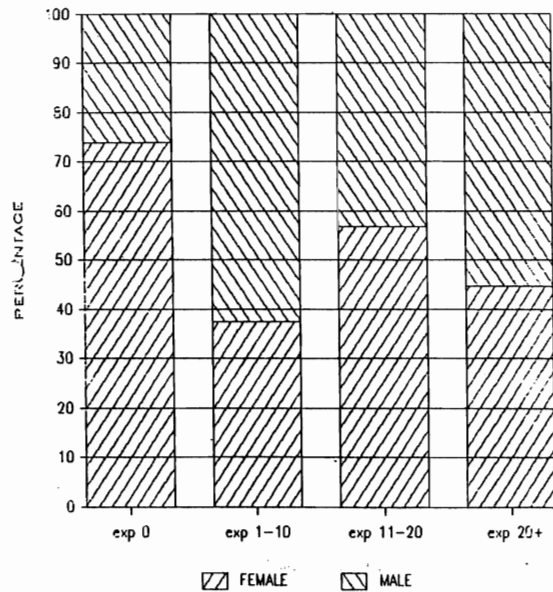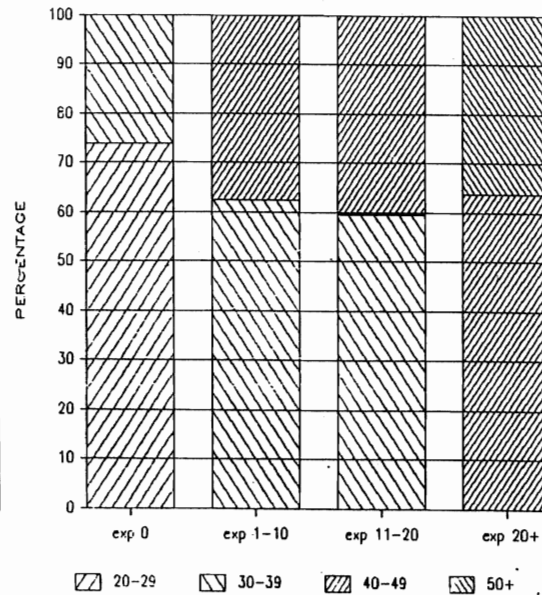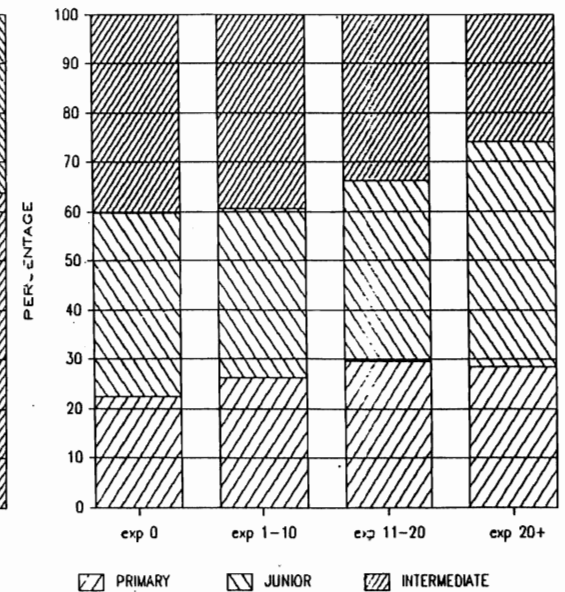
only 40.1% of the responses by teachers with 1-20
years of teaching experience.  The total sample is
therefore biased towards teachers with little or a
great deal of experience.  Further analysis based on
demographic grouping should be conducted to achieve
reliable conclusions, with a greater sample of teachers
with 1-20 years of experience.

Percentage Distribution of Demographic Factors in
Sample: For the purpose of deciding if conclusions can
be drawn about each of the demographic factors, sample
comparisons were generated to determine any correlation
between demographic factors.  These correlations must
need be taken into account before conclusions can be
drawn about either factor as an independent variable.
Table 4 presents the comparative percentages across
factor groups.  Figures 2-5 illustrate these
percentages in stacked-bar graphs.  The most
significant correlation is between age and experience.
For example, 100% of the respondents between age 20-29
had 0 years of experience.  Also, 100% of the age 50+
group had 20+ years of experience.  The conclusions
reached for the two age groups may also be equally
attributed to years of experience.  However, the
converse is not true.  Of those with 0 years'
experience, 73.81% were age 20-29, a very high
percentage, but 26.19% were age 30-39.  Similarly, of
those with 20+ years' experience, only 36.17% were age
50+, while the majority, 63.83%,  were age 40-49.
Therefore, conclusions reached about respondents with 0
and 20+ years' experience are much less likely to be
attributed to age.

Comparison to Population: The extent to which
this sample is like the population is unclear.  The
sample may not be representative of the population,
which limits the generalizability of the results.


The Factors of Gender, Age, Teaching Division
and Teaching Experience **Do Have An Effect** on
the Survey Responses to the Categories

Demographic Factors Affecting the Responses
to the Categories

Factors Compared to the Total Sample:      Using
chi-square calculations to compare the individual
demographic factors to the total sample, there were no
significant deviations by any of these factor groups
(see Tables 5-9 and Figure 6).  Consequently, none of
these factors may be said to have a significant
influence on the Category of value stated by teachers
responding to this survey.  However, the opinions most
different from the general sample were offered by:

O years' experience

males

age 20-29

females

age 30-39

When looking at the percentage difference from the
total sample responses for each demographic factor on
each individual category, some speculations about
possible significance may be made, assuming a further

## TABLE 5  CATEGORY RESPONSE BY GENDER

| FACTOR | CATEGORY | OBSERVED | PERCENT | HY CHI | DIFF EX | SAM CHI | DIFF SAM | RANG IN | RANG BET |
|--------|----------|----------|---------|--------|---------|---------|----------|---------|----------|
| female | 1 | 24.00 | 28.57 | 3.0857 | 8.57 | 1.2143 | -7.19 | | 16.20 |
| female | 2 | 22.00 | 26.19 | 1.6095 | 6.19 | 0.1945 | 2.35 | | 5.29 |
| female | 3 | 13.00 | 15.48 | 0.8595 | -4.52 | 0.5589 | 2.89 | | 6.52 |
| female | 4 | 15.00 | 17.86 | 0.1929 | -2.14 | 0.0859 | 1.30 | | 2.93 |
| female | 5 | 10.00 | 11.90 | 2.7524 | -8.10 | 0.0312 | 0.65 | | 1.46 |
| female | sum or av | 84.00 | 100.00 | 8.5000 | 5.90 | 2.0847 | 2.88 | 16.67 | 32.41 |
| | | | | | | | | | |
| male | 1 | 30.00 | 44.78 | 20.5642 | 24.78 | 1.5225 | 9.01 | | 16.20 |
| male | 2 | 14.00 | 20.90 | 0.0269 | 0.90 | 0.2438 | -2.95 | | 5.29 |
| male | 3 | 6.00 | 8.96 | 4.0866 | -11.04 | 0.7007 | -3.63 | | 6.52 |
| male | 4 | 10.00 | 14.93 | 0.8627 | -5.07 | 0.1076 | -1.63 | | 2.93 |
| male | 5 | 7.00 | 10.45 | 3.0567 | -9.55 | 0.0391 | -0.81 | | 1.46 |
| male | sum or av | 67.00 | 100.00 | 28.5970 | 10.27 | 2.6137 | 3.61 | 35.82 | 32.41 |

## TABLE 6  CATEGORY RESPONSE BY AGE

| FACTOR | CATEGORY | OBSERVED | PERCENT | HY CHI | DIFF EX | SAM CHI | DIFF SAM | RANG IN | RANG BET |
|--------|----------|----------|---------|--------|---------|---------|----------|---------|----------|
| age 20-29 | 1 | 9.00 | 28.13 | 1.0562 | 8.13 | 0.5218 | -7.64 | | 15.63 |
| age 20-29 | 2 | 8.00 | 25.00 | 0.4000 | 5.00 | 0.0180 | 1.16 | | 5.09 |
| age 20-29 | 3 | 3.00 | 9.38 | 1.8063 | -10.63 | 0.2617 | -3.21 | · | 8.27 |
| age 20-29 | 4 | 8.00 | 25.00 | 0.4000 | 5.00 | 1.3780 | 8.44 | | 13.24 |
| age 20-29 | 5 | 4.00 | 12.50 | 0.9000 | -7.50 | 0.0438 | 1.24 | | 2.08 |
| age 20-29 | sum or av | 32.00 | 100.00 | 4.5625 | 7.25 | 2.2234 | 4.34 | 18.75 | 44.31 |
| | | | | | | | | | |
| age 30-39 | 1 | 21.00 | 43.75 | 13.5375 | 23.75 | 0.8565 | 7.99 | | 15.63 |
| age 30-39 | 2 | 10.00 | 20.83 | 0.0167 | 0.83 | 0.1821 | -3.01 | | 5.09 |
| age 30-39 | 3 | 5.00 | 10.42 | 2.2042 | -9.58 | 0.1790 | -2.17 | | 8.27 |
| age 30-39 | 4 | 7.00 | 14.58 | 0.7042 | -5.42 | 0.1129 | -1.97 | | 13.24 |
| age 30-39 | 5 | 5.00 | 10.42 | 2.2042 | -9.58 | 0.0302 | -0.84 | | 2.08 |
| age 30-39 | sum or av | 48.00 | 100.00 | 18.6667 | 9.83 | 1.3607 | 3.20 | 33.33 | 44.31 |
| | | | | | | | | | |
| age 40-49 | 1 | 18.00 | 33.33 | 4.8000 | 13.33 | 0.0890 | -2.43 | | 15.63 |
| age 40-49 | 2 | 14.00 | 25.93 | 0.9481 | 5.93 | 0.0985 | 2.08 | | 5.09 |
| age 40-49 | 3 | 8.00 | 14.81 | 0.7259 | -5.19 | 0.2138 | 2.23 | | 8.27 |
| age 40-49 | 4 | 8.00 | 14.81 | 0.7259 | -5.19 | 0.0989 | -1.74 | | 13.24 |
| age 40-49 | 5 | 6.00 | 11.11 | 2.1333 | -8.89 | 0.0010 | -0.15 | | 2.08 |
| age 40-49 | sum or av | 54.00 | 100.00 | 9.3333 | 7.70 | 0.5012 | 1.73 | 22.22 | 44.31 |
| | | | | | | | | | |
| age 50+ | 1 | 6.00 | 35.29 | 1.9882 | 15.29 | 0.0010 | -0.47 | | 15.63 |
| age 50+ | 2 | 4.00 | 23.53 | 0.1059 | 3.53 | 0.0007 | -0.31 | | 5.09 |
| age 50+ | 3 | 3.00 | 17.65 | 0.0471 | -2.35 | 0.3465 | 5.06 | | 8.27 |
| age 50+ | 4 | 2.00 | 11.76 | 0.5765 | -8.24 | 0.2357 | -4.79 | | 13.24 |
| age 50+ | 5 | 2.00 | 11.76 | 0.5765 | -8.24 | 0.0039 | 0.51 | | 2.08 |
| age 50+ | sum or av | 17.00 | 100.00 | 3.2941 | 7.53 | 0.5879 | 2.23 | 23.53 | 44.31 |

TABLE 7   CATEGORY RESPONSE BY DIVISION

| FACTOR | CATEGORY | OBSERVED | PERCENT | HY CHI | DIFF EX | SAM CHI | DIFF SAM | RANG IN | RANG BET |
|---|---|---|---|---|---|---|---|---|---|
| primary | 1 | 13.00 | 32.50 | 3.1250 | 12.50 | 0.1190 | -3.26 | | 6.39 |
| primary | 2 | 8.00 | 20.00 | 0.0000 | 0.00 | 0.2475 | -3.84 | | 4.56 |
| primary | 3 | 6.00 | 15.00 | 0.5000 | -5.00 | 0.1857 | 2.42 | | 2.04 |
| primary | 4 | 7.00 | 17.50 | 0.1250 | -2.50 | 0.0215 | 0.94 | | 2.73 |
| primary | 5 | 6.00 | 15.00 | 0.5000 | -5.00 | 0.4974 | 3.74 | | 5.74 |
| primary | sum or av | 40.00 | 100.00 | 4.2500 | 5.00 | 1.0712 | 2.84 | 17.50 | 21.46 |
| junior | 1 | 19.00 | 33.33 | 5.0667 | 13.33 | 0.0940 | -2.43 | | 6.39 |
| junior | 2 | 14.00 | 24.56 | 0.5930 | 4.56 | 0.0124 | 0.72 | | 4.56 |
| junior | 3 | 8.00 | 14.04 | 1.0140 | -5.96 | 0.0955 | 1.45 | | 2.04 |
| junior | 4 | 10.00 | 17.54 | 0.1719 | -2.46 | 0.0336 | 0.99 | | 2.73 |
| junior | 5 | 6.00 | 10.53 | 2.5579 | -9.47 | 0.0271 | -0.73 | | 5.74 |
| junior | sum or av | 57.00 | 100.00 | 9.4035 | 7.16 | 0.2626 | 1.26 | 22.81 | 21.46 |
| intermed. | 1 | 21.00 | 38.89 | 9.6333 | 18.89 | 0.1477 | 3.13 | | 6.39 |
| intermed. | 2 | 13.00 | 24.07 | 0.4481 | 4.07 | 0.0012 | 0.23 | | 4.56 |
| intermed. | 3 | 7.00 | 12.96 | 1.3370 | -7.04 | 0.0062 | 0.38 | | 2.04 |
| intermed. | 4 | 8.00 | 14.81 | 0.7259 | -5.19 | 0.0989 | -1.74 | | 2.73 |
| intermed. | 5 | 5.00 | 9.26 | 3.1148 | -10.74 | 0.1917 | -2.00 | | 5.74 |
| intermed. | sum or av | 54.00 | 100.00 | 15.2593 | 9.19 | 0.4457 | 1.50 | 29.63 | 21.46 |

TABLE 8   CATEGORY RESPONSE BY TEACHING EXPERIENCE

| FACTOR | RESPONSE | OBSERVED | PERCENT | HY CHI | DIFF EX | SAM CHI | DIFF SAM | RANG IN | RANG BET |
|---|---|---|---|---|---|---|---|---|---|
| 0 yrs | 1 | 12.00 | 27.27 | 1.1636 | 7.27 | 0.8866 | -8.49 | | 14.39 |
| 0 yrs | 2 | 11.00 | 25.00 | 0.5500 | 5.00 | 0.0248 | 1.16 | | 1.60 |
| 0 yrs | 3 | 4.00 | 9.09 | 2.6182 | -10.91 | 0.4264 | -3.49 | | 8.69 |
| 0 yrs | 4 | 11.00 | 25.00 | 0.5500 | 5.00 | 1.8948 | 8.44 | | 14.19 |
| 0 yrs | 5 | 6.00 | 13.64 | 0.8909 | -6.36 | 0.2210 | 2.38 | | 5.30 |
| 0 yrs | sum or av | 44.00 | 100.00 | 5.7727 | 6.91 | 3.4536 | 4.79 | 18.18 | 44.17 |
| 1-10 yrs | 1 | 10.00 | 41.67 | 5.6333 | 21.67 | 0.2340 | 5.91 | | 14.39 |
| 1-10 yrs | 2 | 6.00 | 25.00 | 0.3000 | 5.00 | 0.0135 | 1.16 | | 1.60 |
| 1-10 yrs | 3 | 2.00 | 8.33 | 1.6333 | -11.67 | 0.3444 | -4.25 | | 8.69 |
| 1-10 yrs | 4 | 4.00 | 16.67 | 0.1333 | -3.33 | 0.0002 | 0.11 | | 14.19 |
| 1-10 yrs | 5 | 2.00 | 8.33 | 1.6333 | -11.67 | 0.1824 | -2.92 | | 5.30 |
| 1-10 yrs | sum or av | 24.00 | 100.00 | 9.3333 | 10.67 | 0.7745 | 2.87 | 33.33 | 44.17 |
| 11-20 yr | 1 | 15.00 | 40.54 | 7.8054 | 20.54 | 0.2363 | 4.78 | | 14.39 |
| 11-20 yr | 2 | 9.00 | 24.32 | 0.3459 | 4.32 | 0.0036 | 0.48 | | 1.60 |
| 11-20 yr | 3 | 5.00 | 13.51 | 0.7784 | -6.49 | 0.0255 | 0.93 | | 8.69 |
| 11-20 yr | 4 | 4.00 | 10.81 | 1.5622 | -9.19 | 0.7377 | -5.75 | | 14.19 |
| 11-20 yr | 5 | 4.00 | 10.81 | 1.5622 | -9.19 | 0.0066 | -0.45 | | 5.30 |
| 11-20 yr | sum or av | 37.00 | 100.00 | 12.0541 | 9.95 | 1.0097 | 2.48 | 29.73 | 44.17 |
| 20+ yrs | 1 | 17.00 | 36.17 | 6.1447 | 16.17 | 0.0022 | 0.41 | | 14.39 |
| 20+ yrs | 2 | 11.00 | 23.40 | 0.2723 | 3.40 | 0.0038 | -0.44 | | 1.60 |
| 20+ yrs | 3 | 8.00 | 17.02 | 0.2085 | -2.98 | 0.7359 | 4.44 | | 8.69 |
| 20+ yrs | 4 | 6.00 | 12.77 | 1.2298 | -7.23 | 0.4078 | -3.79 | | 14.19 |
| 20+ yrs | 5 | 5.00 | 10.64 | 2.0596 | -9.36 | 0.0160 | -0.62 | | 5.30 |
| 20+ yrs | sum or av | 47.00 | 100.00 | 9.9149 | 7.83 | 1.1657 | 1.94 | 25.53 | 44.17 |

TABLE 9
RANKING OF CATEGORY FACTORS

| HY CHI | AVG DIFF EX | SAM CHI | AVG DIFF SAM | TOTAL RANG IN | TOTAL RANG BET |
|--------|---------|---------|---------|---------|---------|
| 30.6887 G | 10.67 E1 | 3.4536 E0 | 4.79 E0 | 35.82 M | 44.31 A4 |
| 28.5970 M | 10.27 M | 2.6137 M | 4.34 A2 | 33.33 A3 | 44.31 A5 |
| 18.6667 A3 | 9.95 E2 | 2.2234 A2 | 3.61 M | 33.33 E1 | 44.31 A3 |
| 15.2593 I | 9.83 A3 | 2.0847 F | 3.20 A3 | 29.73 E2 | 44.31 A2 |
| 12.0541 E2 | 9.19 I | 1.3607 A3 | 2.88 F | 29.63 I | 44.17 E0 |
| 9.9149 E+ | 7.84 G | 1.1657 E+ | 2.87 E1 | 25.53 E+ | 44.17 E+ |
| 9.4035 J | 7.83 E+ | 1.0712 P | 2.84 P | 24.50 G | 44.17 E1 |
| 9.3333 E1 | 7.70 A4 | 1.0097 E2 | 2.48 E2 | 23.53 A5 | 44.17 E2 |
| 9.3333 A4 | 7.53 A5 | 0.7745 E1 | 2.23 A5 | 22.81 J | 32.41 M |
| 8.5000 F | 7.25 A2 | 0.5879 A5 | 1.94 E+ | 22.22 A4 | 32.41 F |
| 5.7727 E0 | 7.16 J | 0.5012 A4 | 1.73 A4 | 18.75 A2 | 21.46 P |
| 4.5625 A2 | 6.91 E0 | 0.4457 I | 1.50 I | 18.18 E0 | 21.46 J |
| 4.2500 P | 5.90 F | 0.2626 J | 1.26 J | 17.50 P | 21.46 I |
| 3.2941 A5 | 5.00 P | | | 16.67 F | G |

# SELF
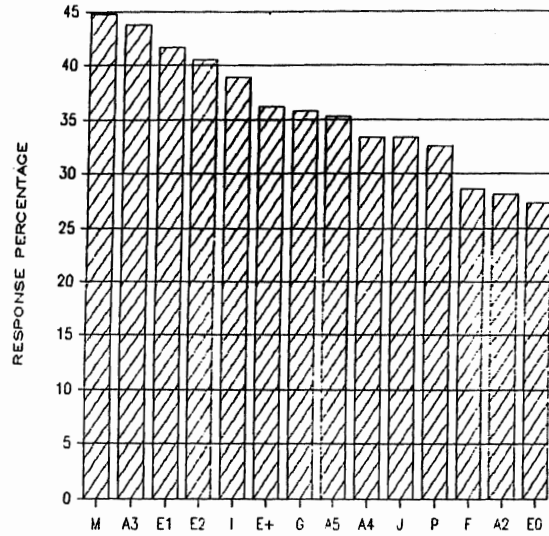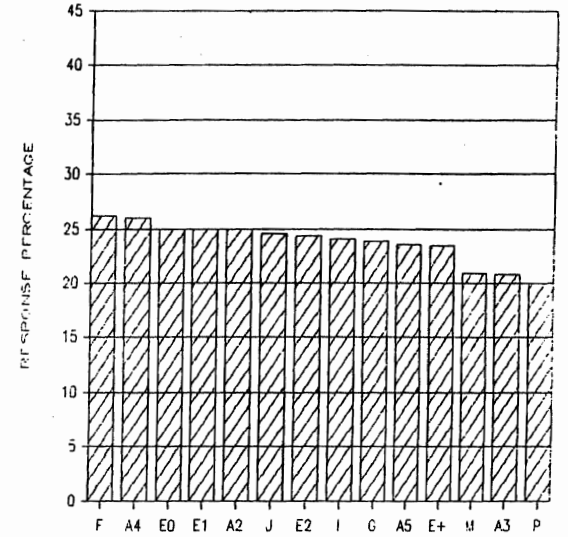
FIGURE 6-

DEMOGRAPHIC FACTORS:

RESPONSE TO THE CATEGORIES

# OTHER INDIVIDUALS

# COMMUNITY
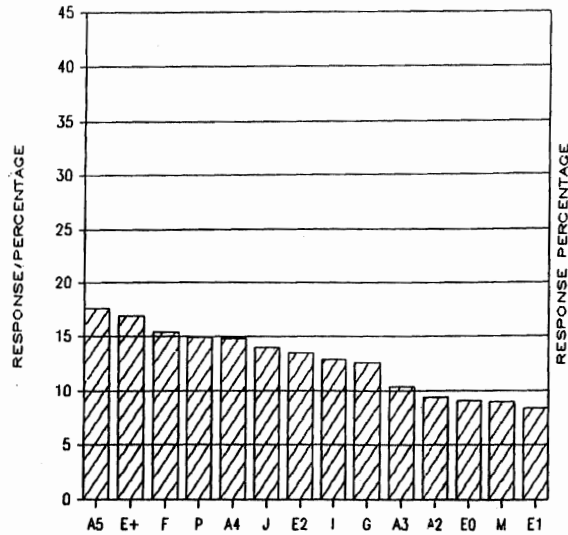
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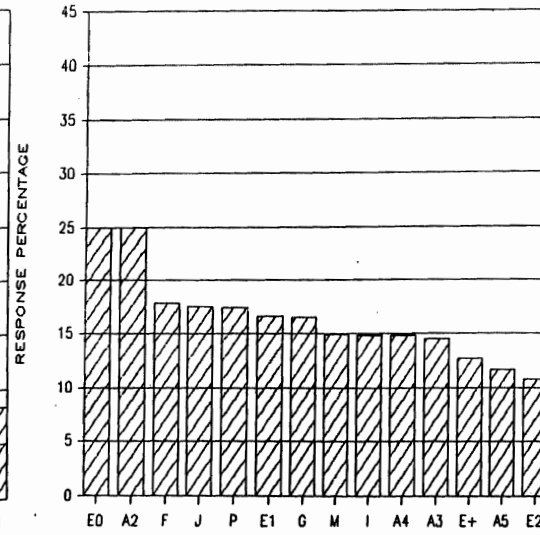
# SPIRITUALITY
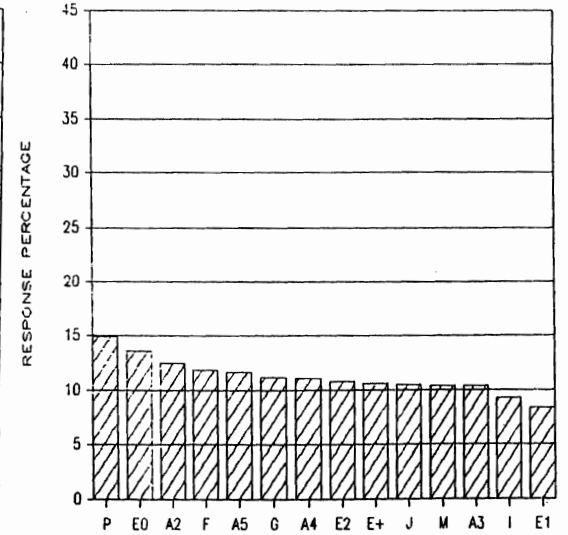
FIGURE 7- CHI-SQUARE: CATEGORIES

SAMPLE CHI: CATEGORIES

HYPOTHETICAL CHI: CATEGORIES
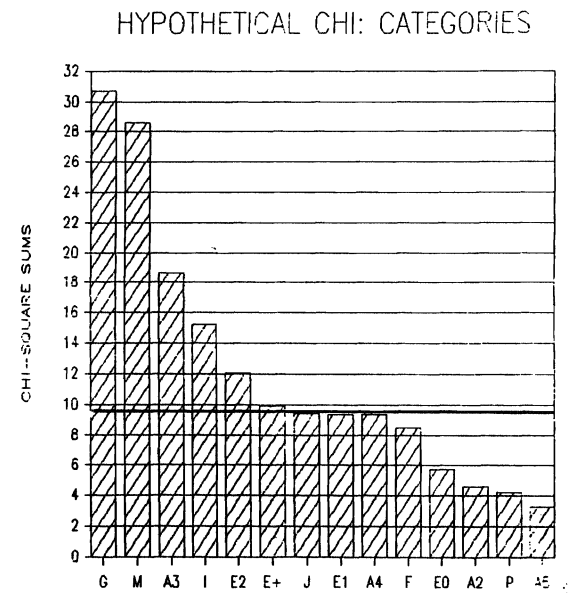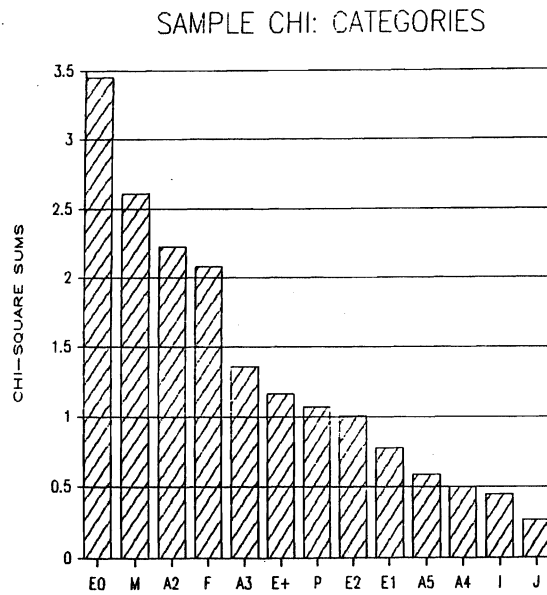
above 0.95, $x^2$ is greater than 9.488.   d.f.= 4

study using a larger sample.  Using a net difference
of greater than 5 percentage points as a guide to
indicate possible significance, the following points
were made.  Females show a tendency to select fewer
Self values than the general sample and to show more
overall balance in their selection.  Males show a much
greater imbalance in favour of Self values.  Teachers
aged 20-29 emphasize Environmental values more and Self
values less than the others.  30-39 year-olds selected
Self values even more than the general sample  and age
50+ teachers selected more Community values and fewer
Environmental values.

The greatest total difference was with the
teachers with 0 years' of experience who selected more
Environmental values and fewer Self values to an even
greater extent than teachers age 20-29, suggesting that
this emphasis may be more due to teaching experience
than age.  Teachers with 1-10 years' experience tended
to select Self values more than the general sample, and
teachers with 11-20 years' experience tended to
de-emphasize Environmental values.

Figure 6 reveals that all groups responded above
the expected 20% for Self values and Other Individual
values.  Community values and Spiritual values were all
below this level.  Environmental values were split
above and below.

Hypothetical Tests of the Factors:    When looking at
the hypothetical chi-square scores for each demographic
factor to test for most clear opinion, 5 groups were

above the .95 level of confidence (see Figure 7).
Those groups were:

<div align="center">

males

age 30-39

Intermediate

11-20 years' experience

20+ years' experience

</div>

Males were the most significant factor, strongly
preferring to select Self values.  Age 30-39 teachers
were the second greatest, again emphasizing Self
values.  Intermediate teachers, those with 11-20 and
20+ years of experience were also significant factors,
all showing strong favour for Category 1 (Self values).
All other groups fell below the .95 level of
confidence.  The strongest level of confidence was
found in the total sample.

Those groups with the least confidence, or showing
the most balance in response selection, being closest
to the evenly split hypothetical expected values, were
age 50+, Primary and age 20-29.

The next test, the percentage difference from the
hypothetical expected values for each Category and
factor group, was to show the extent or degree of
difference for each Category and factor group, and
again to determine balance of selection.  A 10
percentage point difference was used to determine
significance.  All groups went above this level on
Category 1 except Females, age 20-29, and those
teachers with 0 years' experience.  Males were the
strongest, followed by age 30-39 and 1-10 years'
experience.  Females were the only group to not show a
significant difference in any Category, showing the

most balance. Males were significantly lower in
Community values, as were age 20-29, 0 years'
experience and 1-10 years' experience. Intermediate
teachers and those with 1-10 years' experience selected
Spiritual values significantly less frequently.

The greatest overall average differences from the
hypothetical expected values were found, from greatest
to least, in 1-10 year, male, 11-20 year and age 30-39
responses. The least average differences were found in
Primary and Female responses.

Percentage range within the groups was to
determine the degree of extremes within the group or to
what extent one category was chosen at the expense of
another. The highest values were found in the male,
age 30-39, 1-10 and 11-20 years' experience groups.
The lowest values were in the female, Primary, 0 years'
experience and age 20-29 groups.

The range between groups illustrates the degree of
difference between groups within one factor. Males and
females were most closely aligned on Spiritual values.
Experience groups were closest on Other Individual
values. Both of these factors were under 2 percentage
points. The widest split or least agreement was
between males and females on Self values. Self values
separated age 20-29 and 30-39 groups by more than 15
percentage points as well.

The widest total split was between age groups,
followed closely by experience, gender and division
groups.

# Trends and Tendencies

<u>Gender</u>:    Males emphasize Category 1 and deemphasize all others, especially Community values.  Females tend to show more balance, although emphasizing Self values most.

<u>Age</u>:    All age groups give strongest emphasis to Self values.  Age 30-39 emphasize Self values most, while 20-29 year-olds emphasize them least, supporting Environmental values strongly.  Other values are generally agreed upon.  Community values tend to increase with age.  Environmental values tend to decrease with age.  Spiritual values are unanimously given little support.

<u>Division</u>:    Responses by division are very closely aligned, with slightly greater balance by Primary teachers and more emphasis on Self values by Intermediate teachers.  Most responses are in agreement with the total sample.

<u>Experience</u>:    All Experience groups emphasize Self values most.  The 0 experience group gives it the least emphasis, favouring Environmental values to nearly the same degree.  Other values are very closely aligned.  Environmental values decrease with years' experience while Community values increase.

**Male** respondents seemed to be the most distinct group, having the most clear opinion based on hypothetical chi-square scores and having the second greatest difference from the general sample.  The 0 years' experience group appears to be the second most distinctive, differing most from the general sample.

The age 30-39 group also shares great distinction, having the second most clear opinion and third most different from the general sample.

## Demographic Factors Affecting the Responses to Student Disposition

Factors Compared to the General Sample:    Using chi-square calculations to compare the individual demographic factors to the total sample, there were four significant deviations by these factor groups (see Tables 10-15 and Figures 8-9). Consequently, these factors may be said to have distinction in the Category of Value stated by teachers responding to this survey. The groups with the greatest distinction with confidence levels above .95 are:

<div align="center">

0 years' experience

age 40-49

age 20-29

20+ years' experience

</div>

All other groups were below the .95 level of confidence. It would follow that age and years' experience may be factors affecting a distinct response from the general sample. Gender, division and category of response did not deviate from the norm.

Even though the above groups are the only statistically significant factors, when looking at the percentage difference from the total sample responses for each demographic factor on each individual Category, some speculations about possible significance may be made, assuming a further study using a larger

TABLE 10    DISPOSITION RESPONSE BY AGE

| FACTOR | RESPONSE | OBSERVED | PERCENT | HY CHI | DIFF EX | SAM CHI | DIFF SAM | RANG IN | RANG BET | VALUE |
|---|---|---|---|---|---|---|---|---|---|---|
| age 20-29 | WEAK | 18.00 | 56.25 | 5.0417 | 22.92 | 4.7700 | 22.45 | | 2.78 | |
| age 20-29 | UNCERTAIN | 8.00 | 25.00 | 0.6667 | -8.33 | 0.1141 | -3.17 | | 10.85 | |
| age 20-29 | STRONG | 6.00 | 18.75 | 2.0417 | -14.58 | 3.1273 | -19.28 | | 8.07 | |
| | sum or av | 32.00 | 100.00 | 7.7500 | 15.28 | 8.0115 | 14.96 | 37.50 | 21.70 | 37.50 |
| age 30-39 | WEAK | 20.00 | 47.62 | 2.5714 | 14.29 | 2.3718 | 13.82 | | 42.52 | |
| age 30-39 | UNCERTAIN | 7.00 | 16.67 | 3.5000 | -16.66 | 1.9727 | -11.50 | | 26.47 | |
| age 30-39 | STRONG | 15.00 | 35.71 | 0.0714 | 2.38 | 0.0591 | -2.31 | | 45.96 | |
| | sum or av | 42.00 | 100.00 | 6.1429 | 11.11 | 4.4036 | 9.21 | 30.95 | 114.95 | 11.90 |
| age 40-49 | WEAK | 7.00 | 13.73 | 5.8824 | -19.61 | 6.0818 | -20.08 | | 42.52 | |
| age 40-49 | UNCERTAIN | 22.00 | 43.14 | 1.4706 | 9.81 | 4.0564 | 14.97 | | 26.47 | |
| age 40-49 | STRONG | 22.00 | 43.14 | 1.4706 | 9.81 | 0.3501 | 5.11 | | 45.96 | |
| | sum or av | 51.00 | 100.00 | 8.8235 | 13.07 | 10.4882 | 13.38 | 29.41 | 114.95 | -29.41 |
| age 50+ | WEAK | 3.00 | 17.65 | 1.2549 | -15.69 | 1.3127 | -16.16 | | 42.52 | |
| age 50+ | UNCERTAIN | 3.00 | 17.65 | 1.2549 | -15.68 | 0.6681 | -10.52 | | 26.47 | |
| age 50+ | STRONG | 11.00 | 64.71 | 5.0196 | 31.38 | 3.1816 | 26.68 | | 45.96 | |
| | sum or av | 17.00 | 100.00 | 7.5294 | 20.92 | 5.1624 | 17.79 | 47.06 | 114.95 | -47.06 |

TABLE 11    DISPOSITION RESPONSE BY GENDER

| FACTOR | RESPONSE | OBSERVED | PERCENT | HY CHI | DIFF EX | SAM CHI | DIFF SAM | RANG IN | RANG BET | VALUE |
|---|---|---|---|---|---|---|---|---|---|---|
| female | WEAK | 22.00 | 32.35 | 0.0196 | -0.98 | 0.0423 | -1.45 | | 2.78 | |
| female | UNCERTAIN | 23.00 | 33.82 | 0.0049 | 0.49 | 0.7718 | 5.65 | | 10.85 | |
| female | STRONG | 23.00 | 33.82 | 0.0049 | 0.49 | 0.3161 | -4.20 | | 8.07 | |
| | sum or av | 68.00 | 100.00 | 0.0294 | 0.66 | 1.1303 | 3.77 | 1.47 | 21.70 | -1.47 |
| male | WEAK | 26.00 | 35.14 | 0.0721 | 1.80 | 0.0389 | 1.33 | | 2.78 | |
| male | UNCERTAIN | 17.00 | 22.97 | 2.3829 | -10.36 | 0.7093 | -5.20 | | 10.85 | |
| male | STRONG | 31.00 | 41.89 | 1.6261 | 8.56 | 0.2905 | 3.86 | | 8.07 | |
| | sum or av | 74.00 | 100.00 | 4.0811 | 6.91 | 1.0386 | 3.46 | 18.92 | 21.70 | -6.76 |

TABLE 12    DISPOSITION RESPONSE BY DIVISION

| FACTOR | RESPONSE | OBSERVED | PERCENT | HY CHI | DIFF EX | SAM CHI | DIFF SAM | RANG IN | RANG BET | VALUE |
|--------|----------|----------|---------|--------|---------|---------|----------|---------|----------|-------|
| primary | WEAK | 11.00 | 28.95 | 0.2193 | -4.39 | 0.2650 | -4.86 | | 9.83 | |
| primary | UNCERTAIN | 11.00 | 28.95 | 0.2193 | -4.38 | 0.0082 | 0.78 | | 3.34 | |
| primary | STRONG | 16.00 | 42.11 | 0.8772 | 8.78 | 0.1661 | 4.08 | | 11.49 | |
| | sum or av | 38.00 | 100.00 | 1.3158 | 5.85 | 0.4393 | 3.24 | 13.16 | 24.66 | -13.16 |
| junior | WEAK | 20.00 | 36.36 | 0.1515 | 3.03 | 0.1067 | 2.56 | | 9.83 | |
| junior | UNCERTAIN | 15.00 | 27.27 | 0.6061 | -6.06 | 0.0157 | -0.90 | | 3.34 | |
| junior | STRONG | 20.00 | 36.36 | 0.1515 | 3.03 | 0.0401 | -1.66 | | 11.49 | |
| | sum or av | 55.00 | 100.00 | 0.9091 | 4.04 | 0.1625 | 1.71 | 9.09 | 24.66 | 0.00 |
| intermed. | WEAK | 19.00 | 38.78 | 0.4354 | 5.44 | 0.3584 | 4.97 | | 9.83 | |
| intermed. | UNCERTAIN | 15.00 | 30.61 | 0.1088 | -2.72 | 0.1038 | 2.44 | | 3.34 | |
| intermed. | STRONG | 15.00 | 30.61 | 0.1088 | -2.72 | 0.7086 | -7.42 | | 11.49 | |
| | sum or av | 49.00 | 100.00 | 0.6531 | 3.63 | 1.1709 | 4.94 | 8.16 | 24.66 | 8.16 |

TABLE 13    DISPOSITION RESPONSE BY TEACHING EXPERIENCE

| FACTOR | RESPONSE | OBSERVED | PERCENT | HY CHI | DIFF EX | SAM CHI | DIFF SAM | RANG IN | RANG BET | VALUE |
|--------|----------|----------|---------|--------|---------|---------|----------|---------|----------|-------|
| 0 yrs | WEAK | 23.00 | 60.53 | 8.4298 | 27.19 | 8.0282 | 26.72 | | 45.31 | |
| 0 yrs | UNCERTAIN | 9.00 | 23.68 | 1.0614 | -9.65 | 0.2713 | -4.48 | | 19.75 | |
| 0 yrs | STRONG | 6.00 | 15.79 | 3.5088 | -17.54 | 4.9419 | -22.24 | | 38.56 | |
| | sum or av | 38.00 | 100.00 | 13.0000 | 18.13 | 13.2414 | 17.82 | 44.74 | 103.62 | 44.74 |
| 1-10 yrs | WEAK | 8.00 | 34.78 | 0.0145 | 1.45 | 0.0065 | 0.98 | | 45.31 | |
| 1-10 yrs | UNCERTAIN | 4.00 | 17.39 | 1.7536 | -15.94 | 0.9484 | -10.78 | | 19.75 | |
| 1-10 yrs | STRONG | 11.00 | 47.83 | 1.4493 | 14.50 | 0.5806 | 9.80 | | 38.56 | |
| | sum or av | 23.00 | 100.00 | 3.2174 | 10.63 | 1.5356 | 7.19 | 30.43 | 103.62 | -13.04 |
| 11-20 yr | WEAK | 10.00 | 28.57 | 0.2381 | -4.76 | 0.2834 | -5.23 | | 45.31 | |
| 11-20 yr | UNCERTAIN | 13.00 | 37.14 | 0.1524 | 3.81 | 1.0006 | 8.97 | | 19.75 | |
| 11-20 yr | STRONG | 12.00 | 34.29 | 0.0095 | 0.96 | 0.1289 | -3.74 | | 38.56 | |
| | sum or av | 35.00 | 100.00 | 0.4000 | 3.18 | 1.4129 | 5.98 | 8.57 | 103.62 | -5.71 |
| 20+ yrs | WEAK | 7.00 | 15.22 | 4.5290 | -18.12 | 4.7006 | -18.59 | | 45.31 | |
| 20+ yrs | UNCERTAIN | 14.00 | 30.43 | 0.1159 | -2.90 | 0.0838 | 2.27 | | 19.75 | |
| 20+ yrs | STRONG | 25.00 | 54.35 | 6.0942 | 21.02 | 3.2216 | 16.32 | | 38.56 | |
| | sum or av | 46.00 | 100.00 | 10.7391 | 14.01 | 8.0060 | 12.39 | 39.13 | 103.62 | -39.13 |

TABLE 14   DISPOSITION RESPONSE BY CATEGORY

| FACTOR | RESPONSE | OBSERVED | PERCENT | HY CHI | DIFF EX | SAM CHI | DIFF SAM | RANG IN | RANG BET | VALUE |
|--------|----------|----------|---------|--------|---------|---------|----------|---------|----------|-------|
| cat 1 | WEAK | 15.00 | 28.85 | 0.3141 | -4.49 | 0.3779 | -4.96 | | 21.16 | |
| cat 1 | UNCERTAIN | 13.00 | 25.00 | 1.0833 | -8.33 | 0.1854 | -3.17 | | 18.26 | |
| cat 1 | STRONG | 24.00 | 46.15 | 2.5641 | 12.82 | 0.9029 | 8.13 | | 15.72 | |
| | sum or av | 52.00 | 100.00 | 3.9615 | 8.55 | 1.4662 | 5.42 | 21.15 | 55.14 | -17.31 |
| cat 2 | WEAK | 13.00 | 37.14 | 0.1524 | 3.81 | 0.1155 | 3.34 | | 21.16 | |
| cat 2 | UNCERTAIN | 11.00 | 31.43 | 0.0381 | -1.90 | 0.1320 | 3.26 | | 18.26 | |
| cat 2 | STRONG | 11.00 | 31.43 | 0.0381 | -1.90 | 0.4009 | -6.60 | | 15.72 | |
| | sum or av | 35.00 | 100.00 | 0.2286 | 2.54 | 0.6484 | 4.40 | 5.71 | 55.14 | 5.71 |
| cat 3 | WEAK | 5.00 | 29.41 | 0.0784 | -3.92 | 0.0970 | -4.39 | | 21.16 | |
| cat 3 | UNCERTAIN | 5.00 | 29.41 | 0.0784 | -3.92 | 0.0093 | 1.24 | | 18.26 | |
| cat 3 | STRONG | 7.00 | 41.18 | 0.3137 | 7.85 | 0.0443 | 3.15 | | 15.72 | |
| | sum or av | 17.00 | 100.00 | 0.4706 | 5.23 | 0.1506 | 2.93 | 11.76 | 55.14 | -11.76 |
| cat 4 | WEAK | 11.00 | 47.83 | 1.4493 | 14.49 | 1.3381 | 14.02 | | 21.16 | |
| cat 4 | UNCERTAIN | 5.00 | 21.74 | 0.9275 | -11.59 | 0.3376 | -6.43 | | 18.26 | |
| cat 4 | STRONG | 7.00 | 30.43 | 0.0580 | -2.90 | 0.3487 | -7.59 | | 15.72 | |
| | sum or av | 23.00 | 100.00 | 2.4348 | 9.66 | 2.0244 | 9.35 | 26.09 | 55.14 | 17.39 |
| cat 5 | WEAK | 4.00 | 26.67 | 0.2000 | -6.67 | 0.2260 | -7.14 | | 21.16 | |
| cat 5 | UNCERTAIN | 6.00 | 40.00 | 0.2000 | 6.67 | 0.7454 | 11.83 | | 18.26 | |
| cat 5 | STRONG | 5.00 | 33.33 | 0.0000 | 0.00 | 0.0869 | -4.69 | | 15.72 | |
| | sum or av | 15.00 | 100.00 | 0.4000 | 4.45 | 1.0583 | 7.89 | 13.33 | 55.14 | -6.67 |

TABLE 15
RANKING OF DISPOSITION FACTORS

| HY CHI | AVG DIFF EX | SAM CHI | AVG DIFF SAM | TOTAL RANG IN | TOTAL RANG BET | VALUE |
|---|---|---|---|---|---|---|
| 13.00 E0 | 62.75 A5 | 13.24 E0 | 53.45 E0 | 47.06 A5 | 114.95 A4 | 47.06 A5 |
| 10.74 E+ | 54.38 E0 | 10.49 A4 | 53.36 A5 | 44.74 E0 | 114.95 A5 | 39.13 E+ |
| 8.82 A4 | 45.83 A2 | 8.01 A2 | 44.89 A2 | 39.13 E+ | 114.95 A3 | 29.41 A4 |
| 7.75 A2 | 42.03 E+ | 8.01 E+ | 40.15 A4 | 37.50 A2 | 114.95 A2 | 17.31 C1 |
| 7.53 A5 | 39.22 A4 | 5.16 A5 | 37.17 E+ | 30.95 A3 | 103.62 E0 | 13.16 P |
| 6.14 A3 | 33.33 A3 | 4.40 A3 | 28.05 C4 | 30.43 E1 | 103.62 E+ | 13.04 E1 |
| 4.08 M | 31.88 E1 | 2.02 C4 | 27.63 A3 | 29.41 A4 | 103.62 E1 | 11.76 C3 |
| 3.96 C1 | 28.98 C4 | 1.54 E1 | 23.66 C5 | 26.09 C4 | 103.62 E2 | 6.76 M |
| 3.22 E1 | 25.64 C1 | 1.47 C1 | 21.56 E1 | 21.15 C1 | 55.14 C3 | 6.67 C5 |
| 2.43 C4 | 20.72 M | 1.41 E2 | 17.95 E2 | 18.92 M | 55.14 C4 | 5.71 E2 |
| 2.08 G | 17.54 P | 1.17 I | 16.25 C1 | 13.33 C5 | 55.14 C5 | 4.23 G |
| 1.32 P | 15.69 C3 | 1.13 F | 14.83 I | 13.16 P | 55.14 C2 | 1.47 F |
| 0.91 J | 13.34 C5 | 1.06 C5 | 13.20 C2 | 11.76 C3 | 55.14 C1 | 0.00 J |
| 0.65 I | 12.12 J | 1.04 M | 11.31 F | 9.86 G | 24.66 P | -5.71 C2 |
| 0.47 C3 | 10.88 I | 0.65 C2 | 10.39 M | 9.09 J | 24.66 J | -8.16 I |
| 0.40 C5 | 10.33 G | 0.44 P | 9.71 P | 8.57 E2 | 24.66 I | -11.90 A3 |
| 0.40 E2 | 9.53 E2 | 0.16 J | 8.78 C3 | 8.16 I | 21.70 M | -17.39 C4 |
| 0.23 C2 | 7.61 C2 | 0.15 C3 | 5.12 J | 5.71 C2 | 21.70 F | -37.50 A2 |
| 0.03 F | 1.97 F | 0.00 G | 0.00 G | 1.47 F | G | -44.74 E0 |

DISPOSITION: WEAK
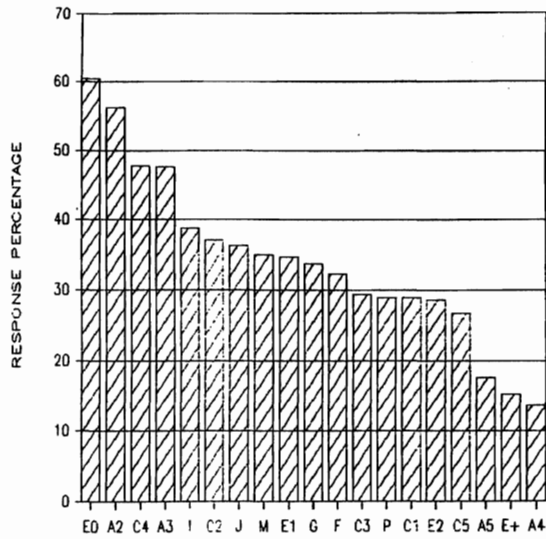
RELATIVE VALUE: DISPOSITION
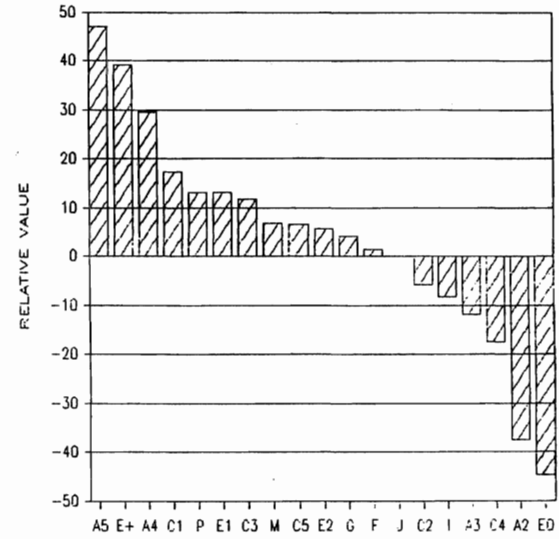
FIGURE 8-

DEMOGRAPHIC FACTORS:

RESPONSES TO DISPOSITION

DISPOSITION: UNCERTAIN
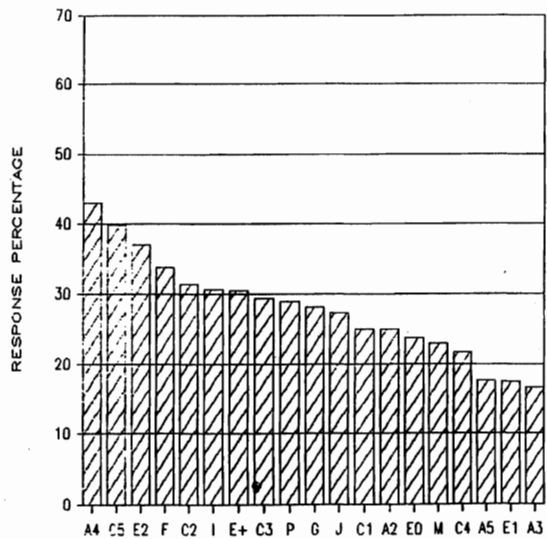
DISPOSITION: STRONG
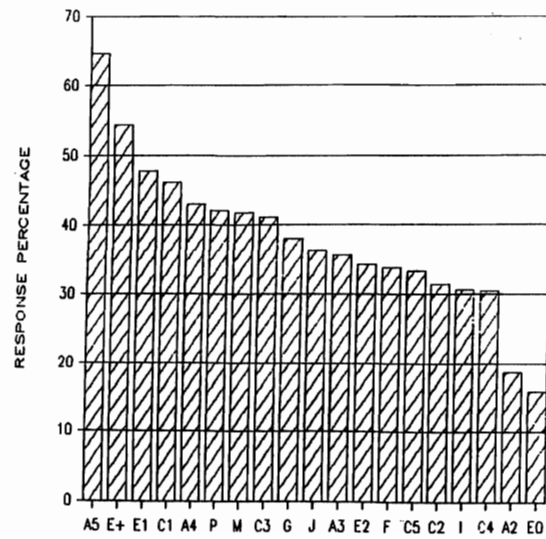
FIGURE 9- CHI-SQUARE: DISPOSITION



SAMPLE CHI: DISPOSITION

HYPOTHETICAL CHI: DISPOSITION
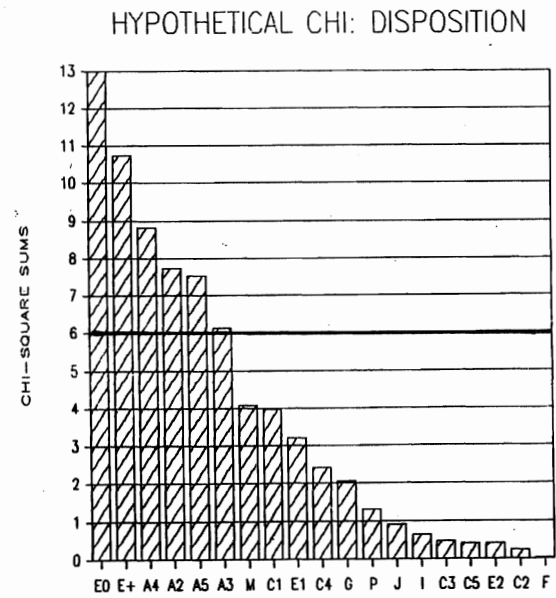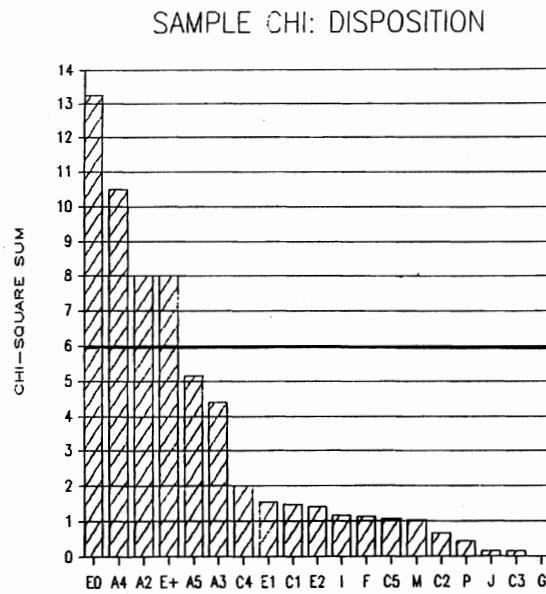
above 0.95, $x^2$ is greater than 5.991.   d.f.= 2

sample. Using a net difference of greater than 10 percentage points as a guide to indicate possible significance, the following points were made. Responses by neither gender nor divisional groups differed from the general sample. Age 20-29 showed much greater Weak responses and fewer Strong responses. Age 30-39 showed greater Weak response but fewer Uncertain responses. Age 40-49 had much fewer Weak responses but greater Uncertain responses, and age 50+ were greater in Strong responses and lesser in both Weak and Uncertain. A trend seems to indicate that increasingly stronger Student Disposition is found as teacher age increases.

A similar trend is found in teaching experience, yet not to the same degree. The 0 experience group favoured Weak responses at the expense of Strong. The 1-10 group was less Uncertain and showed some favour to the Strong response. The 11-20 group was very close to the sample but showed some greater Uncertainty. The 20+ group favoured the Strong response at the expense of the Weak.

Differences by Category indicated that Environmental values seem to be Weaker than on all the Categories combined, and greater Uncertainty was expressed on Spiritual values.

The greatest overall average difference from the total sample appears in the following groups:

> 0 years' experience, 17.81
>
> age 50+, 17.79
>
> age 20-29, 14.97
>
> age 40-49, 13.39

The greatest individual differences, greater than
20 percentage points, were:

> 0 years' experience, Weak response, +26.72

> age 50+, Strong response, +26.68

> age 20-29, Weak response, +22.45

> 0 years' experience, Strong response, -22.24

> age 40-49, Weak response, -20.08

Both of the above findings support the conclusion
that age and years' experience are the most distinct
groups affecting unique opinion about Student
Disposition, as they appear the most frequently in this
list. The degree to which age is a factor seems to
indicate that age may have more effect than teaching
experience on the trend to see Student Disposition grow
increasingly stronger. However, the 0 years'
experience group seems to be the most distinct
individual group.

Hypothetical Tests of the Factors:    When looking at
the hypothetical chi-square scores for each demographic
factor, it  should be remembered that opinion regarding
Student Disposition is unclear for the total sample.
Using the hypothetical chi-square scores, the same
conclusion is reached for all gender, division and
Category groups (see Figure 9).

However, all age groups differed significantly or
demonstrated a definite opinion, as did the 0 and 20+
years' experience groups. The factors which scored
above the .95 level of confidence are:

> 0 years' experience

> 20+ years' experience

> age 40-49

age 20-29

age 50+

age 30-39

Those teachers with 0 years' experience heavily favoured the Weak response, while those with 20+ years favoured the Strong response. Teachers, age 40-49, showed a great Uncertain and Strong response. Age 20-29 heavily favoured the Weak response. Age 50+ greatly favoured the Strong response, while age 30-39 showed little Uncertainty with some lean toward the Weak response. Again this information supports the conclusion that age and teaching experience are significant factors in having clear opinions about Student Disposition.

The next test, the percentage difference from the hypothetical expected values for each Category and factor group, was to show the extent or degree of difference for each Category and factor group to determine the direction of the differences, to find any possible distinctions additional to those revealed by the chi-square test and again to determine balance of selection. A 10 percentage point difference was used to determine significance. Males showed less Uncertainty than did females and therefore more opinion slanted slightly in the direction of Strong Disposition. As age increased, so did the feeling of strong Student Disposition. Divisions were neutral. As teaching experience increased, so did the strength of Student Disposition. Self values showed stronger Dispostion. Environmental values showed weaker Disposition and less Uncertainty.

To again determine some possible levels of confidence more sensitively than the chi-square test reveals, the average difference from the hypothetical expected values was calculated. The results for those groups greater than 10 percentage points are as follows:

> age 50+, 20.92
> 0 years' experience, 18.1
> age 20-29, 15.28
> 20+ years' experience, 14.01
> age 40-49, 13.07
> age 30-39, 11.11
> 1-10 years' experience, 10.6
> Environmental values, 9.7

Again, age and years' experience appear most frequently, although Environmental values do turn out to be unique. These groups would be the most unique in the total amount of difference from the Uncertain response.

To determine the greatest degree of difference from the Hypothetical Expected values or the most extreme responses, each response group whose score was different by more than 20 percentage points is listed below:

> age 50+, Strong, +31.38
> 0 years' experience, Weak, +27.19
> age 20-29, Weak, +22.92
> 20+ years' experience, Strong, +21.02

These would appear to be the most Influential factors on any one given response type.

Percentage range within the groups was calculated to determine the degree of extremes within the group, or to what extent one category was chosen at the expense of another and to test for balance. The greatest ranges (above 30 points) again point to age and experience as the least balanced:

age 50+

0 years' experience

20+ years' experience

age 20-29

age 30-39

1-10 years' experience

The most balance (less than 10 points) is found in:

females

Intermediate

Junior

11-20 years' experience

Other values

The range between groups illustrates the degree of difference between groups within one factor. The greatest differences were in the age groups and experience groups, differing by more than 45 points in Strong responses and 42 points in Weak responses between the youngest and oldest respondents. Males and females differed the least.

Relative Values were calculated to determine the total degree of opinion in one direction. The Weakest Values, the least clear direction (less than +-10), were found in:

Junior

females

11-20 years' experience

Other values

Spiritual values

males

Intermediate


Trends and Tendencies


Gender:    Females and males were very close to both
the general sample responses and the Hypothetical
Expected responses.  They differed from each other only
marginally, with males being slightly more opinionated,
with fewer Uncertain responses, and feeling that
students have a slightly stronger Disposition to the
indicated values.

Age:    There was a wide variance in opinion between
the age groups, with an overall tendency for younger
teachers to see Disposition as being Very Weak, and as
teachers increase in age, to see Disposition as being
increasingly Very Strong.  As age increases, there
seems to be movement from Weak, to split opinion, to
Uncertain and Strong, to clearly Strong.  The degree of
the variance is great in all age groups, but the
difference from the general sample is strongest in the
20-29 and 40-49 age groups.

Division:    The divisional groups were very close to
the general sample and to each other, with no
significant variation or definite opinion in any one
response.  A slight tendency to move from stronger

Disposition to weaker Disposition is apparent as level
of instruction increases from Primary to Intermediate.
Primary teachers seemed to have the strongest opinion.
Experience:     The experience groups had the greatest
opinion in the 0 and 20+ years groups.   These two
groups differed from the general sample and from the
Hypothetical Expected values significantly but in
opposite directions.   The middle two groups were split
in opinion or fairly Uncertain about Disposition.   The
stages seem to move from Weak, to split, to Uncertain,
to Strong as teaching experience increases, with the
net result being that Student Disposition is seen as
strengthening as teaching experience increases.
Category:     Responses in each Category do not
significantly deviate from the general responses or
from the Hypothetical Expected values, or no definite
opinions were apparent.   Environmental Disposition was
seen to be somewhat Weak while Self Disposition, and to
a lesser extent Community Disposition, were seen as
Strong.   Disposition toward values pertaining to Others
were seen as split, or neutral.   Spiritual Disposition
was seen as Uncertain.

    As the populations of the age and experience
groups run parallel to each other, and as the results
in each of these groups are similar, the dominant
factor is unsure.   However, due to the degree of
variance being greater, generally, in the age groups,
age may be considered the more significant factor.
    Using the chi-square scores, 0 years' experience
was the most clearly opinionated group and the most
different from the general sample and would appear to

be the greatest factor influencing opinion about
Student Disposition.  Age 40-49 appears to be the
second most critical age group, being second in
difference from the sample and third in clarity of
opinion (hypothetical chi).  Following these would be
20+ years' experience and the rest of the age groups.
No other factor group is represented in the top five
chi-square scores for either hypothetical or sample
calculations.  It is apparent that the extremes of
teaching experience have some effect on teacher
opinion.  Age, which is in some sense separable from
the school influence and may be seen as being
influenced by culture in a wider sense, is also a very
influential factor directing that opinion.

### Demographic Factors Affecting the Responses
### to Teacher Influence

Factors Compared to the General Sample:     Using
chi-square calculations to compare the individual
demographic factors to the total sample (see Tables
16-21 and Figure 11), there were no significant
deviations.  Consequently, these factors may be said to
have no significant distinction in the Category of
value stated by teachers responding to this survey.
The groups with the greatest distinction, closest to
the .90 level of confidence, were:

<div align="center">age 20-29</div>

<div align="center">Spiritual values</div>

All other groups were far below even the .90 level of
confidence.  It would follow that these two groups are
the most distinct factors for Teacher Influence but are
not statistically significant.

Even though the above groups are not statistically
significant factors, when looking at the percentage
difference from the total sample responses for each

TABLE 16    INFLUENCE RESPONSE BY GENDER

| FACTOR | RESPONSE | OBSERVED | PERCENT | HY CHI | DIFF EX | SAM CHI | DIFF SAM | RANG IN | RANG BET | VALUE |
|---|---|---|---|---|---|---|---|---|---|---|
| female | WEAK | 1 | 1.45 | 21.0435 | -31.88 | 0.8412 | -2.07 | | 4.03 | |
| female | UNCERTAIN | 10 | 14.49 | 7.3478 | -18.84 | 0.1238 | -1.70 | | 3.32 | |
| female | STRONG | 58 | 84.06 | 53.2609 | 50.72 | 0.1226 | 3.78 | | 7.35 | |
| | sum or av | 69 | 100.00 | 81.6522 | 33.82 | 1.0875 | 2.52 | 82.61 | 14.69 | -82.61 |
| | | | | | | | | | | |
| male | WEAK | 4 | 5.48 | 16.9909 | -27.85 | .0.7951 | 1.96 | | 4.03 | |
| male | UNCERTAIN | 13 | 17.81 | 5.2785 | -15.53 | 0.1170 | 1.61 | | 3.32 | |
| male | STRONG | 56 | 76.71 | 41.2100 | 43.38 | 0.1158 | -3.57 | | 7.35 | |
| | sum or av | 73 | 100.00 | 63.4795 | 28.92 | 1.0279 | 2.38 | 71.23 | 14.69 | -71.23 |

TABLE 17    INFLUENCE RESPONSE BY AGE

| FACTOR | RESPONSE | OBSERVED | PERCENT | HY CHI | DIFF EX | SAM CHI | DIFF SAM | RANG IN | RANG BET | VALUE |
|---|---|---|---|---|---|---|---|---|---|---|
| age 20-29 | WEAK | 3 | 9.68 | 5.2043 | -23.66 | 3.3367 | 6.16 | | 9.68 | |
| age 20-29 | UNCERTAIN | 2 | 6.45 | 6.7204 | -26.88 | 1.8178 | -9.75 | | 18.55 | |
| age 20-29 | STRONG | 26 | 83.87 | 23.7527 | 50.54 | 0.0497 | 3.59 | | 16.94 | |
| | sum or av | 31 | 100.00 | 35.6774 | 33.69 | 5.2042 | 6.50 | 77.42 | 45.17 | -74.19 |
| | | | | | | | | | | |
| age 30-39 | WEAK | 0 | 0.00 | 14.0000 | -33.33 | 1.4789 | -3.52 | | 9.68 | |
| age 30-39 | UNCERTAIN | 5 | 11.90 | 5.7857 | -21.43 | 0.4778 | -4.29 | | 18.55 | |
| age 30-39 | STRONG | 37 | 88.10 | 37.7857 | 54.76 | 0.3194 | 7.81 | | 16.94 | |
| | sum or av | 42 | 100.00 | 57.5714 | 36.51 | 2.2760 | 5.21 | 88.10 | 45.17 | -88.10 |
| | | | | | | | | | | |
| age 40-49 | WEAK | 2 | 3.85 | 13.5641 | -29.49 | 0.0156 | 0.33 | | 9.68 | |
| age 40-49 | UNCERTAIN | 13 | 25.00 | 1.0833 | -8.33 | 2.4878 | 8.80 | | 18.55 | |
| age 40-49 | STRONG | 37 | 71.15 | 22.3141 | 37.82 | 0.5397 | -9.13 | | 16.94 | |
| | sum or av | 52 | 100.00 | 36.9615 | 25.21 | 3.0430 | 6.09 | 67.31 | 45.17 | -67.31 |
| | | | | | | | | | | |
| age 50+ | WEAK | 0 | 0.00 | 5.6667 | -33.33 | 0.5986 | -3.52 | | 9.68 | |
| age 50+ | UNCERTAIN | 3 | 17.65 | 1.2549 | -15.69 | 0.0221 | 1.45 | | 18.55 | |
| age 50+ | STRONG | 14 | 82.35 | 12.2549 | 49.02 | 0.0091 | 2.07 | | 16.94 | |
| | sum or av | 17 | 100.00 | 19.1765 | 32.68 | 0.6297 | 2.35 | 82.35 | 45.17 | -82.35 |

TABLE 18    INFLUENCE RESPONSE BY DIVISION

| FACTOR | RESPONSE | OBSERVED | PERCENT | HY CHI | DIFF EX | SAM CHI | DIFF SAM | RANG IN | RANG BET | VALUE |
|---|---|---|---|---|---|---|---|---|---|---|
| primary | WEAK | 1 | 2.56 | 11.0769 | -30.77 | 0.1014 | -0.96 | | 1.52 | |
| primary | UNCERTAIN | 5 | 12.82 | 4.9231 | -20.51 | 0.2745 | -3.38 | | 7.59 | |
| primary | STRONG | 33 | 84.62 | 30.7692 | 51.28 | 0.0912 | 4.33 | | 9.11 | |
| | sum or av | 39 | 100.00 | 46.7692 | 34.19 | 0.4672 | 2.89 | 82.05 | 18.21 | -82.05 |
| Junior | WEAK | 2 | 3.77 | 13.8931 | -29.56 | 0.0096 | 0.25 | | 1.52 | |
| junior | UNCERTAIN | 8 | 15.09 | 5.2893 | -18.24 | 0.0398 | -1.10 | | 7.59 | |
| junior | STRONG | 43 | 81.13 | 36.3270 | 47.80 | 0.0048 | 0.85 | | 9.11 | |
| | sum or av | 53 | 100.00 | 55.5094 | 31.87 | 0.0542 | 0.74 | 77.36 | 18.21 | -77.36 |
| intermed. | WEAK | 2 | 4.08 | 12.5782 | -29.25 | 0.0437 | 0.56 | | 1.52 | |
| intermed. | UNCERTAIN | 10 | 20.41 | 2.4558 | -12.93 | 0.5364 | 4.21 | | 7.59 | |
| intermed. | STRONG | 37 | 75.51 | 26.1497 | 42.18 | 0.1390 | -4.77 | | 9.11 | |
| | sum or av | 49 | 100.00 | 41.1837 | 28.12 | 0.7191 | 3.18 | 71.43 | 18.21 | -71.43 |

TABLE 19.   INFLUENCE RESPONSE BY TEACHING EXPERIENCE

| FACTOR | RESPONSE | OBSERVED | PERCENT | HY CHI | DIFF EX | SAM CHI | DIFF SAM | RANG IN | RANG BET | VALUE |
|---|---|---|---|---|---|---|---|---|---|---|
| 0 yrs | WEAK | 3 | 8.11 | 7.0631 | -25.23 | 2.2109 | 4.59 | | 8.11 | |
| 0 yrs | UNCERTAIN | 3 | 8.11 | 7.0631 | -25.23 | 1.4947 | -8.09 | | 14.75 | |
| 0 yrs | STRONG | 31 | 83.78 | 28.2523 | 50.45 | 0.0565 | 3.50 | | 9.50 | |
| | sum or av | 37 | 100.00 | 42.3784 | 33.63 | 3.7622 | 5.39 | 75.68 | 32.36 | -75.68 |
| 1-10 yrs | WEAK | 1 | 4.17 | 6.1250 | -29.17 | 0.0284 | 0.65 | | 8.11 | |
| 1-10 yrs | UNCERTAIN | 3 | 12.50 | 3.1250 | -20.83 | 0.2025 | -3.70 | | 14.75 | |
| 1-10 yrs | STRONG | 20 | 83.33 | 18.0000 | 50.00 | 0.0278 | 3.05 | | 9.50 | |
| | sum or av | 24 | 100.00 | 27.2500 | 33.33 | 0.2588 | 2.46 | 79.17 | 32.36 | -79.17 |
| 11-20 yr | WEAK | 1 | 2.86 | 9.7524 | -30.48 | 0.0438 | -0.66 | | 8.11 | |
| 11-20 yr | UNCERTAIN | 8 | 22.86 | 1.1524 | -10.48 | 0.9585 | 6.66 | | 14.75 | |
| 11-20 yr | STRONG | 26 | 74.29 | 17.6095 | 40.95 | 0.1567 | -6.00 | | 9.50 | |
| | sum or av | 35 | 100.00 | 28.5143 | 27.30 | 1.1590 | 4.44 | 71.43 | 32.36 | -71.43 |
| 20+ yrs | WEAK | 0 | 0.00 | 15.3333 | -33.33 | 1.6197 | -3.52 | | 8.11 | |
| 20+ yrs | UNCERTAIN | 9 | 19.57 | 2.6159 | -13.77 | 0.3222 | 3.37 | | 14.75 | |
| 20+ yrs | STRONG | 37 | 80.43 | 30.6159 | 47.10 | 0.0001 | 0.15 | | 9.50 | |
| | sum or av | 46 | 100.00 | 48.5652 | 31.40 | 1.9420 | 2.35 | 80.43 | 32.36 | -80.43 |

TABLE 20   INFLUENCE RESPONSE BY CATEGORY

| FACTOR | RESPONSE | OBSERVED | PERCENT | HY CHI | DIFF EX | SAM CHI | DIFF SAM | RANG IN | RANG BET | VALUE |
|--------|----------|----------|---------|--------|---------|---------|----------|---------|----------|-------|
| cat 1 | WEAK | 0 | 0.00 | 17.3333 | -33.33 | 1.8310 | -3.52 | | 13.33 | |
| cat 1 | UNCERTAIN | 7 | 13.46 | 6.1603 | -19.87 | 0.2403 | -2.74 | | 11.76 | |
| cat 1 | STRONG | 45 | 86.54 | 44.1603 | 53.21 | 0.2536 | 6.26 | | 19.87 | |
| | sum or av | 52 | 100.00 | 67.6538 | 35.47 | ·2.3248 | 4.17 | 86.54 | 44.97 | -86.54 |
| cat 2 | WEAK | 2 | 5.88 | 7.6863 | -27.45 | 0.5384 | 2.36 | | 13.33 | |
| cat 2 | UNCERTAIN | 4 | 11.76 | 4.7451 | -21.57 | 0.4124 | -4.43 | | 11.76 | |
| cat 2 | STRONG | 28 | 82.35 | 24.5098 | 49.02 | 0.0182 | 2.07 | | 19.87 | |
| | sum or av | 34 | 100.00 | 36.9412 | 32.68 | 0.9689 | 2.95 | 76.47 | 44.97 | -76.47 |
| cat 3 | WEAK | 1 | 5.88 | 3.8431 | -27.45 | 0.2692 | 2.36 | | 13.33 | |
| cat 3 | UNCERTAIN | 4 | 23.53 | 0.4902 | -9.80 | 0.5643 | 7.33 | | 11.76 | |
| cat 3 | STRONG | 12 | 70.59 | 7.0784 | 37.25 | 0.1990 | -9.69 | | 19.87 | |
| | sum or av | 17 | 100.00 | 11.4118 | 24.84 | 1.0324 | 6.46 | 64.71 | 44.97 | -64.71 |
| cat 4 | WEAK | 0 | 0.00 | 8.0000 | -33.33 | 0.8451 | -3.52 | | 13.33 | |
| cat 4 | UNCERTAIN | 5 | 20.83 | 1.1250 | -12.50 | 0.3185 | 4.64 | | 11.76 | |
| cat 4 | STRONG | 19 | 79.17 | 15.1250 | 45.83 | 0.0037 | -1.12 | | 19.87 | |
| | sum or av | 24 | 100.00 | 24.2500 | 30.56 | 1.1673 | 3.09 | 79.17 | 44.97 | -79.17 |
| cat 5 | WEAK | 2 | 13.33 | 1.8000 | -20.00 | 4.1015 | 9.81 | | 13.33 | |
| cat 5 | UNCERTAIN | 3 | 20.00 | 0.8000 | -13.33 | 0.1339 | 3.80 | | 11.76 | |
| cat 5 | STRONG | 10 | 66.67 | 5.0000 | 33.33 | 0.3463 | -13.62 | | 19.87 | |
| | sum or av | 15 | 100.00 | 7.6000 | 22.22 | 4.5818 | 9.08 | 53.33 | 44.97 | -53.33 |

TABLE 21
RANKING OF INFLUENCE FACTORS

| HY CHI | AVG DIFF EX | SAM CHI | AVG DIFF SAM | TOTAL RANG IN | TOTAL RANG BET | VALUE |
|---|---|---|---|---|---|---|
| 144.27 G | 36.51 A3 | 5.20 A2 | 9.08 C5 | 88.10 A3 | 45.17 A4 | 88.10 A3 |
| 81.65 F | 35.47 C1 | 4.58 C5 | 6.50 A2 | 86.54 C1 | 45.17 A3 | 86.54 C1 |
| 67.65 C1 | 34.19 P | 3.76 E0 | 6.46 C3 | 82.61 F | 45.17 A5 | 82.61 F |
| 63.48 M | 33.82 F | 3.04 A4 | 6.09 A4 | 82.35 A5 | 45.17 A2 | 82.35 A5 |
| 57.57 A3 | 33.69 A2 | 2.32 C1 | 5.39 E0 | 82.05 P | 44.97 C1 | 82.05 P |
| 55.51 J | 33.63 E0 | 2.28 A3 | 5.21 A3 | 80.43 E+ | 44.97 C3 | 80.43 E+ |
| 48.57 E+ | 33.33 E1 | 1.94 E+ | 4.44 E2 | 79.17 C4 | 44.97 C4 | 79.17 C4 |
| 46.77 P | 32.68 A5 | 1.17 C4 | 4.17 C1 | 79.17 E1 | 44.97 C5 | 79.17 E1 |
| 42.38 E0 | 32.68 C2 | 1.16 E2 | 3.18 I | 77.42 A2 | 44.97 C2 | 77.36 J |
| 41.18 I | 31.87 J | 1.09 F | 3.09 C4 | 77.36 J | 32.36 E0 | 76.76 G |
| 36.96 A4 | 31.40 E+ | 1.03 C3 | 2.95 C2 | 76.76 G | 32.36 E+ | 76.47 C2 |
| 36.94 C2 | 31.30 G | 1.03 M | 2.89 P | 76.47 C2 | 32.36 E1 | 75.68 E0 |
| 35.68 A2 | 30.56 C4 | 0.97 C2 | 2.52 F | 75.68 E0 | 32.36 E2 | 74.19 A2 |
| 28.51 E2 | 28.92 M | 0.72 I | 2.46 E1 | 71.43 E2 | 18.21 J | 71.43 I |
| 27.25 E1 | 28.12 I | 0.63 A5 | 2.38 M | 71.43 I | 18.21 P | 71.43 E2 |
| 24.25 C4 | 27.30 E2 | 0.47 P | 2.35 A5 | 71.23 M | 18.21 I | 71.23 M |
| 19.18 A5 | 25.21 A4 | 0.26 E1 | 2.35 E+ | 67.31 A4 | 14.69 M | 67.31 A4 |
| 11.41 C3 | 24.84 C3 | 0.05 J | 0.74 J | 64.71 C3 | 14.69 F | 64.71 C3 |
| 7.60 C5 | 22.22 C5 | 0.00 G | 0.00 G | 53.33 C5 | G | 53.33 C5 |

INFLUENCE: WEAK
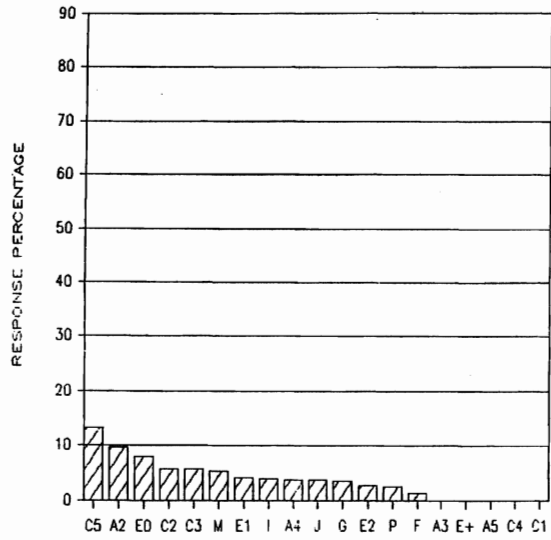
RELATIVE VALUE: INFLUENCE
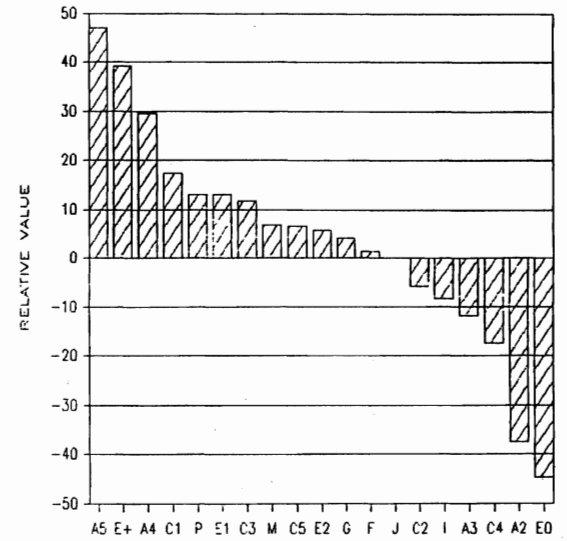
FIGURE 10-

DEMOGRAPHIC FACTORS:

RESPONSES TO INFLUENCE

INFLUENCE: UNCERTAIN
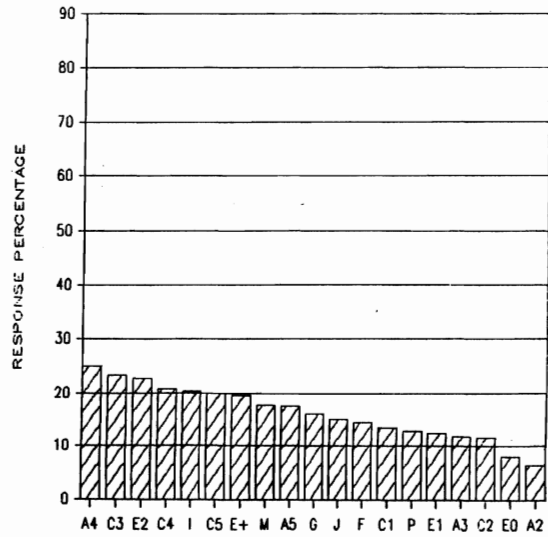
INFLUENCE: STRONG
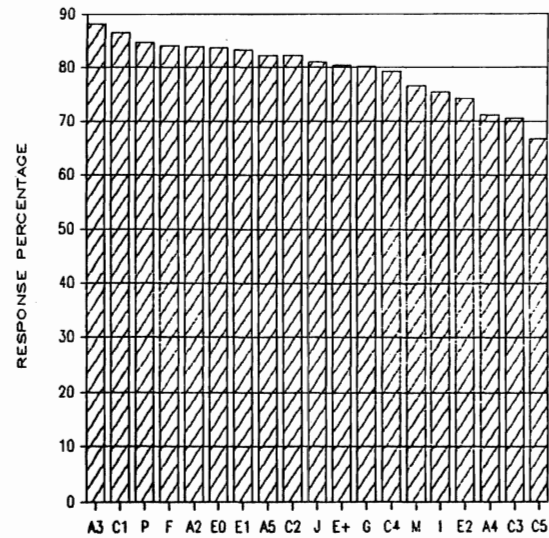
FIGURE 11- CHI-SQUARE: INFLUENCE

SAMPLE CHI: INFLUENCE

HYPOTHETICAL CHI: INFLUENCE
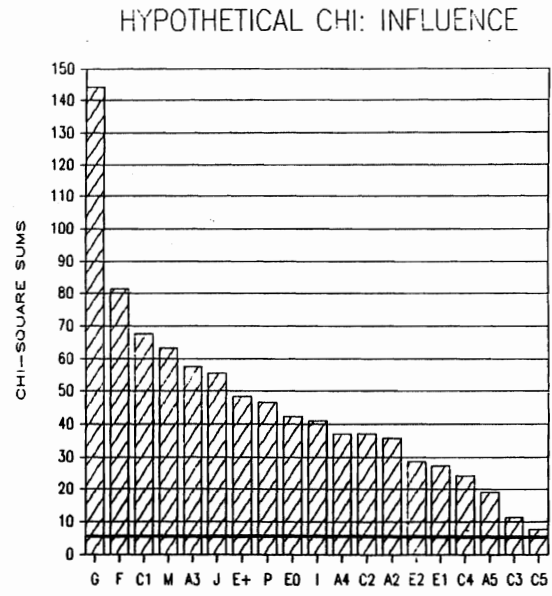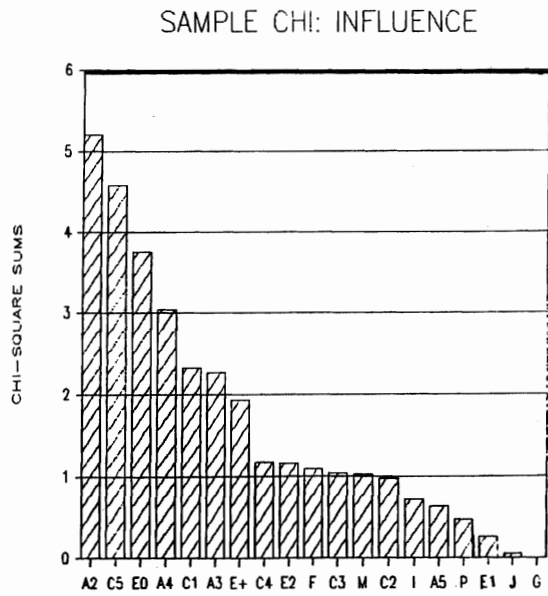


above 0.95, $x^2$ is greater than 5.991.   d.f.= 2

demographic factor on each individual category, some speculations about possible significance may be made, assuming a further study using a larger sample (see Figures 10 and 11). Using a net difference of greater than 10 percentage points as a guide to indicate possible significance, the following points were made. Spiritual values was the only group with a difference greater than 10 percentage points, at -13.62 in the Strong response. The Weak response was also +9.81 points higher than all of the Category responses combined. Other groups with responses close to 10 points include:

Spritual values, Strong, -13.62, weak, +9.81

age 20-29, Undecided, -9.75

Community values, Strong, -9.69

age 40-49, Strong, -9.13  with higher Undecided

This would suggest that teachers feel least influential regarding the promotion of Spiritual values. Age 20-29 is more opinionated but split in that opinion. Teachers feel less strongly influential but slightly more Undecided about Community values. Age 40-49 feels less strongly influential and more Undecided than the general sample.

None of the overall average differences from the total sample appear to be significant or to be over 10 percentage points.

Hypothetical Tests of the Factors:    When looking at the hypothetical chi-square scores for each demographic factor, all groups agree with the original conclusion, that teachers are clearly opinionated about their Influence (see Figure 11). All but two groups had

levels of confidence beyond the .9995 level.  Although
still beyond the .95 level, Spiritual values and
Community values had notably lower scores than the
other groups at .975 and .995.  This would still
support the conclusion above for these two groups.

The next test, the percentage difference from the
Hypothetical Expected values for each category and
factor group, was to show the extent or degree of
difference for each category and factor group to
determine the direction of the differences, to find any
possible distinctions additional to those revealed by
the chi-square test and again to determine balance of
selection (see Tables 16-21 and Figure 10).  A 10
percentage point difference was used to determine
significance.  Again, all groups differed
significantly, using this criterion.  This supports the
conclusion that all groups feel extremely influential.

To again determine some possible levels of
significance more sensitively than the chi-square test
reveals, the average difference from the Hypothetical
Expected values was calculated.  All groups were
significant.

Percentage range within the groups was calculated
to determine the degree of extremes within the group,
or to what extent one category was chosen at the
expense of another and to test for balance.  All groups
had a range above 30 percentage points.

The range between groups illustrates the degree of
difference between groups within one factor.  All
groups were within the small to medium range,
differences being less than 50 points. The fewest
differences were between males and females and between

each of the divisional groups.  This would suggest that
these factors do not affect feelings of Influence as
much as age, experience and the Category to which the
Influence is directed.

The greatest number of Weak responses were for:

Category 5

Age 20-29

0 years' experience

Category 2

Category 3

The greatest number of Uncertain responses were

for:

Age 40-49

Category 3

20+ years' experience

Category 4

Intermediate

The greatest number of Strong responses were for:

Age 30-39

Category 1

Primary

Female

Age 20-29

Relative Values were calculated to determine the
total degree of opinion in one direction.  All Values
were Very Strong, indicating Strong Influence.  The
strongest were:

age 30, 88.10, high Strong response

Self values, 86.54, high Strong response

females, 82.61, high Strong response

age 50+, 82.35, no Weak response

Primary, 82.05, high Strong response

20+ years' experience, 80.43, no Weak, some Uncertain

The Weakest groups were:
    Spiritual values, 53.33, highest Weak response
    Community values, 64.71, high Uncertain response
       age 40-49, 67.31, high Uncertain response

All other groups were between 70 and 80.

    In these rankings, as with the chi-square scores,
0 years' experience is not the dominant factor as it
was with the Category and Disposition responses. The
type of category to which the statement belongs seems
to be more important to teacher Influence than to
Disposition, as each Category is represented in the top
five responses as either Weak, Uncertain or Strong.
They do not appear in any of the top five Disposition
responses. Each of the other factor groups are
mentioned in the top five rankings.


## Trends and Tendencies


    The most overwhelming conclusion from this survey
is that most teachers feel strongly influential in
having their students developing their disposition
toward the values that they see themselves as promoting
within their classrooms.
    The only other conclusions refer to the relative
degree of Influence that teachers feel that they hold.
    30-39 year-olds feel the most influential, along
with females, age 50+, Primary teachers and 20+ years'
experience. The most influential category is Self

values. Age 40-49 feel the least influential, and the categories with the least influence are Spiritual values and Community values. 20-29 year-olds were very opinionated but were split in their opinion, even though still feeling very influential.

Looking at chi-square scores for both degree of clear opinion (hypothetical chi) and difference of opinion from the general sample, no one factor stands out as being most effective or dominant in the opinion of teacher Influence. Category 1 responses rate highly in both areas, as do age 30-39 and 20+ years' experience.

Again, as in responses to the Categories and Student Disposition, age seems to be a dominant factor that affects how teachers will respond to Influence, including some of the strongest and weakest responses.


## Summary of Chapter Four

Value Statements and Strategies:    It was shown that many teachers do see themselves as promoting values in the classroom. The value statements made by the respondents to this survey may be largely classed as having "respect" in varying forms for one's Self, Other Individuals, Community, Environment and Spirituality. Respect suggests an attitude or, at a lower level, a feeling for the content of the values, rather than the exercise of a concrete skill or active behaviour in regard to the content.

It was shown that certain strategies are used to promote values. In support of the more passive,

attitudinal nature of the value statements, the strategies employed by teachers tend to be those of discussion, student/teacher relationship and to a lesser extent, positive reinforcement. The first two deal with the values at a cognitive level rather than active, skills or behaviour-oriented strategies such as positive reinforcement. More active, behavioural and skill-oriented strategies were not absent from the sample but appeared much less frequently.

General Responses:    Respondents to the survey classified their responses into one of five Categories. From these findings, it would appear that teachers tend to see themselves as promoting, to a significant degree, values which pertain to a student's self-perception and personal growth. They also tend to promote Community and Spiritual values to a degree significantly lower than the others. Values pertaining to Other Individuals and the Environment recieve a moderate amount of emphasis, close to the amount expected if all values were given equal priority.

   There appears to be no clear opinion about the strength or weakness of Student Disposition. Opinion was characteristically not highly Uncertain, but instead, slightly divided between the Strong and Weak opinion. The overall weighted Value of the responses is slightly Strong.

   It may be stated that teachers do feel that their direct, personal influence on their students developing their disposition toward the indicated values is significantly Strong. Teachers feel very influential in developing student values. It is unclear whether

this conclusion can be extended to values in general or
only to the values that were indicated by the teachers.

Demographic Factors- Categories:    Demographic
analysis of the responses reveals that, for the
Categories, males emphasize Category 1 and deemphasize
all others, especially Community values.  Females tend
to show more balance, although emphasizing Self values
most.

All age groups give strongest emphasis to Self
values.  Age 30-39 emphasize Self values most, while
20-29 year-olds emphasize them least, supporting
Environmental values strongly.  Other values are
generally agreed upon.  Community values tend to
increase with age.  Environmental values tend to
decrease with age.  Spiritual values are unanimously
given little support.

Responses by division are very closely aligned,
with slightly greater balance by Primary teachers and
more emphasis on Self values by Intermediate teachers.
Most responses are in agreement with the total sample.

All Experience groups emphasize Self values most.
The 0 experience group gives it the least emphasis,
favouring Environmental values to nearly the same
degree.  Other values are very closely aligned.
Environmental values decrease with years' experience
while Community values increase.

Male respondents seemed to be the most distinct
group, having the most clear opinion based on
hypothetical chi-square scores and having the second
greatest difference from the general sample.  The 0
years' experience group appears to be the second most

distinctive, differing most from the general sample.
The age 30-39 group also shares great distinction,
having the second most clear opinion and third greatest
difference from the general sample.

Demographic Factors- Disposition:    Females and males
were very close to both the general sample response and
the hypothetical expected responses.  They differed
from each other only marginally, with males being
slightly more opinionated, with fewer uncertain
responses, and feeling that students have a slightly
stronger disposition to the indicated values.

There was a wide variance of opionion between the
age groups with an overall tendency for younger
teachers to see Disposition as being Very Weak, and as
teachers increase in age, to see Disposition as being
increasingly Very Strong.  As age increases there seems
to be movement from Weak, to split opinion, to
Uncertain and Strong, to clearly Strong.  The degree of
the variance is great in all age groups, but the
difference from the general sample is strongest in the
20-29 and 40-49 age groups.

The divisional groups were very close to the
general sample and to each other, with litle variation
or Strong opinion in any one response.  A slight
tendency to move from stronger Disposition to weaker
Disposition is apparent as level of instruction
increases from Primary to Intermediate.  Primary
teachers seemed to have the strongest opinion.

The experience groups had the greatest opinion in
the 0 and 20+ years groups.  These two groups differed
from the general sample and from the Hypothetical
Expected values significantly but in opposite

directions.    The middle two groups were split in
opinion or were fairly Uncertain about Disposition.    A
distinct progression seemed to move from Weak, to split
opinion, to Uncertain, to Strong as teaching experience
increases, with the net result being that Student
Disposition is seen as strengthening as teaching
experience increases.

Responses in each Category do not significantly
deviate from the general responses or from the
Hypothetical Expected values, or no clear opinions were
apparent.    Environmental Disposition was seen to be
somewhat Weak while Self Disposition, and to a lesser
extent Community Disposition were seen as Strong.
Disposition toward values pertaining to Others was seen
as split or neutral.    Spiritual Disposition was seen as
Uncertain.

Using the chi-square scores, 0 years' experience
was the most clearly opinionated group and the most
different from the general sample and would appear to
be the greatest factor influencing opinion about
Student Disposition.    Age 40-49 appear to be the second
most critical factor group, being second in difference
from the sample and third in clarity of opinion
(hypothetical chi).    Following these would be 20+
years' experience and the rest of the age groups.    No
other factor group is represented in the top five
chi-square scores for either hypothetical or sample
calculations.    It is apparent that the extremes of
teaching experience have some effect on teacher
opinion.    Age, which is in some sense separable from
the school influence and may be seen as being

influenced by culture in a wider sense, is also a very
influential factor directing that opinion.

Demographic Factors- Influence:     The most
overwhelming conclusion from this survey is that most
teachers feel strongly influential in developing their
students' disposition toward the values that they see
themselves as promoting within their classrooms.

    The only other conclusions refer to the relative
degree of influence that teachers feel that they hold.

    According to overall Value calculations, 30-39
year-olds feel the most influential, along with
females, age 50+, Primary teachers, and 20+ years'
experience.  The most influential Category is Self
values.  Age 40-49 feels the least influential, and the
Categories with the least Influence are  Spiritual
values and Community values.  20-29 year-olds were very
opinionated but were split in their opinion, even
though still feeling very influential.

    Looking at chi-square scores for both degree of
clear opinion (hypothetical chi) and difference of
opinion from the general sample, no one factor stands
out as being most effective, or dominant in the opinion
of teacher Influence.  Category 1 responses rate highly
in both areas, as do age 30-39 and 20+ years'
experience.  The highest ratings go to females and
males as having the clearest opinion, age 20-29 and 0
years' experience as having the greatest difference
from the general sample.


Dominating Factors:     When looking at the chi-square
scores for each response, the dominant factor for
responses to Categories, Disposition and Influence was

mentioned. When looking to see what the most dominant factors for degree of opinion and difference from the general sample and for all responses, the relative ranking of the scores was determined, and the factors occurring the most frequently with the highest rank were considered to be most dominant. For example, the 0 years' experience group, in difference from the general sample for Category, Disposition and Influence responses, ranked first, first and third. These rankings were highest for all other factors, appearing to be the most dominant. The same method was used to determine the rankings for all three of these responses combined. The most dominant factors for the degree of opinion (hypothetical chi-square) were:

<div align="center">

Male

Age 30-39

20+ years' experience

0 years' experience

</div>

The factors most different from the general sample for all responses combined were:

<div align="center">

0 years' experience

Age 20-29

Age 40-49

</div>

In **total**, the most dominant factors for all responses were:

<div align="center">

0 years' experience

Age 20-29

Male

Age 30-39

Age 40-49

20+ years' experience

</div>

These results suggest that new teachers will tend
to have very different opinions regarding the promotion
of values, that younger teachers will also differ
dramatically, and that as age increases, and to a
lesser extent experience, those opinions will change.
It is unclear whether opinion changes as an individual
teacher ages and becomes more experienced, or whether
the age and experience groups differ in opinion,
maintaining that opinion as they grow older or more
experienced while younger, less experienced teachers
bring different ideas which they will maintain.  Males
will also tend to hold more dramatic opinions than the
general sample.

Combined Factors:    When factors are mixed together in
all the possible unique combinations, projections are
made about the possible responses by members of these
groups (see Appendix H ).   Males dominate the responses
at the top 22 of Self values, while appearing at the
bottom of all the other Categories.   Females do just
the opposite, appearing at the bottom 20 of Self values
and at the top of all others, especially Category 2.
Male and female responses appear at the extremes of
Influence responses, females feeling most influential
and males feeling least.   Primary responses appear in
the top of the Spiritual values.   Experience seems to
be the great divider in the area of Disposition, with 0
years' experience appearing on the bottom 11 responses
while the 20+ group appears on the top 7.   The 0 years'
experience group appears at the top and bottom of Self,
Environmental and Spiritual values as well.   These
projections are based on pure percentage responses and

do not take into account the sample size from which the percentages were taken. Therefore, smaller sample groups may appear higher in rank than would be the case with a larger sample. These results would be interesting to use as expected values for a much larger study.

# CHAPTER FIVE- SUMMARY, CONCLUSIONS AND SIGNIFICANCE

## Re-statement of the Problem

Assuming that values in many different forms
underlie all of the activities that happen within an
educational facility, and that these are at least some
of the more lasting impressions transmitted to
children, the purpose of this study was to begin to
determine what types of values are being promoted
within classrooms in local communities, how they are
being promoted, how influential the schools are, how
well disposed the students are to them and what factors
might influence them. By looking at the most direct
and continuous link with students, i.e., teachers, and
to get a reasonably large cross section of sample,
teachers were asked to state and classify values which
they promote within their own classrooms. They were
also asked what strategies were being used to promote
those values, how strongly disposed students were
toward them and how influential teachers felt they were
in affecting Student Disposition. Further, the
demographic factors of gender, age, teaching division
and teaching experience were examined as possible
influences on teacher opinion on these issues.

The resultant study acts as a basis or pilot study
for further investigations. It indicates possible
trends and tendencies which may be clarified and
explored in more detail or compared with larger
populations, and methodology for interpreting data of

this type.  It also provides an instrument which, with
the recommended modifications, might be used for
similar studies in future.


## Main Features of the Method


The research took place in two parts.  First, a
small Methodological Pilot Survey was circulated to 30
elementary classroom teachers of various grades in a
public school system in Southern Ontario and to
teachers taking an M.Ed. course at Brock University.  A
total of 24 surveys were returned.  This survey
provided the data necessary to develop a means for
respondents to classify their own value statements.
The result was the formation of five basic Categories:
values pertaining to the Self, Other Individuals,
Community, Environment and Spirituality.

Second, a final questionnaire was developed from
the Methodological Pilot and circulated to 110
elementary teachers, M.Ed. students and B.Ed. students
at Brock University.  A total of 30 survey forms were
returned.  Due to the small number of returns, the
results of the survey are tenuous at best but
sufficient to further modify the survey form
(instrument), methodology and to indicate possible
trends and tendencies.

Key-word Content analyses of the individual value
statements and the strategies were conducted to
determine trends or commonalities.

The results for each Category, Disposition and
Influence response were then tabulated and converted to

percentages. Chi-squares using an equal split for each possible response as the Hypothetical Expected value, percentage differences and average difference from the Hypothetical Expected values, and the range from high to low percentages within each individual factor were calculated. For Disposition and Influence, a relative Value was derived by assigning a value of -1 to Weak responses, 0 to Uncertain and +1 to Strong and adding the totals together. For each of the demographic factors the same calculations were made, as well as chi-square, using the numbers from the total sample as expected values, percentage difference and average percentage difference from the general sample, and percentage range between responses within the total factor group.

After calculations were made, examples of statistical significance (the .95 level of confidence was used for chi-square) and other comparatively high values were noted and comparisons made. Detailed analyses were made for each independent variable. Broader comparisons were made to determine trends and tendencies. Finally, projections were made by combining all factor responses into all possible combinations, taking the percentage response for each Category (the Value calculation for Disposition and Influence responses) and averaging them to project how a teacher with those characteristics might respond.

Main Findings and Conclusions of the Study

A Brief Summary

Question 1: Do teachers see themselves as promoting values in the classroom? **Yes.**

These values are generally conceptual (within the domain of knowledge), receptive attitudes and feelings (within the domain of affect), and to a minor extent are determinant of behaviour (within the domain of operations).

Question 2: Do teachers favour the use of particular strategies in the promotion of values? **Yes.**

Strategies are most frequently those of discussion and not active participation or application.

Question 3: Do teachers favour the promotion of some categories of values over others? **Yes.**

Certain, more immediate, values are receiving more attention than others. The general trend is that those values which are closer to the Self are emphasized, with less emphasis on those which are farther removed from the Self or are more abstract.

Question 4: Do teachers hold clear opinions about Student Disposition toward the indicated values? **No.**

There is no clear relation between opinion about Disposition and frequency of Category response or Influence response.

**Question 5:** Do teachers feel influential in their students developing a Disposition toward the indicated values? **Yes.**

Teachers feel clearly influential in values transmission.

Teachers feel more influential with more frequently mentioned values.

**Question 6:** Do the factors of gender, age, teaching division and teaching experience have an effect on survey responses? **Yes.**

Gender, age, teaching division and teaching experience appear to effect responses, especially to Disposition and Category.

### In More Detail

**Question 1:** There were disappointingly few responses to this survey, which may indicate something regarding the sensitivity of the topic, or the technicalities of the questionaire or perhaps the disagreement by potential respondents of the idea of "promotion of values." However, no denial was made by any respondents, that they personally promote values in their classroom. The fact that teachers did respond ensures that at least some teachers acknowledge promoting values within their classrooms. The small number of responses may suggest that the sample is not representative of the population.

The value statements made by respondents to the survey tended to be statements referring to respect for the value content rather than calling for skill, action or behaviour. To a lesser extent they were attitudes

or feelings rather than values which affect behaviour,
influence decision-making or require consistent
application. Very few values appeared to be action-,
skill- or behaviour-oriented. The tendency seems to be
that knowledge receives the greatest emphasis, with
affect receiving less and operations receiving the
least (see Popp, 1989). These findings would agree
with those of Kutnick (1988), who found that awareness
was the main concern of teachers for values education.
It is noteworthy that no references were made by
respondents regarding Ministry documents or guidelines.

Question 2: Consistent with this is the relative lack
of behavioural or active and involved strategies for
the promotion of these values. Discussion was the most
commonly mentioned method. This would support the
findings of Kutnick (1988), who found the same thing in
schools in England. Regardless, these findings were
surprising to me in that the treatment of values here
seems to be seen as conceptual rather than active,
which would be a very limited view. There may be an
attempt to shy away from actually trying to use values
to influence behaviour or decision-making. In the
broader view, all classroom behaviours transmit values.
The activity of discussion transmits the value of
discussion, "the medium is the message," whereas the
respondents to the survey used discussion to transmit a
separate value on a conceptual level, the content being
the intended message. Also, considering the belief
that elementary students learn best by doing, I feel
some concern about the strategies being employed to

promote values.  However, this problem may be much
wider than just in the area of values.

Respondents gave no references to methods
mentioned in the literature review.  Although they may
be present, I found no direct link to either Values
Clarification, the Reflective Approach or the Moral
Reasoning Approach.  Many of the strategies used
parallel those found by Kutnick (1988) in his study in
England.  That teachers tend to teach values explicitly
rather than recognizing a hidden curriculum would also
be in agreement with Kutnick.

Question 3:    There were significant differences in the
number of responses for each category.  Therefore,
teachers do favour the promotion of some categories of
values over others.  Teachers tended to state values
dealing with the student's more immediate relationships
to him/herself and to Other Individuals.  The more
extended, further removed from personal and continuous
contact and abstract values, were given significantly
less emphasis.  Environmental values were given the
expected number of responses (expected numbers based
upon an even split in responses between Categories),
whereas Community and Spiritual values were given very
few responses.  Self values were the highly favoured
response for all respondents, regardless of
demographics.  Both Student Disposition and Teacher
Influence responses were strongest for these values.
Considering the age of elementary students and their
ability to grasp more concrete concepts more easily,
more immediate values dealing with immediate contacts
or relationships may be the most valid.  However, there

is some concern about the possibility of being trapped
into fighting personal interrelationship fires rather
than challenging students with issues of the
Environment, Community and Spirituality and choosing
strategies to ground them in the concrete.

Kutnick (1988) also found that property,
environment and religion were not of great concern and
that values pertaining to sensitivity or empathy with
others were of greater concern to teachers in England.
However, this study showed a much greater emphasis on
values pertaining to the Self than his study.

Question 4:    The responses to Student Disposition were
fairly evenly spread.    Therefore, in general, teachers
have no clear opinion about that disposition.    There
was also no clear correlation between Disposition
responses and Category or Influence responses.    This
would suggest that how a teacher views a student in
relation to a particular value has little bearing on
the opinion of Influence or the frequency of response
to the Categories.    However, each Category did receive
markedly different evaluation of Disposition.

Question 5:    The responses to Teacher Influence were
overwhelmingly slanted toward the Strong response.
Therefore, teachers do have clear opinions about their
direct influence in the promotion of the indicated
values.    They unanimously saw themselves as being
strongly influential.    The degree of Strength of
Influence varies directly with the frequency of
response to each Category.    In other words, teachers
will feel most influential with values to which they

indicate most frequently, or arguably, promote most often. This would suggest that influence is strengthened with the more frequent promotion of a particular type of value, and that certain values are promoted more as teachers feel more influential, or perhaps more confident.

This study showed a high degree of teacher Influence similar to studies by Beddoe (1981) in Trinidad and Tobago and Beecroft (1986) in the same geographic area, but no comparison was done in this study to outside sources of influence.

Question 6:    There is reason to believe that gender, age, teaching division and teaching experience play some role in affecting the opinions stated in this survey.    This would be contrary to the findings of Beecroft (1986).    When comparing these factors to the general sample responses, there were no statistically significant differences for the Categories or Influence.    For Disposition, age 20-29, age 40-49, 0 years' experience, and 20+ years' experience were all significantly different from the general sample.    This would suggest that age and experience are unique factors affecting opinion about Student Disposition.

There were many hypothetical differences within the factor groups, with some chi-square scores showing significance and others not.    All groups differed on the Category responses.    Age and divisional groups differed for the Disposition responses.    No groups differed, except in degree, on the Influence responses. This would suggest significant differences in opinion, that these factors do play a part in affecting those

opinions, especially in Disposition and Category
responses.

Other trends were apparent.  Males tended to have
a higher response to Self values than females, and to
have more opinion about Disposition.  Females tended to
have less opinion and more balance in their responses.


All age groups had clear opinions on Disposition
whereas the general sample did not.  As age increased,
opinion about Disposition became stronger, Community
values received greater emphasis while Environmental
values received less.  It is not clear whether as
individuals age their opinion changes, or that there is
a conceptual difference between age groups which is
maintained as the individual ages.

It appears that opinion about Disposition is
weaker as students move up the divisions.  Intermediate
teachers tended to mention Self values even more than
other teachers, and Primary teachers tended to mention
Spiritual values less.

As experience increased, the responses to
Community values became more numerous, to Environmental
values became fewer, and to Student Disposition became
Stronger.  These results parallel the results in the
age groups.  As there is great correlation between age
and experience in this sample, it becomes hard to
separate the two.

Males tended to have stronger, yet split, opinion.
Opinions appear to get Stronger as both age and
experience increase, although age is a more influential
factor.  There is some reason to believe that
Disposition becomes weaker as students move upward

through the divisions. There may be cause to suggest that older students, with younger, less experienced teachers, may be viewed more negatively or in conflict with teacher values. This may have repercussions on student self-image or student/teacher rapport.

Those teachers with 0 years' experience appear to have very distinct opinions from their counterparts, and age groups seem to vary amoung themselves, as do other experience groups to a lesser extent. Males and females also seem to differ in their opinions. This seeming variety, along with the great diversity of value statements and strategies, would support the notion that individual teachers are going to vary greatly in their approach, opinion and emphasis on the promotion of values, but that overall, they feel very influential and have no clear opinion about how students are in relation to their preferred values. Overall, teachers will emphasize values pertaining to the Self and Other Individuals more so than the other types of values. This may indicate some concern that certain values are receiving undue emphasis or that certain types of values need greater or lesser emphasis. Whether the opinions and values stated on this survey are reflective of actual classroom practice is not within the scope of this project to clarify; however, some assumption may be made that these results bear some resemblance to actual practice. If such is the case, students, the inheritors of our future, are the recipients of these values and attitudes. Are these the values they need?

## Significance of the Study
## and Other Research Arising from this Project

As the results of this study are tenuous at best, its main significance is in the questions it raises, its instrument design, methodology and tenuous conclusions as the basis for other research. I will first look at the significance of the issues which were addressed in the hypotheses. I will then address some points which may be improved in the actual survey form for any future studies. Finally, I will make some suggestions for further research arising from broader questions which were not answered in this study.

<u>Significance of the Questions</u>: A number of the original questions have been partially answered. The fact that teachers do promote values indicates that this area of education is relevant and that more exploration needs to be done in this area. As the values appear to be knowledge-oriented, there may be reason to confirm this through extended research. There may be a need to attempt to balance this with more affect- and operation-oriented values. There may also be a need to look at what values are implicit in curriculum, to find some kind of alignment between curriculum and classroom practice.

The fact that particular strategies are used which seem to be passive in nature, may lead to further analysis and recommendations regarding successful or appropriate teaching methods within the area of values education. Further investigation should be conducted into the relation of stated strategies to actual practice.

It is clear that Self values and values pertaining to Others are the most popular values to promote. This opens up the question of whether these are the most appropriate values to emphasize or if there should be more balance. Are these the most appropriate to elementary children or should there be a gradual shift to more abstract values as students become older and advanced in their reasoning powers?

As teachers hold no clear opinion regarding Student Disposition, there may be a need to evaluate Disposition before deciding what values to promote. There may be a need to design some methodology for evaluation. As there was no direct correspondence between Disposition and Category, it appears that teachers promote values regardless of Student Disposition. There likely should be some connection. It may be a waste of time to promote values which are either already strongly developed or are extremely weak. This development should also affect the teaching strategies used. It appears that there is no direct link between Disposition and Influence. If this were proven true, it is questionable as to why teachers feel extremely influential when disposition does not parallel that influence. In other words, Influence does not seem to be measured by successful change of Student Disposition.

Teachers feel very influential in the development of values. This influence is related to the more frequently stated values. It appears that teachers tend to promote the values that they feel most influential in promoting. Does this suggest that they avoid  values which they feel are more challenging, for

which they will have less success?  Does this indicate
something of how teachers decide what values to
promote?  Are they responding to their needs and
feelings of success rather than responding to student
needs or weaknesses in disposition?  Further research
would be required to answer these questions.  Answers
may influence how strategies are formulated to promote
values.

Demographic factors do influence teacher responses
to values. These factors may influence classroom
practice.  Looking at these results suggests that
individual teachers are likely to adopt differing
slants on values transmission.  They suggest that
students will be exposed to various different
approaches to values as they move throughout their
education.  This may be problematic in developing
consistency in their own values, or it may be
beneficial in developing a wider perspective on values.
Has this issue been addressed by parents or educators?
Depending on the values philosophy of the educational
system, there may be some desire to take these factors
into consideration when staffing a school.  I would not
like to think that this would be the only
consideration, but this in conjunction with some input
about personal values philosophy, as well as
qualifications and abilities, may be useful.

Improvements to the Survey:      There are difficulties
with the questionnaire which may be improved.  One is
the leading nature of the Categories.  As presented, I
believe that some of the respondents felt some
obligation to include one response for each Category.

This may have imbalanced the responses, by encouraging a response in a Category that may have been left out. Also, if respondents believed this, and failed to finish the survey, they may give undue weight to the first Categories listed. To correct this difficulty, I would ask for the value statements first, and then on a later page ask the respondent to go back and indicate a Category. Another method may have been to list the Category names on the response form under the value statement, asking the respondent to circle the Category. This may have been more clear than having the respondent write down a number which had no conceptual link to the Category.

The Categories may have been seen to be in order of importance and may have influenced the respondents' decisions about them. To overcome this difficulty, I would provide different questionnaires with the Category list in different orders.

Numbering the Categories may have been more confusing than simply asking for the name of the Category.

The sixth response was included to force an imbalance in the responses, to give more weight to one category over another. In the end, with a large number of completed surveys, this imbalance should have been evenly distributed between the Categories. This last response appeared on the last page of the questionnaire and was overlooked by many respondents. I would place it more carefully with the rest.

The term Disposition may have lacked clarity. "Inclination" or "agreement with" may have been better.

Influence may have been positive or negative.
Having the respondent indicate that would have been
helpful.

The original intention was to ask for religious
and school board affiliation.  I think this information
may have been interesting in the light of recent
increased funding to separate schools in Ontario.
Other demographic or ethnographic information would
also have been useful.

The survey form takes a long time to complete.
Although many respondents commented on the usefulness
of taking that time to think through their opinions,
one of the intentions of the project, others complained
about the time required.  I received some uncompleted
forms and believe that many others were not sent
because they were incomplete or that the length was
prohibitive to some teachers even looking at it.  Less
lengthy instructions may have helped in this area, but
I do not see an alternative except to somehow provide
time or incentives for completing the form.

Further Research:     Possibilities for further
research in this area are endless as this study,
effectively a pilot study, has only touched on the many
issues involved in values transmission.  A much broader
sample size is required to draw more significant
conclusions.  More demographic and ethnographic
information might be included to determine what kinds
of factors influence these issues, and to determine if
there is regionalism or unique culture to values
interpretation.  Caution should also be taken when
looking at this kind of information, that it is not

used to maliciously label or prejudice the perception
of specific individuals falling within the particular
ethnographic or demographic groups.

Other types of categories might be used to
organize responses, such as Aesthetic, Practical,
Technical, Moral, Economic, Cultural, School,
Conceptual, Academic and Political and a number of
other possibilities including Kohlberg's stages.

Comparing public, separate and private schools may
be of interest, not to single one type of school out
but to help direct parents about what type of values
they would like their children exposed to.  Comparing
teachers' responses to the general public's may reveal
how closely the schools reflect the culture of society
in a broad or local sense.  Comparing the results to
responses from educational administrators or policy
makers may determine areas which may need more
dialogue.  Comparing the results to student responses
may indicate the degree to which these values are being
transmitted, at least as stated values, if not as
operational values.

More study needs to be done to follow up the
responses, to determine if posted values affect
classroom practice, if these values do have an impact
on student feelings, attitudes, beliefs,
decision-making and behaviours.

The question of why teachers choose to promote
certain values needs to be addressed.  Are they
personal values, legislated values, perceived regional
or cultural values?  The answer to these questions may
dramatically affect how educational institutions effect
change.

Concluding Statement

I strongly believe in public education and public
access to education. But I also believe that the
public education system is not serving the public, to
whom it is responsible, in the most effective way.
Opening the issue of values transmission in education
may help to stimulate more open dialogue between
parents, teachers, administrators and students, to the
end that the vision of public education may be more
effective. I believe that parents have a right to know
the teaching philosophy and methodology of the
educational institutions and indivdual teachers that
their children are exposed to. This amounts to what
they value individually and collectively. I also
believe that the most effective institutions of any
kind are composed of individuals who know and
understand each other's values. Clarifying these,
communicating these, and acknowledging that the very
nature of teaching children involves transmitting these
to children is one way of building better institutions.
Potentially, staff can align themselves with specific
institutions where their values are recognized and
where they feel support. Parents should have the
potential to send their children to their choice of
institution where they feel comfortable that their
values are being supported or challenged. Students
might feel more secure in that they are getting more
consistent value messages supported at both home and
school.

This study may provide the initial steps to
further exploration of the conclusions reached in the

hope of reopening the central issue of values
transmission and of opening discussion and perhaps
re-evaluation of the teaching enterprise so that the
vision of public education may be practically
maintained.

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# APPENDIX A

## LIST OF ABBREVIATIONS

A:      Age

A2:     Age 20-29

A3:     Age 30-39

A4:     Age 40-49

A5:     Age 50+

C1:     Category 1, Self values

C2:     Category 2, values pertaining to Others

C3:     Category 3, Community values

C4:     Category 4, Environmental values

C5:     Category 5, Spiritual values

D:      Division

Diff Ex: Difference from expected value

Diff Sam: Difference from the sample

E:      Teaching experience

E0:     0 years teaching experience

E1:     1-10 years teaching experience

E2:     11-20 years teaching experience

E+:     20+ years teaching experience

F:      Female

G:      Gender or General sample

Gen: General or total sample

Gen Chi: General Chi-square

Hy Chi: Hypothetical Chi-square

I:      Intermediate

Int: Intermediate

J:      Junior

Jr:     Junior

M:      Male

P:      Primary

Pr:     Primary

Rang Bet: Range between factors within the same group

Rang In: Range within the factor

## APPENDIX B

### EDUCATIONAL VALUES SURVEY: Pilot


        Values are an implict part of every educational activity
within the school setting.  Every educational policy that is
initiated, implemented, or ignored, at any level in the
educational community, implies underlying assumptions regarding a
concept of: humankind; knowledge; truth; value; school; and
society.  The impact of values may be more significant in the
student's adult life than specific curriculum.  However, little is
known about what values and ideologies teachers see themselves as
promoting within their classroom.

        I am attempting to compile a list of values that educators
consider a priority to promote within the school and classroom.
This list, when compiled, will be used for a further study in
which teachers would be asked to select the 10 most important
values in order of importance.  Comparisons will then be done to
determine any trends that may be apparent.

        This survey is basically simple to complete.  It should not
take more than about 15 minutes.  You are guaranteed complete
anonymity as an individual respondent.

EDUCATIONAL VALUES SURVEY:  Pilot


        In the first portion of this survey, please indicate the
appropriate demographic information requested, by circling the
correct response or filling in the blank.


a)   Gender-    F    M


b)   Age-    20-29    30-39    40-49    50-over


c)   School Board (please print)_____


d)   Years of Teaching Experience-    0-5    6-10    11-15    15-over


e)   Current Grade Level(s) of Instruction-    Pr.    Jr.    Int.    Sr.


f)   Highest Level of Education-    High School    Community College
     Some University    Bachelors Degree    Masters Degree
     Doctorate    Other (please specify)_____


g)   Religious Affiliation (please print)_____

EDUCATIONAL VALUES SURVEY:  Pilot

In this portion of the survey I am asking for 10 statements
of values that you personally see yourself as promoting to your
students in your classroom.  These may include things that are
actually taught in lessons, or that are implied through your
example, established routines, rules of conduct, evaluation,
selection of curriculum materials, or by some other means.

Some examples might be:

Students should, learn to appreciate the value of work.
Students should, respect and observe the rights of others.
Students should, believe in God.


1)   Students should,_____

_____

2)   Students should,_____

_____

3)   Students should,_____

_____

4)   Students should,_____

_____

5)   Students should,_____

_____

6)   Students should,_____

_____

7)   Students should,_____

_____

8)   Students should,_____

_____

9)   Students should,_____

_____

10)  Students should,_____

_____

EDUCATIONAL VALUES LIST

Below is a list of educational values compiled in April of 1986, from classroom teachers in the Toronto/Niagara area.

_____Students should, encourage and support one another.
_____Students should, respect each person for their individualities.
_____Students should, earn their way through hard work and realize the value of it.
_____Students should, treat others as they would like to be treated themselves.
_____Students should, respect authority and rules.
_____Students should, participate in many different facets of school life.
_____Students should, take responsibility for their own actions.
_____Students should, understand the connection of body/mind/spirit.
_____Students should, learn to choose positive, life-enhancing behaviours.
_____Students should, choose positive relationships in their social interactions.
_____Students should, be open to learning and new ideas.
_____Students should, not hurt other people intentionally.
_____Students should, learn how to communicate with others effectively.
_____Students should, learn how to deal with conflict (problems) effectively.
_____Students should, respect the rights of others.
_____Students should, take responsibility for their own learning.
_____Students should, learn to deal with failure and use it as a learning experience.
_____Students should, believe in God.
_____Students should, be able to work quietly and independently.
_____Students should, display an eagerness to learn.
_____Students should, realize that one never stops learning.
_____Students should, develop a caring attitude toward others.
_____Students should, develop respect for adults and the society in which they live.
_____Students should, learn to be proud of their accomplishments.
_____Students should, be encouraged to appreciate all life.
_____Students should, learn to appreciate their family and community.
_____Students should, be taught to live their lives with reverence, with belief in God, respecting Christian principles, maintaining a moral standard.
_____Students should, be active participants in activities to promote social, emotional, attitudinal and intellectual growth.
_____Students should, assume some responsibility for personal development.
_____Students should, respect life and see all living things as valuable.

_____Students should, develop an awareness of the cultural heritages evident in a community, and develop a sense of community pride.

_____Students should, learn how to accept criticism gracefully.

_____Students should, appreciate and tolerate the varying abilities of others.

_____Students should, respect their physical being through exercise.

_____Students should, work towards improving the environment.

_____ Students should, develop a sense of self control, discipline.

_____Students should, be co-operative and polite.

_____Students should, learn that they cannot solve complex problems overnight.

_____Students should, learn that it is sometimes wiser to not become involved in everyone else's problems.

_____Students should, learn to respect other people's ideas, thoughts and reactions.

_____Students should, learn to control tempers and mood swings.

_____Students should, help others where and when possible.

_____Students should, make an effort to be involved in various activities.

_____Students should, express their points of view with humility and respect.

_____Students should, think for themselves without depending on others.

_____Students should, have an appreciation for "spiritual" matters (i.e., beyond the temporal).

_____Students should, be able to understand their feelings and be able to communicate them.

_____Students should, learn that they are unique as individuals.

_____Students should, become aware of their limitations as well as their strengths.

_____Students should, learn to cope with stress in its various forms.

_____Students should, learn how to set goals realistically.

_____Students should, learn that the natural environment is worth preserving and developing.

_____Students should, learn to be honest and trustworthy with themselves and others.

_____ Students should, learn that taking risks and making mistakes are quite normal.

_____Students should, learn to question the world they live in.

_____Students should, learn the work ethic.

_____Students should, learn their responsibilites as members of society.

_____Students should, develop adaptability in a changing world.

_____Students should, respect the customs and beliefs of groups other than their own.

_____Students should, develop a sense of fairness.

_____Students should, be taught to avoid stereotyping.

_____Students should, develop meaningful relationships with others, i.e., a sense of the importance of family.

_____Students should, approach new experiences with an open mind.

_____Students should, be active listeners, good communicators and strong decision makers.

## APPENDIX D

## EDUCATIONAL VALUES SURVEY

Values are an implict part of every educational activity
within the school setting.  Every educational policy that is
initiated, implemented, or ignored, at any level in the
educational community, implies underlying assumptions regarding a
concept of: humankind, knowledge, truth, value, school, and
society.  The impact of values to which a student is exposed in
school may be more significant in the student's adult life than
any other specific curriculum.  However, little is known about
what values and ideologies teachers see themselves as promoting
within their classrooms, or about what teachers feel about their
role as values educators.

For my M.Ed. thesis, I am attempting to compile a list of
values that educators consider a priority to promote within the
school and classroom, strategies used in their promotion, and to
look for demographic factors that may influence these.  Further, I
am interested in determining the feelings of educators with regard
to their influence and student disposition toward individual
values.  Comparisons will then be made to determine any trends
that may be apparent.

I am hoping to discover what values teachers feel are
important in education, how they attempt to deal with them and how
influencial they feel their role is in promoting them.

This survey should not take more than about 20 minutes to
complete.  You are guaranteed complete anonymity as an individual
respondent.

Please return these forms as soon as possible to me at
Kilbride, via the Board Courier.

Thank you for your assistance.

Sincerely,


Don Jones

# EDUCATIONAL VALUES SURVEY

In the first portion of this survey, please indicate the appropriate information requested, by circling the correct response or filling in the blank.

a)   Gender:    F    M

b)   Age:    20-29    30-39    40-49    50-over

c)   I am currently a:          Full-time teacher

Full-time B.Ed. student      Other_____

d)   Years of Teaching Experience:

0    1-5    6-10    11-15    15-20    20-25    25-over

e)   I am qualified or seeking qualifications to teach:

Primary    Junior    Intermediate    Senior    None

f)   Current Grade Level(s) of Instruction:

Primary    Junior    Intermediate    Senior    None

g)   Highest Level of Education-    High School    Community College

Some University    Bachelors Degree    Masters Degree

Doctorate    Other (please specify)_____

On the following pages, you will be asked for 6 different:

(a) Value Statements
(b) Categories for those values
(c) Strategies for Promotion of those values
(d) Student dispositions toward those values
(e) Feelings with regard to your influence on those values
and any
(f) Additional Comments

PLEASE READ THE FOLLOWING EXPLANATIONS CAREFULLY BEFORE
CONTINUING.

(a)  Value Statements:  Statements of values, attitudes,
principals or general behaviours that you feel students should
possess or be exposed to and that you, personally see yourself as
promoting to your students in your classroom.  These may include
things that are actually taught in lessons, or that are implied
through your example, established routines, rules of conduct,
evaluations, selection of curriculum materials, or by some other
means.

(b)  Categories:  To aid in organizing these value statements,
please indicate, with the appropriate number, the following
category under which you see each value statement falling.
Student's values with regard to:

> (1) THEMSELVES:  A value which pertains to a student's
> self-perception, and personal growth.
> (2) OTHER INDIVIDUALS:  A value which pertains to the student's
> perception of and interaction with other individuals.
> (3) THEIR COMMUNITY:  A value which pertains to the student's
> perception of and interaction with their immediate or
> extended community.
> (4) THEIR ENVIRONMENT :  A value which pertains to the
> student's perception of and interaction with their physical
> environment.
> (5) SPIRITUALITY:  A value which pertains to the student's
> perception of an animating, vital or essential principal,
> essence, power or being.

(c)  Strategies:  In order to determine how these values are
transmitted to students by individual teachers, please indicate
any strategy or method that you use to get each value across to
your students.  If you are not presently teaching, indicate what
you have done, or would do in your classroom.

(d) Student Disposition:  Indicate whether students' agreement with this value, through belief and action in accordance with it, is very weak, weak, uncertain, strong, or very strong.  Circle one of the choices provided.  If you are presently not teaching, indicate your opinion.

(e) Your Influence:  Indicate whether you feel that your direct, personal influence on your students developing their disposition toward this value is very weak, weak, uncertain, strong, or very strong.  Circle one of the responses provided.  If you are presently not teaching, indicate your opinion.

(f) Additional Comments:  Please feel free to comment on any aspect of the survey.  Clarification of any of the responses that you have given would be helpful.  In addition, comments about the role of the school, individual teachers, students, family and community in the development of values would be welcome.

Students should,_____

_____

Category:_____
Strategies:_____

_____

_____

Student Disposition:

   very weak     weak     uncertain     strong     very strong

Your Influence:

   very weak     weak     uncertain     strong     very strong


Students should,_____

_____

Category:_____
Strategies:_____

_____

_____

Student Disposition:

   very weak     weak     uncertain     strong     very strong

Your Influence:

   very weak     weak     uncertain     strong     very strong


Students should,_____

_____

Category:_____
Strategies:_____

_____

_____

Student Disposition:

   very weak     weak     uncertain     strong     very strong

Your Influence:

   very weak     weak     uncertain     strong     very strong

CATEGORIES- Student's values with regard to:

(1) THEMSELVES     (2) OTHER INDIVIDUALS     (3) THEIR COMMUNITY
          (4) THEIR ENVIRONMENT     (5) SPIRITUALITY


Students should,_____
_____
Category:_____
Strategies:_____
_____
_____
Student Disposition:

    very weak       weak       uncertain       strong       very strong
Your Influence:

    very weak       weak       uncertain       strong       very strong


Students should,_____
_____
Category:_____
Strategies:_____
_____
_____
Student Disposition:

    very weak       weak       uncertain       strong       very strong
Your Influence:

    very weak       weak       uncertain       strong       very strong

Students should,_____

_____

Category:_____

Strategies:_____

_____

_____

Student Disposition:

   very weak    weak    uncertain    strong    very strong

Your Influence:

   very weak    weak    uncertain    strong    very strong


Students should,_____

_____

Category:_____

Strategies:_____

_____

_____

Student Disposition:

   very weak    weak    uncertain    strong    very strong

Your Influence:

   very weak    weak    uncertain    strong    very strong


Students should,_____

_____

Category:_____

Strategies:_____

_____

_____

Student Disposition:

   very weak    weak    uncertain    strong    very strong

Your Influence:

   very weak    weak    uncertain    strong    very strong

Students should,_____
_____

Category:_____
Strategies:_____
_____
_____

Student Disposition:

    very weak      weak      uncertain      strong      very strong

Your Influence:

    very weak      weak      uncertain      strong      very strong


ADDITIONAL COMMENTS:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____


THANK YOU VERY MUCH FOR YOUR KIND ASSISTANCE.

CATEGORY RESPONSE BY GENDER

CATEGORY RESPONSE BY AGE

FIGURE 12- RESPONSES BY EACH

DEMOGRAPHIC FACTOR:

CATEGORIES
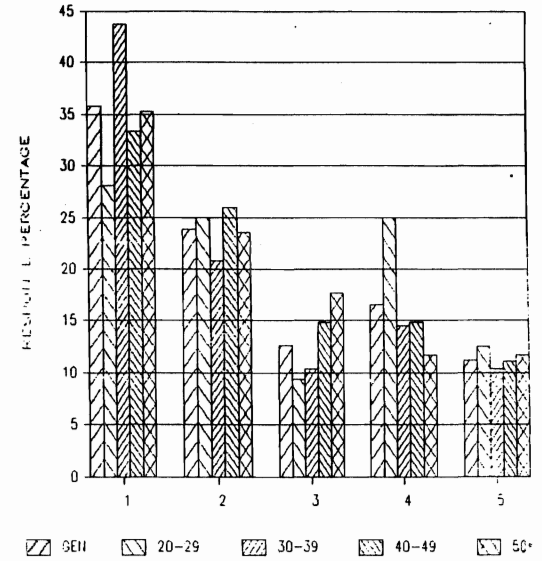
CATEGORY RESPONSE BY DIVISION
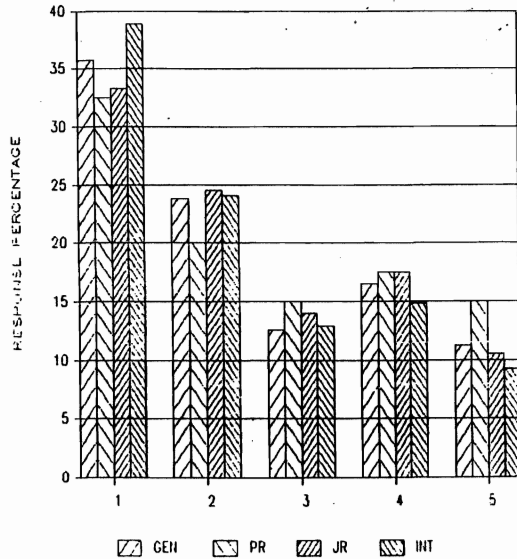
CATEGORY RESPONSE BY EXPERIENCE
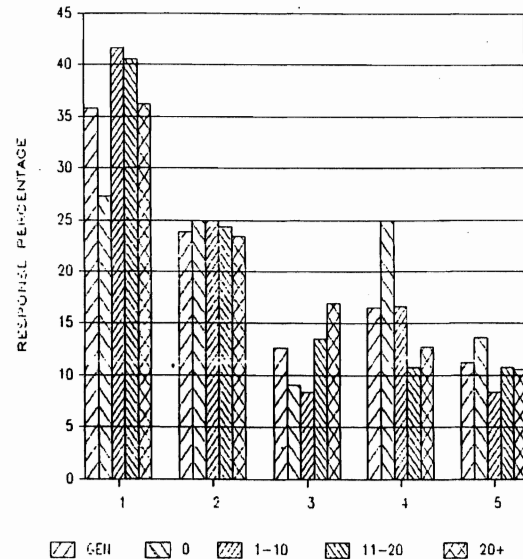
## DISPOSITION BY GENDER



FEMALE     MALE

## DISPOSITION BY AGE



20-29     30-39     40-49     50+

FIGURE 13- RESPONSES BY EACH

DEMOGRAPHIC FACTOR:

DISPOSITION

## DISPOSITION BY DIVISION



PF     JR     INT
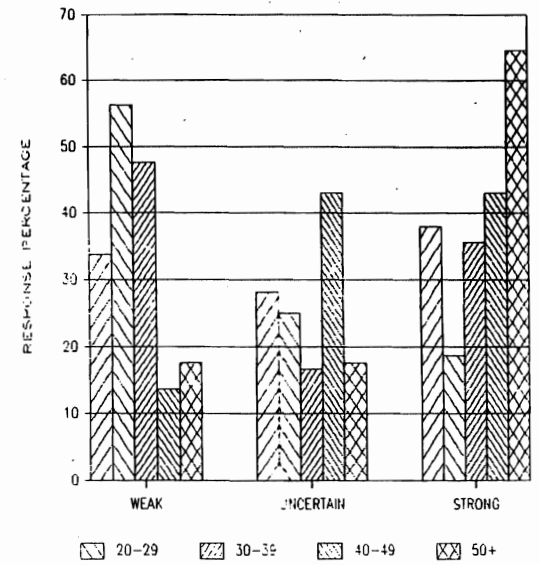
## DISPOSITION BY YEARS EXPERIENCE



0     1-10     11-20     20+
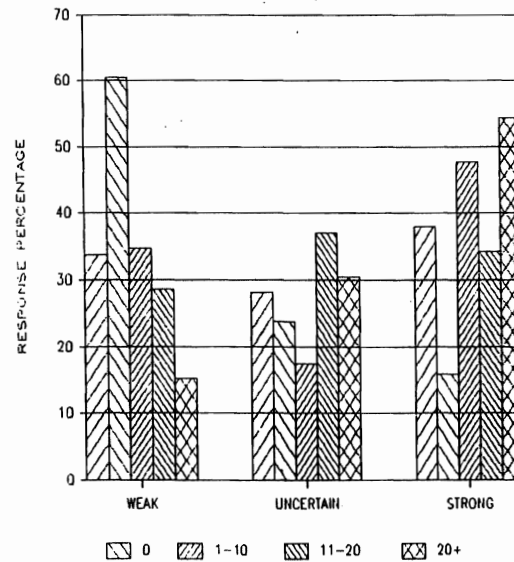
## DISPOSITION BY CATEGORY



GEN     1     2     3     4     5
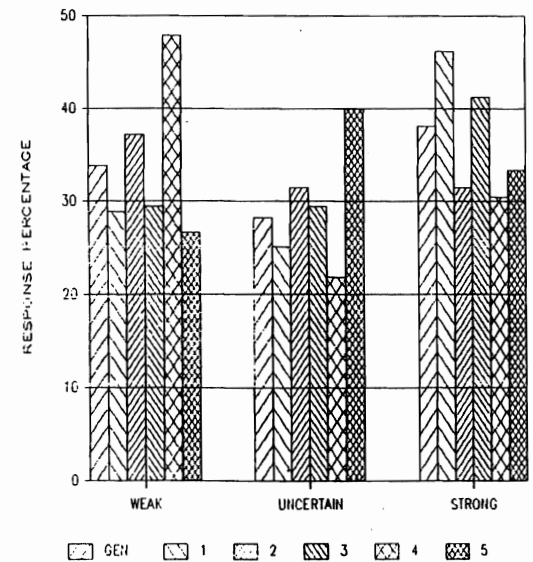
# INFLUENCE BY GENDER
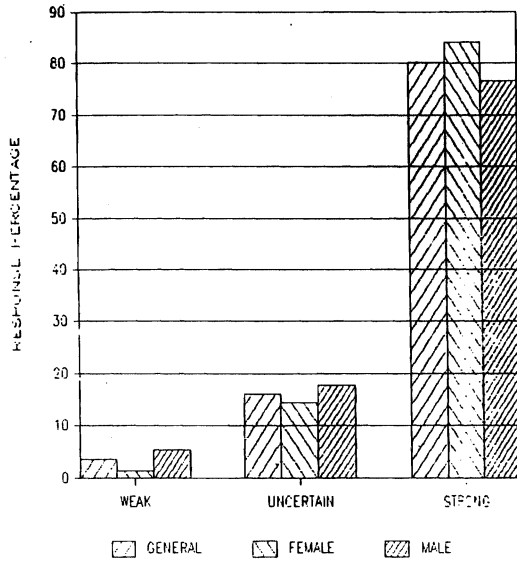


# INFLUENCE BY AGE
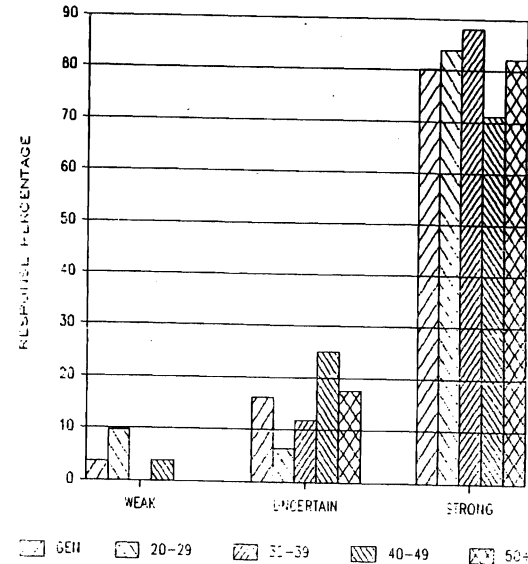


FIGURE 14- RESPONSES BY EACH

DEMOGRAPHIC FACTOR:

INFLUENCE

# INFLUENCE BY DIVISION
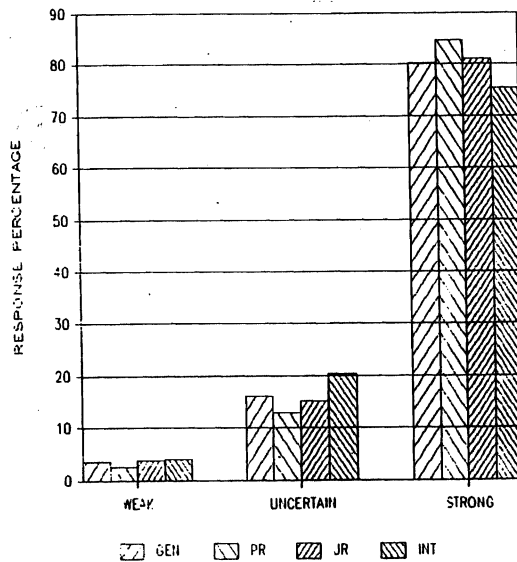


# INFLUENCE BY YEARS EXPERIENCE
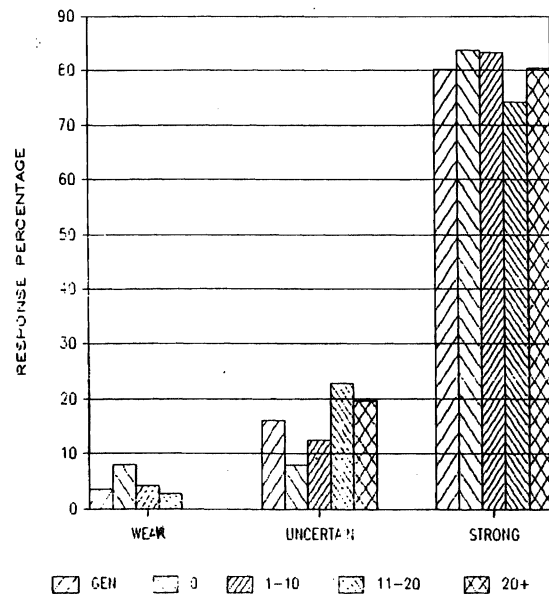


# INFLUENCE BY CATEGORY
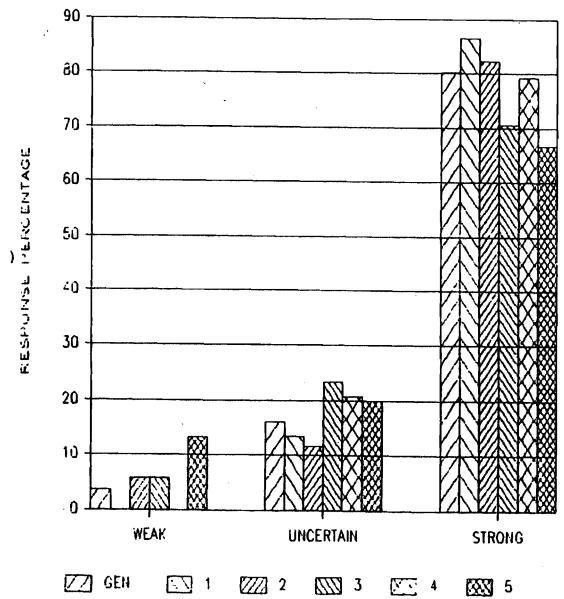
**APPENDIX H**


PROJECTIONS
BASED ON THE COMBINATION OF DEMOGRAPHIC FACTORS
INFLUENCING THE RESPONSES TO THE SURVEY


In order to apply the findings of this paper, to
look at what kinds of values are being taught by whom
in the schools, I have taken the results of the study
and combined the individual factors, along with their
relative response percentages, and projected what
possible percentage chance there would be of any
combination of factors affecting the responses to the
survey questions (see Tables 22-24). This exercise
also helps to confirm the relative influence of factors
on the opinions expressed in the survey. However, raw
percentages do not take into account the relative size
of the sample populations form which the percentages
were taken. For this reason, some smaller sample
groups may display very high percentages with very few
responses, and appear inordinately high in relative
rank compared with other groups when that percentage
score is included in the calculations for these
projections.

**These** projections represent mathematical
**possibilities** for the responses by these groups. They
are **not** intended to stereotype any one group,
especially since the sample population from which they
were taken is so small. Nor is there any attempt to
suggest that people's opinions are a net result of a
small combination of predictable factors. They are

intended to possibly indicate trends within
populations, to entertain, and to point to some
questions which might lead teachers to evaluate their
own opinions, background and experience.  They are also
one more way to illustrate the results of this survey.

        When factors are mixed together in all the
possible unique combinations projections are made about
the possible responses by members of these groups.
Males dominate the responses at the top 22 of Self
values, while appearing at the bottom of all the other
Categories.  Females do just the opposite, appearing at
the bottom 20 of Self values and at the top of all
others especially Category 2.  Male and female
responses appear at the extremes of Influence respones,
females feeling most influencial and males feeling
least.  Primary responses appear in the top of the
Spiritual values.  Experience seems to be the great
divider in the area of Disposition with 0 years
experience appearing on the bottom 11 responses while
the 20+ group appears on the top 7.  The 0 years
experience group appears at the top and bottom of Self,
Environmental and Spiritual values as well.  These
projections are based on pure percentage responses, and
do not take into account the sample size from which the
percentages were taken.  Therefore smaller sample
groups may appear higher in rank than would be the case
with a larger sample.  These results would be
interesting to use as expected values for a much larger
study.

TABLE 22- CATEGORY RESPONSE PROJECTIONS

| CATEGORY 1 SELF | | | | | CATEGORY 2 OTHERS | | | | | CATEGORY 3 COMMUNITY | | | | | CATEGORY 4 ENVIRONMENT | | | | | CATEGORY 5 SPIRITUALITY | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| % | G | A | D | E | % | G | A | D | E | % | G | A | D | E | % | G | A | D | E | % | G | A | D | E |
| 42.27 | M | A3 | I | E1 . | 25.42 | F | A4 | J | E0 | 16.29 | F | A5 | P | E+ | 21.35 | F | A2 | J | E0 | 13.26 | F | A2 | P | E0 |
| 41.99 | M | A3 | I | E2 | 25.42 | F | A4 | J | E1 | 16.04 | F | A5 | J | E+ | 21.34 | F | A2 | P | E0 | 13.08 | F | A5 | P | E0 |
| 40.90 | M | A3 | I | E+ | 25.30 | F | A4 | I | E0 | 15.78 | F | A5 | I | E+ | 20.67 | F | A2 | I | E0 | 12.91 | F | A4 | P | E0 |
| 40.88 | M | A3 | J | E1 | 25.30 | F | A4 | I | E1 | 15.58 | F | A4 | P | E+ | 20.62 | M | A2 | J | E0 | 12.90 | M | A2 | P | E0 |
| 40.67 | M | A3 | P | E1 | 25.25 | F | A4 | J | E2 | 15.41 | F | A5 | P | E2 | 20.61 | M | A2 | P | E0 | 12.74 | F | A3 | P | E0 |
| 40.60 | M | A3 | J | E2 | 25.19 | F | A2 | J | E1 | 15.34 | F | A4 | J | E+ | 19.94 | M | A2 | I | E0 | 12.71 | M | A5 | P | E0 |
| 40.39 | M | A3 | P | E2 | 25.19 | F | A2 | J | E0 | 15.17 | F | A5 | J | E2 | 19.27 | F | A2 | J·E1 | | 12.55 | F | A2 | P | E2 |
| 40.16 | M | A5 | I | E1 | 25.13 | F | A4 | I | E2 | 15.07 | F | A4 | I | E+ | 19.26 | F | A2 | P | E1 | 12.55 | M | A4 | P | E0 |
| 39.87 | M | A5 | I | E2 | 25.07 | F | A2 | I | E0 | 14.90 | F | A5 | I | E2 | 18.80 | F | A4 | J | E0 | 12.51 | F | A2 | P | E+ |
| 39.67 | M | A4 | I | E1 | 25.07 | F | A2 | I | E1 | 14.70 | F | A4 | P | E2 | 18.79 | F | A4 | P | E0 | 12.38 | M | A3 | P | E0 |
| 39.51 | M | A3 | J | E+ | 25.02 | F | A4 | J | E+ | 14.66 | M | A5 | P | E+ | 18.75 | F | A3 | J | E0 | 12.37 | F | A5 | P | E2 |
| 39.38 | M | A4 | I | E2 | 25.02 | F | A2 | J | E2 | 14.48 | F | A3 | P | E+ | 18.74 | F | A3 | P | E0 | 12.33 | F | A5 | P | E+ |
| 39.30 | M | A3 | P | E+ | 24.90 | F | A4 | I | E+ | 14.46 | F | A4 | J | E2 | 18.58 | F | A2 | I | E1 | 12.21 | F | A4 | P | E2 |
| 38.78 | M | A5 | I | E+ | 24.90 | F | A2 | I | E2 | 14.41 | M | A5 | J | E+ | 18.53 | M | A2 | J | E1 | 12.19 | M | A2 | P | E2 |
| 38.77 | M | A5 | J | E1 | 24.82 | F | A5 | J | E1 | 14.30 | F | A5 | P | E0 | 18.52 | M | A2 | P | E1 | 12.16 | F | A4 | P | E+ |
| 38.67 | M | A3 | I | E0 | 24.82 | F | A5 | J | E0 | 14.24 | F | A3 | J | E+ | 18.29 | F | A2 | J | E+ | 12.15 | M | A2 | P | E+ |
| 38.56 | M | A5 | P | E1 | 24.79 | F | A2 | J | E+ | 14.22 | F | A2 | P | E+ | 18.28 | F | A2 | P | E+ | 12.14 | F | A2 | J | E0 |
| 38.49 | M | A5 | J | E2 | 24.70 | F | A5 | I | E0 | 14.19 | F | A4 | I | E2 | 18.12 | F | A4 | I | E0 | 12.03 | F | A3 | P | E2 |
| 38.36 | M | A2 | I | E1 | 24.70 | F | A5 | I | E1 | 14.15 | M | A5 | I | E+ | 18.07 | M | A4 | J | E0 | 12.01 | M | A5 | P | E2 |
| 38.29 | M | A4 | I | E+ | 24.67 | F | A2 | I | E+ | 14.11 | F | A5 | P | E1 | 18.06 | F | A3 | I | E0 | 11.99 | F | A3 | P | E+ |
| 38.28 | M | A5 | P | E2 | 24.65 | F | A5 | J | E2 | 14.06 | F | A5 | J | E0 | 18.06 | M | A4 | P | E0 | 11.96 | M | A5 | P | E+ |
| 38.28 | M | A4 | J | E1 | 24.53 | F | A5 | I | E2 | 13.98 | F | A2 | J | E+ | 18.04 | F | A5 | J | E0 | 11.96 | F | A5 | J | E0 |
| 38.22 | F | A3 | I | E1 | 24.42 | F | A5 | J | E+ | 13.97 | F | A3 | I | E+ | 18.03 | F | A5 | P | E0 | 11.93 | F | A2 | P | E1 |
| 38.08 | M | A2 | I | E2 | 24.30 | F | A5 | I | E+ | 13.95 | M | A4 | P | E+ | 18.01 | M | A3 | J | E0 | 11.84 | M | A4 | P | E2 |
| 38.07 | M | A4 | P | E1 | 24.28 | F | A4 | P | E0 | 13.87 | F | A5 | J | E1 | 18.00 | M | A3 | P | E0 | 11.83 | F | A2 | I | E0 |
| 38.00 | M | A4 | J | E2 | 24.28 | F | A4 | P | E1 | 13.79 | F | A5 | I | E0 | 17.85 | M | A2 | I | E1 | 11.80 | M | A4 | P | E+ |
| 37.94 | F | A3 | I | E2 | 24.15 | F | A3 | J | E1 | 13.78 | M | A5 | P | E2 | 17.80 | F | A2 | J | E2 | 11.79 | F | A4 | J | E0 |
| 37.79 | M | A4 | P | E2 | 24.15 | F | A3 | J | E0 | 13.71 | F | A2 | I | E+ | 17.79 | F | A2 | P | E2 | 11.78 | M | A2 | J | E0 |
| 37.39 | M | A5 | J | E+ | 24.11 | F | A4 | P | E2 | 13.71 | M | A4 | J | E+ | 17.61 | F | A2 | I | E+ | 11.75 | F | A5 | P | E1 |
| 37.28 | M | A3 | J | E0 | 24.10 | M | A4 | J | E0 | 13.60 | F | A5 | I | E1 | 17.56 | M | A2 | J | E+ | 11.67 | M | A3 | P | E2 |
| 37.19 | M | A5 | P | E+ | 24.10 | M | A4 | J | E1 | 13.60 | F | A3 | P | E2 | 17.55 | M | A2 | P | E+ | 11.64 | F | A5 | I | E0 |
| 37.07 | M | A3 | P | E0 | 24.05 | F | A2 | P | E0 | 13.60 | F | A4 | P | E0 | 17.39 | M | A4 | I | E0 | 11.63 | M | A3 | P | E+ |
| 36.99 | M | A2 | I | E+ | 24.05 | F | A2 | P | E1 | 13.54 | M | A5 | J | E2 | 17.36 | F | A5 | I | E0 | 11.62 | F | A3 | J | E0 |
| 36.98 | M | A2 | J | E1 | 24.02 | F | A3 | I | E0 | 13.44 | M | A4 | I | E+ | 17.33 | M | A3 | I | E0 | 11.59 | M | A5 | J | E0 |
| 36.90 | M | A4 | J | E+ | 24.02 | F | A3 | I | E1 | 13.41 | F | A4 | P | E1 | 17.31 | M | A5 | J | E0 | 11.59 | F | A4 | P | E1 |
| 36.85 | F | A3 | I | E+ | 23.98 | F | A3 | J | E2 | 13.36 | F | A3 | J | E2 | 17.30 | M | A5 | P | E0 | 11.57 | M | A2 | P | E1 |
| 36.83 | F | A3 | J | E1 | 23.97 | M | A4 | I | E0 | 13.35 | F | A4 | J | E0 | 17.12 | F | A2 | I | E2 | 11.48 | F | A4 | I | E0 |
| 36.77 | M | A2 | P | E1 | 23.97 | M | A4 | I | E1 | 13.34 | F | A2 | P | E2 | 17.07 | M | A2 | J | E2 | 11.46 | M | A2 | I | E0 |
| 36.69 | M | A4 | P | E+ | 23.93 | M | A4 | J | E2 | 13.27 | M | A5 | I | E2 | 17.06 | M | A2 | P | E2 | 11.44 | F | A2 | J | E2 |
| 36.69 | M | A2 | J | E2 | 23.88 | F | A4 | P | E+ | 13.16 | F | A4 | J | E1 | 16.88 | M | A2 | I | E+ | 11.43 | M | A4 | J | E0 |
| 36.62 | F | A3 | P | E1 | 23.88 | F | A2 | P | E2 | 13.10 | F | A2 | J | E2 | 16.72 | F | A4 | J | E1 | 11.41 | F | A3 | P | E1 |
| 36.56 | M | A5 | I | E0 | 23.86 | M | A2 | J | E0 | 13.09 | F | A3 | I | E2 | 16.71 | F | A4 | P | E1 | 11.39 | F | A2 | J | E+ |
| 36.55 | F | A3 | J | E2 | 23.86 | M | A2 | J | E1 | 13.09 | F | A4 | I | E0 | 16.66 | F | A3 | J | E1 | 11.39 | M | A5 | P | E1 |
| 36.49 | M | A2 | P | E2 | 23.86 | F | A3 | I | E2 | 13.07 | M | A4 | P | E2 | 16.65 | F | A3 | P | E1 | 11.30 | F | A3 | I | E0 |
| 36.34 | F | A3 | P | E2 | 23.80 | M | A4 | I | E2 | 12.90 | F | A4 | I | E1 | 16.63 | M | A5 | I | E0 | 11.28 | M | A5 | I | E0 |
| 36.11 | F | A5 | I | E1 | 23.75 | F | A3 | J | E+ | 12.85 | M | A3 | P | E+ | 16.39 | M | A2 | I | E2 | 11.26 | M | A3 | J | E0 |
| 36.07 | M | A4 | I | E0 | 23.74 | M | A2 | I | E1 | 12.83 | F | A2 | I | E2 | 16.04 | F | A4 | I | E1 | 11.25 | F | A5 | J | E2 |
| 35.82 | F | A5 | I | E2 | 23.74 | M | A2 | I | E0 | 12.83 | M | A4 | J | E2 | 15.99 | M | A4 | J | E1 | 11.22 | M | A4 | P | E1 |
| 35.62 | F | A4 | I | E1 | 23.70 | M | A4 | J | E+ | 12.67 | M | A5 | P | E0 | 15.98 | F | A3 | I | E1 | 11.21 | F | A5 | J | E+ |
| 35.60 | M | A2 | J | E+ | 23.70 | M | A2 | J | E2 | 12.61 | M | A3 | J | E+ | 15.98 | M | A4 | P | E1 | 11.12 | F | A2 | I | E2 |
| 35.46 | F | A3 | J | E+ | 23.68 | F | A5 | P | E1 | 12.59 | M | A2 | P | E+ | 15.96 | F | A5 | J | E1 | 11.11 | M | A4 | I | E0 |
| 35.39 | M | A2 | P | E+ | 23.68 | F | A5 | P | E0 | 12.56 | M | A4 | I | E2 | 15.95 | F | A5 | P | E1 | 11.09 | F | A4 | J | E2 |

TABLE 22- CATEGORY RESPONSE PROJECTIONS

| | | | | |
|---|---|---|---|---|
| 35.33 F A4 I E2 | 23.65 F A2 P E+ | 12.50 F A3 P E0 | 15.93 M A3 J E1 | 11.08 F A2 I E+ |
| 35.25 F A3 P E+ | 23.63 F A3 I E+ | 12.48 M A5 P E1 | 15.92 M A3 P E1 | 11.07 M A2 J E2 |
| 35.17 M A5 J E0 | 23.57 M A4 I E+ | 12.43 M A5 J E0 | 15.75 F A4 J E+ | 11.05 M A3 P E1 |
| 34.96 M A5 P E0 | 23.57 M A2 I E2 | 12.35 M A2 J E+ | 15.73 F A4 P E+ | 11.05 F A4 J E+ |
| 34.77 M A2 I E0 | 23.51 F A5 P E2 | 12.34 M A3 I E+ | 15.69 F A3 J E+ | 11.03 M A2 J E+ |
| 34.73 F A5 I E+ | 23.50 M A5 J E1 | 12.31 F A3 P E1 | 15.68 F A3 P E+ | 10.94 M A3 I E0 |
| 34.72 F A5 J E1 | 23.50 M A5 J E0 | 12.25 F A3 J E0 | 15.31 M A4 I E1 | 10.93 F A5 I E2 |
| 34.68 M A4 J E0 | 23.47 M A2 J E+ | 12.24 M A5 J E1 | 15.28 F A5 I E1 | 10.91 F A3 J E2 |
| 34.62 F A3 I E0 | 23.37 M A5 I E1 | 12.24 F A2 P E0 | 15.26 F A4 J E2 | 10.89 F A5 I E+ |
| 34.51 F A5 P E1 | 23.37 M A5 I E0 | 12.16 M A5 I E0 | 15.25 M A3 I E1 | 10.89 M A5 J E2 |
| 34.47 M A4 P E0 | 23.34 M A2 I E+ | 12.08 M A2 I E+ | 15.25 F A4 P E2 | 10.87 F A3 J E+ |
| 34.43 F A5 J E2 | 23.33 M A5 J E2 | 12.07 F A3 J E1 | 15.23 M A5 J E1 | 10.84 M A5 J E+ |
| 34.31 F A2 I E1 | 23.28 F A5 P E+ | 12.05 F A2 P E1 | 15.21 M A5 P E1 | 10.82 F A2 J E1 |
| 34.24 F A4 I E+ | 23.21 M A5 I E2 | 11.99 F A2 J E0 | 15.20 F A3 J E2 | 10.77 F A4 I E2 |
| 34.23 F A5 P E2 | 23.10 M A5 J E+ | 11.99 F A3 I E0 | 15.19 F A3 P E2 | 10.75 M A2 I E2 |
| 34.23 F A4 J E1 | 23.01 F A3 P E0 | 11.97 M A5 I E1 | 15.06 F A4 I E+ | 10.73 F A4 I E+ |
| 34.03 F A2 I E2 | 23.01 F A3 P E1 | 11.97 M A3 P E2 | 15.01 M A4 J E+ | 10.72 M A4 J E2 |
| 34.02 F A4 P E1 | 22.98 M A5 I E+ | 11.97 M A4 P E0 | 15.01 F A3 I E+ | 10.71 M A2 I E+ |
| 33.94 F A4 J E2 | 22.96 M A4 P E1 | 11.80 F A2 J E1 | 15.00 M A4 P E+ | 10.68 M A4 J E+ |
| 33.74 F A4 P E2 | 22.96 M A4 P E0 | 11.80 F A3 I E1 | 14.98 F A5 J E+ | 10.63 F A5 J E1 |
| 33.38 M A2 J E0 | 22.84 F A3 P E2 | 11.78 M A4 P E1 | 14.97 F A5 P E+ | 10.60 F A3 I E2 |
| 33.34 F A5 J E+ | 22.82 M A3 J E0 | 11.73 M A3 J E2 | 14.95 M A3 J E+ | 10.57 M A5 I E2 |
| 33.23 F A3 J E0 | 22.82 M A3 J E1 | 11.73 F A2 I E0 | 14.94 M A3 P E+ | 10.55 F A3 I E+ |
| 33.17 M A2 P E0 | 22.79 M A4 P E2 | 11.72 M A4 J E0 | 14.57 F A4 I E2 | 10.55 M A3 J E2 |
| 33.13 F A5 P E+ | 22.72 M A2 P E1 | 11.71 M A2 P E2 | 14.54 M A5 I E1 | 10.53 M A5 I E+ |
| 33.02 F A3 P E0 | 22.72 M A2 P E0 | 11.54 F A2 I E1 | 14.52 M A4 J E2 | 10.51 M A3 I E+ |
| 32.94 F A2 I E+ | 22.70 M A3 I E1 | 11.53 M A4 J E1 | 14.52 F A3 I E2 | 10.50 F A2 I E1 |
| 32.92 F A2 J E1 | 22.70 M A3 I E0 | 11.47 M A2 J E2 | 14.51 M A4 P E2 | 10.47 F A4 J E1 |
| 32.85 F A4 J E+ | 22.65 M A3 J E2 | 11.46 M A3 I E2 | 14.49 F A5 J E2 | 10.45 M A2 J E1 |
| 32.72 F A2 P E1 | 22.61 F A3 P E+ | 11.46 M A4 I E0 | 14.48 F A5 P E2 | 10.41 M A4 I E2 |
| 32.64 F A4 P E+ | 22.56 M A4 P E+ | 11.27 M A4 I E1 | 14.47 M A3 J E2 | 10.36 M A4 I E+ |
| 32.64 F A2 J E2 | 22.55 M A2 P E2 | 11.20 M A2 I E2 | 14.45 M A3 P E2 | 10.32 F A5 I E1 |
| 32.51 F A5 I E0 | 22.53 M A3 I E2 | 10.87 M A3 P E0 | 14.33 M A4 I E+ | 10.30 F A3 J E1 |
| 32.43 F A2 P E2 | 22.42 M A3 J E+ | 10.68 M A3 P E1 | 14.30 F A5 I E+ | 10.27 M A5 J E1 |
| 32.02 F A4 I E0 | 22.36 M A5 P E1 | 10.62 M A3 J E0 | 14.27 M A3 I E+ | 10.23 M A3 I E2 |
| 31.55 F A2 J E+ | 22.36 M A5 P E0 | 10.61 M A2 P E0 | 14.25 M A5 J E+ | 10.19 M A3 I E+ |
| 31.34 F A2 P E+ | 22.32 M A2 P E+ | 10.44 M A3 J E1 | 14.24 M A5 P E+ | 10.15 F A4 I E1 |
| 31.12 F A5 J E0 | 22.30 M A3 I E+ | 10.42 M A2 P E1 | 13.84 M A4 I E2 | 10.14 M A2 I E1 |
| 30.91 F A5 P E0 | 22.19 M A5 P E2 | 10.36 M A2 J E0 | 13.81 F A5 I E2 | 10.10 M A4 J E1 |
| 30.71 F A2 I E0 | 21.96 M A5 P E+ | 10.36 M A3 I E0 | 13.78 M A3 I E2 | 9.98 F A3 I E1 |
| 30.63 F A4 J E0 | 21.68 M A3 P E0 | 10.17 M A2 J E1 | 13.76 M A5 J E2 | 9.95 M A5 I E1 |
| 30.42 F A4 P E0 | 21.68 M A3 P E1 | 10.17 M A3 I E1 | 13.75 M A5 P E2 | 9.93 M A3 J E1 |
| 29.33 F A2 J E0 | 21.51 M A3 P E2 | 10.10 M A2 I E0 | 13.57 M A5 I E+ | 9.79 M A4 I E1 |
| 29.12 F A2 P E0 | 21.28 M A3 P E+ | 9.91 M A2 I E1 | 13.08 M A5 I E2 | 9.61 M A3 I E1 |

TABLE 23-DISPOSITION VALUE PROJECTIONS by Percentages for each Category

| G A  D E | SELF | OTHERS | COMMUN. | ENV. | SPIRIT. |
|---|---|---|---|---|---|
| M A5 P E+ | 24.68 | 20.08 | 23.57 | 17.74 | 22.55 |
| F A5 P E+ | 23.63 | 19.02 | 22.52 | 16.69 | 21.50 |
| M A5 J E+ | 22.05 | 17.45 | 20.94 | 15.11 | 19.92 |
| M A4 P E+ | 21.15 | 16.55 | 20.04 | 14.21 | 19.02 |
| F A5 J E+ | 20.99 | 16.39 | 19.88 | 14.05 | 18.87 |
| M A5 I E+ | 20.42 | 15.81 | 19.31 | 13.48 | 18.29 |
| F A4 P E+ | 20.10 | 15.49 | 18.99 | 13.16 | 17.97 |
| M A5 P E1 | 19.46 | 14.86 | 18.36 | 12.53 | 17.34 |
| F A5 I E+ | 19.36 | 14.76 | 18.25 | 12.42 | 17.23 |
| M A4 J E+ | 18.52 | 13.92 | 17.41 | 11.58 | 16.39 |
| F A5 P E1 | 18.41 | 13.80 | 17.30 | 11.47 | 16.28 |
| M A5 P E2 | 18.00 | 13.39 | 16.89 | 11.06 | 15.87 |
| F A4 J E+ | 17.46 | 12.86 | 16.36 | 10.52 | 15.34 |
| F A5 P E2 | 16.94 | 12.34 | 15.83 | 10.00 | 14.81 |
| M A4 I E+ | 16.89 | 12.28 | 15.78 | 9.95 | 14.76 |
| M A5 J E1 | 16.83 | 12.23 | 15.72 | 9.89 | 14.71 |
| M A4 P E1 | 15.94 | 11.33 | 14.83 | 9.00 | 13.81 |
| F A4 I E+ | 15.83 | 11.23 | 14.72 | 8.89 | 13.70 |
| F A5 J E1 | 15.78 | 11.17 | 14.67 | 8.84 | 13.65 |
| M A5 J E2 | 15.37 | 10.76 | 14.26 | 8.43 | 13.24 |
| M A5 I E1 | 15.20 | 10.60 | 14.09 | 8.26 | 13.07 |
| F A4 P E1 | 14.88 | 10.27 | 13.77 | 7.94 | 12.75 |
| M A4 P E2 | 14.47 | 9.87 | 13.36 | 7.53 | 12.34 |
| F A5 J E2 | 14.31 | 9.71 | 13.20 | 7.37 | 12.18 |
| F A5 I E1 | 14.14 | 9.54 | 13.03 | 7.20 | 12.02 |
| M A5 I E2 | 13.73 | 9.13 | 12.63 | 6.80 | 11.61 |
| F A4 P E2 | 13.41 | 8.81 | 12.30 | 6.47 | 11.28 |
| M A4 J E1 | 13.30 | 8.70 | 12.20 | 6.36 | 11.18 |
| M A3 P E+ | 12.89 | 8.29 | 11.78 | 5.95 | 10.76 |
| F A5 I E2 | 12.68 | 8.07 | 11.57 | 5.74 | 10.55 |
| F A4 J E1 | 12.25 | 7.64 | 11.14 | 5.31 | 10.12 |
| M A4 J E2 | 11.84 | 7.23 | 10.73 | 4.90 | 9.71 |
| F A3 P E+ | 11.83 | 7.23 | 10.72 | 4.89 | 9.70 |
| M A4 I E1 | 11.67 | 7.07 | 10.56 | 4.73 | 9.54 |
| F A4 J E2 | 10.78 | 6.18 | 9.67 | 3.84 | 8.65 |
| F A4 I E1 | 10.61 | 6.01 | 9.51 | 3.67 | 8.49 |
| M A3 J E+ | 10.26 | 5.65 | 9.15 | 3.32 | 8.13 |
| M A4 I E2 | 10.21 | 5.60 | 9.10 | 3.27 | 8.08 |
| F A3 J E+ | 9.20 | 4.60 | 8.09 | 2.26 | 7.07 |
| F A4 I E2 | 9.15 | 4.54 | 8.04 | 2.21 | 7.02 |
| M A3 I E+ | 8.63 | 4.02 | 7.52 | 1.69 | 6.50 |
| M A5 P E0 | 7.91 | 3.30 | 6.80 | 0.97 | 5.78 |
| M A2 P E+ | 7.77 | 3.17 | 6.66 | 0.83 | 5.64 |
| M A3 P E1 | 7.67 | 3.07 | 6.56 | 0.73 | 5.54 |
| F A3 I E+ | 7.57 | 2.96 | 6.46 | 0.63 | 5.44 |
| F A5 P E0 | 6.85 | 2.25 | 5.74 | -0.09 | 4.72 |
| F A2 P E+ | 6.71 | 2.11 | 5.60 | -0.23 | 4.59 |
| F A3 P E1 | 6.61 | 2.01 | 5.51 | -0.32 | 4.49 |
| M A3 P E2 | 6.21 | 1.60 | 5.10 | -0.73 | 4.08 |
| M A5 J E0 | 5.28 | 0.67 | 4.17 | -1.66 | 3.15 |
| F A3 P E2 | 5.15 | 0.54 | 4.04 | -1.79 | 3.02 |
| M A2 J E+ | 5.14 | 0.53 | 4.03 | -1.80 | 3.01 |
| M A3 J E1 | 5.04 | 0.44 | 3.93 | -1.90 | 2.91 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| M A4 P E0 | 4.38 | -0.22 | 3.27 | -2.56 | 2.25 |
| F A5 J E0 | 4.22 | -0.38 | 3.11 | -2.72 | 2.09 |
| F A2 J E+ | 4.08 | -0.52 | 2.97 | -2.86 | 1.95 |
| F A3 J E1 | 3.98 | -0.62 | 2.87 | -2.96 | 1.86 |
| M A5 I E0 | 3.64 | -0.96 | 2.54 | -3.30 | 1.52 |
| M A3 J E2 | 3.57 | -1.03 | 2.47 | -3.37 | 1.45 |
| M A2 I E+ | 3.51 | -1.10 | 2.40 | -3.43 | 1.38 |
| M A3 I E1 | 3.41 | -1.20 | 2.30 | -3.53 | 1.28 |
| F A4 P E0 | 3.32 | -1.28 | 2.21 | -3.62 | 1.19 |
| F A5 I E0 | 2.59 | -2.02 | 1.48 | -4.35 | 0.46 |
| M A2 P E1 | 2.55 | -2.05 | 1.44 | -4.39 | 0.42 |
| F A3 J E2 | 2.52 | -2.09 | 1.41 | -4.42 | 0.39 |
| F A2 I E+ | 2.45 | -2.16 | 1.34 | -4.49 | 0.32 |
| F A3 I E1 | 2.35 | -2.25 | 1.24 | -4.59 | 0.22 |
| M A3 I E2 | 1.94 | -2.66 | 0.83 | -5.00 | -0.19 |
| M A4 J E0 | 1.75 | -2.86 | 0.64 | -5.19 | -0.38 |
| F A2 P E1 | 1.50 | -3.11 | 0.39 | -5.44 | -0.63 |
| M A2 P E2 | 1.09 | -3.52 | -0.02 | -5.85 | -1.04 |
| F A3 I E2 | 0.88 | -3.72 | -0.22 | -6.05 | -1.24 |
| F A4 J E0 | 0.69 | -3.91 | -0.42 | -6.25 | -1.44 |
| M A4 I E0 | 0.12 | -4.49 | -0.99 | -6.82 | -2.01 |
| F A2 P E2 | 0.03 | -4.57 | -1.08 | -6.91 | -2.10 |
| M A2 J E1 | -0.08 | -4.68 | -1.19 | -7.02 | -2.21 |
| F A4 I E0 | -0.94 | -5.55 | -2.05 | -7.88 | -3.07 |
| F A2 J E1 | -1.14 | -5.74 | -2.24 | -8.08 | -3.26 |
| M A2 J E2 | -1.54 | -6.15 | -2.65 | -8.48 | -3.67 |
| M A2 I E1 | -1.71 | -6.32 | -2.82 | -8.65 | -3.84 |
| F A2 J E2 | -2.60 | -7.21 | -3.71 | -9.54 | -4.73 |
| F A2 I E1 | -2.77 | -7.37 | -3.88 | -9.71 | -4.90 |
| M A2 I E2 | -3.18 | -7.78 | -4.29 | -10.12 | -5.31 |
| M A3 P E0 | -3.88 | -8.49 | -4.99 | -10.82 | -6.01 |
| F A2 I E2 | -4.23 | -8.84 | -5.34 | -11.17 | -6.36 |
| F A3 P E0 | -4.94 | -9.55 | -6.05 | -11.88 | -7.07 |
| M A3 J E0 | -6.52 | -11.12 | -7.62 | -13.46 | -8.64 |
| F A3 J E0 | -7.57 | -12.18 | -8.68 | -14.51 | -9.70 |
| M A3 I E0 | -8.15 | -12.75 | -9.26 | -15.09 | -10.28 |
| M A2 P E0 | -9.00 | -13.61 | -10.11 | -15.94 | -11.13 |
| F A3 I E0 | -9.21 | -13.81 | -10.31 | -16.15 | -11.33 |
| F A2 P E0 | -10.06 | -14.66 | -11.17 | -17.00 | -12.19 |
| M A2 J E0 | -11.63 | -16.24 | -12.74 | -18.57 | -13.76 |
| F A2 J E0 | -12.69 | -17.30 | -13.80 | -19.63 | -14.82 |
| M A2 I E0 | -13.27 | -17.87 | -14.38 | -20.21 | -15.40 |
| F A2 I E0 | -14.32 | -18.93 | -15.43 | -21.26 | -16.45 |

TABLE 24- INFLUENCE VALUE PROJECTIONS by Percentages for each Category

| G A D E | SELF | OTHERS | COMM. | ENV. | SPIRIT. |
|---------|------|--------|-------|------|---------|
| F A3 P E+ | 83.95 | 81.93 | 79.58 | 82.47 | 77.30 |
| F A3 P E1 | 83.69 | 81.68 | 79.33 | 82.22 | 77.05 |
| F A3 J E+ | 83.01 | 80.99 | 78.64 | 81.53 | 76.37 |
| F A3 P E0 | 82.99 | 80.98 | 78.63 | 81.52 | 76.35 |
| F A5 P E+ | 82.80 | 80.78 | 78.43 | 81.32 | 76.16 |
| F A3 J E1 | 82.75 | 80.74 | 78.39 | 81.28 | 76.11 |
| F A5 P E1 | 82.54 | 80.53 | 78.18 | 81.07 | 75.90 |
| F A3 P E2 | 82.14 | 80.13 | 77.78 | 80.67 | 75.50 |
| F A3 J E0 | 82.06 | 80.04 | 77.69 | 80.58 | 75.41 |
| F A5 J E+ | 81.86 | 79.85 | 77.49 | 80.38 | 75.22 |
| F A5 P E0 | 81.85 | 79.83 | 77.48 | 80.37 | 75.20 |
| F A3 I E+ | 81.82 | 79.81 | 77.45 | 80.35 | 75.18 |
| M A3 P E+ | 81.67 | 79.66 | 77.30 | 80.20 | 75.03 |
| F A5 J E1 | 81.61 | 79.59 | 77.24 | 80.13 | 74.96 |
| F A3 I E1 | 81.57 | 79.55 | 77.20 | 80.09 | 74.93 |
| M A3 P E1 | 81.42 | 79.40 | 77.05 | 79.94 | 74.78 |
| F A3 J E2 | 81.21 | 79.19 | 76.84 | 79.73 | 74.56 |
| F A2 P E+ | 81.17 | 79.15 | 76.80 | 79.69 | 74.52 |
| F A5 P E2 | 81.00 | 78.98 | 76.63 | 79.52 | 74.35 |
| F A2 P E1 | 80.91 | 78.90 | 76.55 | 79.44 | 74.27 |
| F A5 J E0 | 80.91 | 78.89 | 76.54 | 79.43 | 74.27 |
| F A3 I E0 | 80.87 | 78.86 | 76.50 | 79.39 | 74.23 |
| M A3 J E+ | 80.73 | 78.72 | 76.37 | 79.26 | 74.09 |
| M A3 P E0 | 80.72 | 78.71 | 76.35 | 79.24 | 74.08 |
| F A5 I E+ | 80.67 | 78.66 | 76.31 | 79.20 | 74.03 |
| M A5 P E+ | 80.52 | 78.51 | 76.16 | 79.05 | 73.88 |
| M A3 J E1 | 80.48 | 78.46 | 76.11 | 79.00 | 73.84 |
| F A5 I E1 | 80.42 | 78.41 | 76.05 | 78.94 | 73.78 |
| M A5 P E1 | 80.27 | 78.25 | 75.90 | 78.79 | 73.63 |
| F A2 J E+ | 80.23 | 78.21 | 75.86 | 78.75 | 73.59 |
| F A2 P E0 | 80.21 | 78.20 | 75.85 | 78.74 | 73.57 |
| F A5 J E2 | 80.06 | 78.04 | 75.69 | 78.58 | 73.42 |
| F A3 I E2 | 80.02 | 78.01 | 75.65 | 78.55 | 73.38 |
| F A2 J E1 | 79.97 | 77.96 | 75.61 | 78.50 | 73.33 |
| M A3 P E2 | 79.87 | 77.86 | 75.50 | 78.39 | 73.23 |
| F A4 P E+ | 79.79 | 77.77 | 75.42 | 78.31 | 73.15 |
| M A3 J E0 | 79.78 | 77.77 | 75.41 | 78.31 | 73.14 |
| F A5 I E0 | 79.72 | 77.71 | 75.35 | 78.25 | 73.08 |
| M A5 J E+ | 79.58 | 77.57 | 75.22 | 78.11 | 72.94 |
| M A5 P E0 | 79.57 | 77.56 | 75.20 | 78.10 | 72.93 |
| M A3 I E+ | 79.55 | 77.53 | 75.18 | 78.07 | 72.90 |
| F A4 P E1 | 79.53 | 77.52 | 75.17 | 78.06 | 72.89 |
| F A2 P E2 | 79.36 | 77.35 | 75.00 | 77.89 | 72.72 |
| M A5 J E1 | 79.33 | 77.32 | 74.96 | 77.86 | 72.69 |
| M A3 I E1 | 79.29 | 77.28 | 74.93 | 77.82 | 72.65 |
| F A2 J E0 | 79.27 | 77.26 | 74.91 | 77.80 | 72.63 |
| F A2 I E+ | 79.04 | 77.03 | 74.67 | 77.57 | 72.40 |
| M A3 J E2 | 78.93 | 76.92 | 74.56 | 77.46 | 72.29 |
| M A2 P E+ | 78.89 | 76.88 | 74.52 | 77.42 | 72.25 |
| F A5 I E2 | 78.87 | 76.86 | 74.50 | 77.40 | 72.23 |
| F A4 J E+ | 78.85 | 76.84 | 74.48 | 77.38 | 72.21 |
| F A4 P E0 | 78.84 | 76.82 | 74.47 | 77.36 | 72.20 |
| F A2 I E1 | 78.79 | 76.77 | 74.42 | 77.31 | 72.15 |
| M A5 P E2 | 78.72 | 76.71 | 74.35 | 77.25 | 72.08 |