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## A Comparison of Teacher Role between Parochial and Public Schools

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A COMPARISON OF TEACHER ROLE  
BETWEEN PAROCHIAL AND  
PUBLIC SCHOOLS

by  
Gordon L. DeBl<sup>ee</sup>aey

A Dissertation  
Submitted to the  
Faculty of The Graduate College  
in partial fulfillment  
of the  
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December, 1970

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Gordon L. DeBlaey

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## CHAPTER I

### THEORETICAL FRAMEWORK

#### Introduction

The present study is about the role of elementary school teacher. In examining the teacher role, comparisons are made between the role as perceived by teachers and parents of a public school system and the role as perceived by teachers and parents in a parochial school system. Such an examination of convergences and differences in the role of the same position in two different systems can be of practical import as well as adding to the theoretical knowledge of role. In view of the trend toward increased public support for parochial schools which may lead to the lessening of distinctions between parochial and public schools, it would be well to compare the role of teacher in the two types of systems. Are there basic differences, for example, in what parents expect of teachers in the two systems? Do teachers themselves see their role differently in the two systems? Or is the role in both systems so similar as to be indistinguishable?

The concept of role is prominent in several social sciences. Role is a conceptual tool in sociology, social psychology, and cultural anthropology and provides one conceptual link among these

disciplines.<sup>1</sup> Role theory forms the theoretical framework within which this investigation is carried out. A sociological approach to role offers a productive perspective because of its emphasis on social structure and the part played by the role concept in connecting individuals to the social structure. Within such a sociological perspective of role theory, a model is constructed concerning the internal structure of role. Several hypotheses dealing with the nature of the internal structure of elementary school teacher role are derived and it is felt that finding support for these hypotheses will constitute a contribution to role theory.

In this chapter a brief review of two major perspectives in modern role theory is offered followed by a discussion of internal structure of role. With a theoretical framework formulated, the pertinent literature on teacher role is reviewed.

#### Perspectives in Role Theory

In their preface to what is perhaps the most complete historical review of role, Biddle and Thomas (1966: vii) have described the present status of role theory in the following way:

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<sup>1</sup>The importance of the role concept in these disciplines is evidenced by the work of the following: sociologists Merton (1949, 1957), Parsons (1937, 1951), Parsons and Shils (1951), Gross, Mason, and McEachern (1957); social psychologists Mead (1934), Moreno (1934, 1946, 1953), Sarbin (1943, 1950, 1952, 1954), Sherif (1936, 1948), Newcomb (1942, 1947, 1950, 1954); anthropologists Benedict (1938), Linton (1936, 1947), Murdock (1949), Levy (1952). This is only a partial list of contributors to the role concept. A thorough listing and discussion of the many contributors can be found in Biddle and Thomas (1966: 19).

. . . the study of role may be on the threshold of becoming an area of specialized inquiry in the behavioral sciences. but the methods, knowledge, and theory in role have not yet evolved into an articulate, defined, and well-integrated discipline of study.

The claim that role theory is not articulate, defined, and integrated is no minor criticism, and such a state of affairs, to the extent that it is accurate, demands that any research within the area of role specify the approach being utilized. With this in mind we offer two general perspectives in role theory. The purpose of the following discussion is to place the present research into a specific theoretical frame of reference.

Among the earliest theorists employing role as a technical concept are George Herbert Mead<sup>1</sup> (philosopher-social psychologist) and Ralph Linton<sup>2</sup> (anthropologist). These two men can be seen as the originators of the two major perspectives found in role theory today.

The ideas of G. H. Mead are broader than the role concept. The following remarks by Morris (in Strauss, 1956: xv) indicate the broad interests of Mead:

In many ways the most secure and imposing result of pragmatic activity to date has been its theory of intelligence and mind. . . . The development and elaboration of this theory defines the lifelong activity of George H. Mead.

---

<sup>1</sup>Mead's contribution to role theory is found in Mind, Self, and Society (1934), which is a collection of his writings and lectures.

<sup>2</sup>Linton's contribution to role theory is found in two of his best known works, The Study of Man (1936), and The Cultural Background of Personality (1945).

In Mead's theory concerning the development of mind and self the process of "role-taking" assumes primary importance. By role-taking Mead was referring to a process whereby the individual puts himself in the place of other persons and by so doing, the individual acquires and develops behaviors that correspond to his perception of others' expectations (Mead, 1934: 141). It is this emphasis that constitutes Mead's contribution to role theory. Namely, the emphasis on the individual's perception of others' expectations.

Gross, Mason, and McEachern (1958: 38) correctly point out that

Mead was not attempting to develop a set of concepts to embrace social structure and cultural elements, but was primarily interested in a description of the developmental sequence through which a child moves in the process of socialization.

Mead distinguished two stages in the socialization process: the play stage and the game stage. In the play stage ". . . a child plays at being a mother, at being a teacher, at being a policeman; that is, it is taking different roles, as we say." (Strauss, 1956: 227). But in the game stage, the mature stage of the self, the person is able to take the roles of several individuals simultaneously. In Mead's words, ". . . in a game where a number of individuals are involved, then the child taking one role must be ready to take the role of everyone else." (Strauss, 1956: 228).



But Mead did not entirely ignore the influence of society and cultural elements. This is evident in his concept of "generalized other."

The organized community or social group which gives to the individual his unity of self may be called "the generalized other." The attitude of the generalized other is the attitude of the whole community. (Mead, 1934: 154)

And Mead further declares:

It is in the form of the generalized other that the social process influences the behavior of the individuals involved in it and carrying it on, i.e., that the community exercises control over the conduct of its individual members; for it is in this form that the social process or community enters as a determining factor into the individual's thinking. (Mead, 1934: 155)

Role as used by Mead is a property of the mind. The attitudes and expectations of the social group are determinants or role only as they become part of the individual's thinking. The individual's perception of others' attitudes and expectations is the primary determinant while actual attitudes and expectations are virtually ignored in Mead's scheme. Furthermore, the position in the social structure that the individual occupies is given secondary importance.

Modern theorists and researchers who have as one element of role importance of an individual's perception of his role are basically indebted to Mead and his formulations. Even those who don't wholly subscribe to the Meadian perspective do make use of some of Mead's ideas. The Meadian influence is evident in much of the role research to date. Getzels and Guba (1955) ask teachers about their perception of their own role. Gross, Mason, and

McEachern (1958) begin their analyses from the actor's perception. Preiss and Ehrlich (1966) likewise place most of their attention on the position incumbent's perception. The present research also utilizes Meadian ideas but it finds its emphasis in another perspective discussed below.

A second major perspective in modern role theory can be traced to the work of Linton. As an anthropologist Linton was concerned with culture patterns and their relationship to individual behavior. He emphasized the system of society in his explanation, therefore, and proceeded from society and culture to individuals rather than beginning with the individual which was characteristic of Mead's approach. The structure of society consists of a series of positions that individuals occupy.

In The Study of Man (1936), Linton uses the term status to refer to a position in a particular pattern and that position is distinct from the individual who occupies it. Role, according to Linton, ". . . represents the dynamic aspect of a status." (Linton, 1936: 113).

There is an aspect of role in Linton's approach that is lacking in Mead's perspective---that being the aspect of social structure. The addition of the position concept and its conceptual attachment to role provides a perspective of role quite distinct from that of Mead and uniquely sociological in that it directly attaches the individual to the social structure.

In Linton's (1936: 114) words:

Status and role serve to reduce the ideal patterns for social life to individual terms. They become models for organizing the attitudes and behavior of the individual so that these will be congruous with those of the other individuals participating in the expression of the pattern.

In a later work, Linton (1947: 76-77) more clearly defines status and role and their fit into the social system:

. . . the system persists while the individuals who occupy places within them may come and go. The place in a particular system which a certain individual occupies at a particular time will be referred to as his status with respect to that system. . . . The second term, role, will be used to designate the sum total of the cultural patterns associated with a particular status. It thus includes the attitudes, values and behavior ascribed by the society to any and all persons occupying this status.

The above quote makes the relation of status and role imminently clear. For Linton, roles are ascribed by society to anyone occupying a status. Putting this into modern role theory terms, roles are sets of expectations held by society and attached to a particular position in society.

Thus it is clear that Linton's perspective of role is different from Mead's. Linton sees role emanating from the culture and being tied to the social structure of society. As Linton (1947: 55) wrote,

. . . the participation of any given individual in the culture of his society is not a matter of chance. It is determined primarily . . . by his place in the society and by the training which he has received in anticipation of his occupying this place.

The emphasis in this approach to role is on the position in the social structure and the expectations society holds for anyone occupying that position. The perception of these expectations as

held by the position incumbent does not assume the central position in Linton's perspective that it does in Mead's.

The two perspectives that have been presented should not be viewed as contradictory approaches to role. Their differences lie in emphasis; one focusing on the individual as he perceives, the other focusing on social structure. Other categorizations have been suggested based on different criteria than was used here. Neiman and Hughes (1951), for example, conducted one of the earliest reviews of role literature covering the period from 1900-1950. They were struck by the numerous definitions of role and proceeded to categorize them:

In an attempt to systematize these definitions. . . , three main groups are used: (a) definitions which use role to describe the dynamic process of personality development; (b) definitions in terms of society as a whole; (c) definitions in terms of specific groups within a society. (Neiman and Hughes, 1951: 142)

These three categories can be subsumed under the two categories we have suggested. Neiman and Hughes divide their first category into two sub-types: 1) role as the basic factor in the process of socialization, and 2) role as a cultural pattern. This distinction corresponds closely to what we described as the Meadian approach and the Lintonian approach respectively. Many of the authors<sup>1</sup> cited as representative of the first sub-type (including Mead himself) are basically concerned with the process

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<sup>1</sup>For a listing of these authors and a brief discussion of each, see Neiman and Hughes (1951: 144-46).

of self-development as it occurs within the individual. Those who are representative of the second sub-type (including Linton) are concerned with the part played by society and culture when they deal with personality development.

The second and third categories of Neiman and Hughes fall within the Lintonian perspective to the extent that they deal with role in terms of society and groups. Within these last two categories, Neiman and Hughes delineate some important distinctions that are not so evident in our more general classification of the Lintonian perspective. For example, some authors have treated role as a social norm implicitly connected with status or position, some have used role synonymously with behavior, while still others have used status and role in continuity.

Gross, Mason, and McEachern (1958: 16) have selected three categories which they feel, ". . . if not exhaustive, are at least representative of the major role formulations in the social science literature." The first of these categories is that in which definitions of role are equated with or include normative cultural patterns. Linton is their prime example of this type of role formulation. The second category includes those who treat role as ". . . an individual's definition of his situation with reference to his or others' social positions. . . ." (1958: 13) Their third category includes those who define role as the actual behavior of actors occupying social positions.

While the apparent basis for distinguishing approaches in this scheme is different from that of Neiman and Hughes, the three

categories proposed by Gross, Mason, and McEachern can also be fitted into our two general perspectives. It is obvious that the first category is within the Lintonian perspective because it defines role in terms of society and culture patterns. The second category falls within the Meadian perspective due to its emphasis on the individual's perception. The third category, while legitimate in distinguishing definitions of role, contributes nothing to distinguishing perspectives in role theory. Neiman and Hughes note the same category (role synonymous with behavior) as a sub-type under the category defining role in terms of the society as a whole. Their comments concerning this conception of role are instructive:

. . . there are two characteristics which the authors [who use role in this fashion] have in common: one is using the concept as a synonym of behavior and as such adding little to the construct; and two, there is lack of definity in the context of the concept. (Neiman and Hughes, 1951: 145)

Robin (1966) has offered a categorization of role approaches that comes closer to making the kinds of distinctions sought in our discussion of two perspectives.

Any approach to role theory should promote sociological and psychological inquiry, allowing for the inclusion of major variables and concerns of their disciplines. In order to be able to pursue their concerns separately and to combine them for social psychological study, role theory must allow a separation of psychological and sociological variables. An approach to role theory that fails to provide this, limits the possibilities of explicit and purposeful combinations of major variables from these disciplines. (Robin, 1966: 140)

With this goal in mind, Robin suggests three categories into which most theories of role are placed. First is the approach that

fails to isolate position and thereby excludes social structure in its analysis of role. Second is the approach that does see position as a structural unit and ". . . appends a single role to a single position. . . ." (Robin, 1966: 146) Finally there is the approach that recognizes position but ". . . attempts to find an organization of roles about a single position."<sup>1</sup> (Robin, 1966: 147)

The Meadian perspective, as we have presented it, suffers from the exclusion cited by Robin in his first category. The Meadian approach to role emphasizes the individual and his perception of others' attitudes and expectations. In so doing, the position in the social structure of both that individual and the other's is neglected. The Lintonian perspective, which is Robin's primary example of his second category, emphasizes the position to which the role is attached. Robin's third category also falls within the Lintonian perspective since position in the social structure is recognized as important in this approach too.

In summary, two general perspectives in role theory have been suggested. One perspective is more psychological in that it is oriented to the individual. The other is more sociological in that it is oriented to the social structure comprised of positions. Other classificatory schemes point out this same difference

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<sup>1</sup>This is the "role set" idea suggested by Merton. See Merton (1957: 368-84) for a complete discussion of this view of role.

indicating the significance of such a distinction. It will be recalled that this research will compare the teacher role as it exists in two different systems. Social structure is an integral part of the problem, therefore, and role is seen as expectations held by society, or a specific group within the society, and attached to the position. Only within the Lintonian perspective of role theory can such an analysis be conducted. It should be clear, however, that this approach does not exclude the position incumbent's perception of his role; rather it places it in a perspective vis-a-vis society's expectations of the role. Within this perspective we can speak of audiences' expectations of a given position and we can draw comparisons between expectations held by different audiences. Such comparisons are, in effect, analyses of role conflict.

#### Internal Structure of Role

In this section attention is given to a discussion of what has been a neglected area of role---namely the internal structure of role.<sup>1</sup> If role is defined as a set of expectations held by society and attached to a position in the social structure, then questions can be asked concerning the nature of these expectations. Are expectations all of a certain type or do they vary? Can

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<sup>1</sup> Nadel uses this concept to distinguish the structure of role expectations from the totality of role expectations that make up the character of the role. See Nadel (1957: 31).



expectations be classified as to type? Can expectations be classified as to degree of importance? Is there a structure to role expectations?

It is our position that there is internal structure to roles. The term structure refers to an organization of parts that is relatively lasting and stable. The internal structure of role refers to an organization of the several expectations that make up the role. The content of role is not simply a random selection of expectations. Society, or groups within society, tend to agree that some expectations are appropriate for a given position and other expectations are not. This implies that structure does exist within roles. The empirical question, however, is: what is the basis for the organization, and what is the nature of the structure?

The basis for structuring role content might be one of a combination of several factors. For example, society may structure expectations within role according to perceived functional necessity. Audiences may distinguish between those expectations that are most essential in carrying out the function of the position from those that are nonessential. A second basis for categorization might be the degree of generality found in the expectation. Another possible basis for organizing expectations is the degree to which the expectation serves to link the position with other positions in the social system. Finally, it may be that perceived centrality of the expectations is the basis

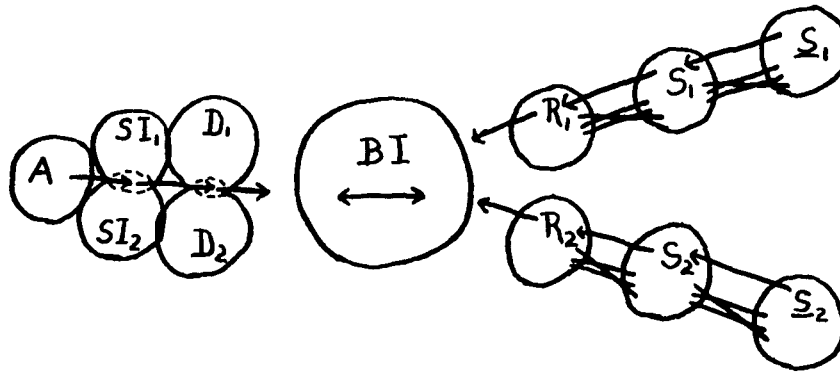
for the structure. That is, audiences may see some expectations as more central (and thus more important) to the role than others.

A paradigm constructed by Brookover (1955) provides an example. With the actor's behavior at the center of the paradigm (see Figure 1), Brookover places three steps on either side of this behavior, each step constituting an aspect of role behavior. On the left side are three aspects that exist within the actor himself. As one moves from "A" toward the center circle, one is moving from very individualistic needs and experiences toward the more social-psychological aspect of the actor's definition of others' expectations. This side of the paradigm provides foci of study for those utilizing what has been described as the Meadian approach.

The right side of the paradigm, on the other hand, represents aspects of role that are more sociological and fall within the Lintonian approach. They deal with audiences' expectations. As such, they are of particular import for the present discussion. The progression here is clear. As one moves from "S" to the center circle the expectations are being narrowed down to a particular person in a particular position in a particular situation.

All three of the circles to the right of the behavior circle refer to expectations held by others. The outside circle (S) represents others' expectations of any actor in a broadly defined position. The next circle (S) still refers to others' expectations of any actor in a position, but the stipulation "in

Figure 1. PARADIGM SHOWING VARIOUS ASPECTS OF  
ROLE BEHAVIOR AND ROLE CONFLICT



A=Actor, as he enters situation, with his previous experience in in related situations, personality needs, and meaning of the situation for him.

SI=Self-Improvement---actor's image of the ends anticipated from participation in the status as he projects his self-image into the role.

D=Actor's definition of what he thinks others expect of him in the role.

BI=Actor's behavior in interaction with others which continually redefines R and D.

R=Role---other's expectation of actor, "A" in situation, "S"

S=Status in situation---others' expectations of any actor in particular situation.

S=General Status---others' expectations of any actor in broadly defined position, i.e., teacher.

(Brookover, 1955: 3)

a particular situation" is added. The implication is that the expectations represented by "General Status" (S) may be different than the expectations represented by the "status in situation." The third circle (R) refers to others' expectations of an (not any) actor in a particular situation. Again there is the possibility of expectations "R" being different than expectations

"S" and "S." If all three of these aspects are part of the role and they can be distinguished from each other, then we are speaking of an internal structure of a role.

Gullahorn and Gullahorn (1963) practically duplicate Brookover's paradigm in a later article. They clearly label the left side of the paradigm as "ego" and the right side as "alter" as we implied in discussing Brookover's original paradigm. Gullahorn and Gullahorn also clearly define the three aspects found on the "alter" side as follows:

- 1) . . . the term "General Status". . . designates the general expectations applied to anyone occupying a given position in a group. . . . The general status of president thus pertains to the position or office of president in any formal system, including the expectations applying alike to the presidency of a union, a corporation, a Rotary Club, etc.
- 2) "Specific Status" . . . refers to the expectations of significant Alters for behavior and qualities appropriate to a particular position in a specific social system. Certain expectations apply to the status of President, Local Union 429, regardless of who the president is.
- 3) When a person has been selected as an incumbent in a specific status, a new pattern of expectations may emerge; that is, the Alters may modify their definition of the specific status to accommodate certain personal characteristics, qualifications, or limitations of this individual. (1963: 33 & 34)

Here again are three distinct levels of expectations and while many of the expectations on the three levels may overlap, they may also differ and even contradict each other.

It is evident that the basis for distinguishing these three levels is the degree of generality the expectation has for the

position. That is, the most general expectations attached to the position of president of Local Union 429, to use their example, are those that would also be attached to the position of President of the United States, president of the local bank, and president of the neighborhood street gang. The second level of expectations (specific status) refers only to expectations attached to the position of president of Local Union 429. These would be less general to the role of president since they may differ from one specific position to another. Finally, the least general expectations are fitted to the individual who occupies the position.

In terms of our definition of role, the second level (specific status) is the only one of the three that actually refers to a role. General Status refers to a class of positions rather than a position and as such does not carry with it a role. Each of the positions in the class of positions has its own role. The third level, on the other hand, neglects position and refers instead to expectations attached to a given individual.

The scheme itself must be rejected, therefore, because only one of the three levels refers to role as defined in this study, but the idea of distinguishing expectations on the basis of general and specific situations is an example of structuring the role content.

Brookover and Gottlieb (1964: 328-30) suggest that teacher status-role expectations may be divided into three general

categories: 1) those expectations concerned with the teacher's membership in the school---primary expectations; 2) those expectations ancillary to the primary social system of the school but not directly a part of its major functions---peripheral expectations; and 3) those expectations related to the teacher's activities outside of school---secondary expectations.

In this example the major criterion for distinguishing among the categories of expectations appears to be the relationship of the expectation to implementation of the goals of the parent system---the school in this case. The basis for distinction is functional necessity. This scheme does not suffer the difficulty found in the other two we discussed. Each of the three categories can be seen as part of teacher role as we define role.

But all three of these schemes are lacking in that they fail to relate their basis for classifying expectations to normative centrality as expressed by audiences holding the expectations. A specific audience, for example, may not rank expectations in such a way as to correspond to a functional necessity basis or a generality basis. This neglect is understandable when it is realized that the authors of the three schemes view role in the Meadian perspective, however, with its emphasis on audience's expectations attached to a position per se, logically leads to a concern for normative centrality within audiences' expectations.

A primary objective of the present study is to examine the validity of a model of internal role structure that combines the

concept of normative centrality with the concept of functional necessity. This model was constructed to a great degree from the work of Nadel (1957), an anthropologist whose work in role theory has gone relatively unnoticed by sociologists. What follows is a discussion of Nadel's views concerning role as found in The Theory of Social Structure (1957).

Nadel considers Linton's idea that there can be no roles without statuses or statuses without roles to be redundant and misleading. Nadel wishes to make no such distinction, although the idea that in role something is translated into action does fit into his scheme. Whereas the Lintonian approach may suggest that that which is translated into action is the status and is static, this conception of a static component to role is rejected by Nadel. The "something" that is translated into action, according to Nadel, is knowledge of the norms and expectations of the role.

Nadel's conception of role is more sociological (or anthropological) than psychological. It is clear that he sees role as norms and expectations held by groups or others and not only as perceived by the role incumbent.

Nadel recognizes that role bridges the gap between society and the individual. The concept of role must, therefore, refer to individuals not as unique human beings, but

. . . to individuals seen as bundles of qualities; the qualities are those demonstrated in and required by the various tasks, relationships, etc., that is, by the given, specified "constancies of behavior" in accordance with which individuals must act. . . . (Nadel, 1957: 21)

And further, according to Nadel (1957: 21),

We can express more sharply the variability of the actor as against the constancy of the contribution expected of him by describing the latter as a part meant to be played. Which is precisely what the role concept is designed to do.

Thus Nadel sees role as a set of expectations and norms and at the same time he implies that role is a set of attributes or qualities.<sup>1</sup> He views the entire process as role and this is an on-going process. The point is further made that roles are never enacted all at once.

Rather they are enacted phase by phase, occasion by occasion, conceivably attribute by attribute, and hence in a "process" extending over time. (Nadel, 1957: 29-30)

With this brief review of Nadel's interpretation of the role concept, we will discuss his conception of the internal structure of role. If role behavior is enacted attribute by attribute, are there differences among the various attributes that conceivably make up the proper enactment of any role? Nadel suggests there are and this is the heart of his contribution to role theory.

In the process of role enactment, any one behavior or attribute functions as a cue for other attributes. For example, a person who observes an individual lecturing a group of young adults may interpret that behavior (act of lecturing) as a cue for expecting other behaviors or attributes that are part of a specific role.

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<sup>1</sup>It should be noted at the outset that Nadel uses the term "attribute" to refer to norms and behavioral expectations in addition to the usual connotation given to "attribute"---traits and characteristics. A distinction between attribute and normative expectations is critical in our model and will be made explicit later in this chapter.



If the observer interprets this cue as an indicator that the actor's role is that of a professional teacher, then the observer has expectations of other behavior and attributes that are associated with the teacher role---behavior like administering tests, grading students, maintaining control of the classroom, etc.

Merely observing an individual lecturing a group of young adults, however, and thereby placing him in the position of teacher may be incorrect. He may, after all, be a member of the group and taking his turn to speak, or he may be a politician giving a campaign speech. (While there are similarities among all of these roles, the positions are extremely distinct and their "role series" are certainly distinguishable.) The single behavior of lecturing, therefore, may not be a very reliable cue to the role being played. In Nadel's words (1967: 30):

Not all attributes are equally good cues, either because they are not sufficiently exclusive to a given role or because they are not sufficiently firmly integrated ("entailed") in the series.

He goes on to suggest that there are two special types of attributes which serve the exclusive function of providing cues. One of these he labels "diacritical signs" which include such things as fashions of dress, rules of etiquette, gestures, etc. The second is the role name itself when used in the form of titles, for example.

We would have difficulty finding "diacritical signs" in our example given above. But if a member of the group addressed the

lecturer as "professor," the observer would have his best cue as to the role being observed. (Even with such a crucial cue, however, the observer may find that the teacher does not play the role entirely adequately. This comes up later in discussing the actual internal structure of roles.)

While Nadel doesn't go deeply into the point, he does mention the fact that the situation in which role behavior materializes will also differ in its cue value. Thus the cues would be more or less valuable to our observer depending on whether he was observing on a college campus, in a city park, or in a government building, for example.

The character of any role is made up of an interconnected series of behaviors and attributes. As mentioned above, the different behaviors and attributes are not equal. Nadel suggests three main grades of attributes.

First is the grade of peripheral attributes. They are understood to be optional or to admit of alternatives. Nadel's example is the married or unmarried status of doctors, poets or salesmen. Marital status is not optional for Catholic priests, however, thus that becomes something more than peripheral to the role of Catholic priest. The variation or absence of these attributes does not affect the perception or effectiveness of the role.

Second, there are attributes which are sufficiently entailed in the role series for their variation or absence to make a

difference to the perception and effectiveness of the role, rendering the performance of the role noticeably imperfect or incomplete. For example, the wife who does not care for her sick husband is not a "proper wife." The variation or absence of such attributes will result in one of or a combination of three things: 1) interaction markedly different from the usual course expected had the role been performed perfectly, 2) interaction taking the form of sanctions rather than rewards, and 3) evoking verbal criticism.

Third, there are basic or pivotal attributes whose absence or variation changes the whole identity of the role. Such attributes are absolutely necessary for the specific role. A teacher must teach, for example, no matter what else she does. The painter must paint, the builder must build, etc. These attributes expected to entail the rest of the series. That is, the observance of such an attribute would lead one to expect a whole series of other attributes of all three grades.

Analysis of Nadel's short discussion of the internal structure of role indicates two major criteria form the basis for distinguishing the three grades of attributes. In his discussion of each grade Nadel refers to the absence or variation of such an attribute as affecting to a greater or lesser degree the perception and effectiveness of the role.

In order to speak of the perception of a role being effected there must be a relatively stable view of what the role should be

like implying consensus within the audience. If the absence or variation of one attribute affects the perception of the role to a greater degree than another attribute, furthermore, we are dealing with the concept of normative centrality. Thus Nadel's scheme takes cognizance of this important variable in the formation of internal role structure within the Lintonian perspective.

The fact that the absence or variation of attributes differentially affects the effectiveness of the role as well, indicates that the basis for the organization of expectations is functional necessity. A combination of these two elements in a model of internal role structure, then, is accomplished in this scheme of Nadel.

Nadel's approach to role's internal structure is distinctly different from those implied in the work of Brookover and Gullahorn. Whereas the basis of their implied internal structure is generality of expectation and functional necessity, neglecting the concept of normative centrality, Nadel's approach allows a combination of normative centrality and functional necessity as basis for structure.

This is not to say that Nadel's approach contradicts that of Brookover, and Gullahorn and Gullahorn, but it is, we feel, more inclusive and perhaps more useful. It is very likely that pivotal attributes as defined by Nadel exist in all three levels of Brookover's paradigm, for example, raising the question of which approach best or more usefully describes the role.

In review, our approach to role falls within the Lintonian perspective. Role is viewed not as property of an incumbent's mind but as a property of society or groups. Furthermore, role content is described not solely by the perception of position incumbents, but by expectations attached to a position in the social structure and as held by specified groups or audiences. To the extent that incumbents of the position under investigation form an audience themselves, however, they too hold expectations for the position and are definers of role content. The role expectations held by some audiences are more important or will have greater effect on incumbents than those held by other audiences when a specific position is being studied. Thus, it is essential in role research to identify the audience whose expectations are being utilized to define the role.

Within this perspective of role it is our view that role content can be seen as a structured phenomenon. Expectations are not attached to a position by chance, nor are they randomly distributed in terms of importance. Rather any given audience tends to locate role expectations in a hierarchical structure from most important to least important. The ultimate basis of such a hierarchical structure, in our view, is the degree to which the expectation is thought to facilitate the functions of the position.

A major purpose of the present study is to measure the adequacy of a model of role's internal structure that has been developed out of Nadel's discussion. By incorporating some of

Nadel's ideas (which have largely been neglected in the literature and completely overlooked in research) with a more familiar approach to role (as summarized by Gross, Mason, McEachern (1958), a general framework concerning the internal structure of role has been constructed and basic concepts defined.

The model postulates three categories of role expectations by which the content of any given role can be classified. Normative expectations make up one category and includes all expectations of behavior. A second category is labeled social-psychological attributes and includes expectations of attitudes, beliefs, or more general personality traits. Finally the category of status attributes includes expectations of membership in specific social categories, social groups, or positions other than the position under study. Role content as viewed by a specific audience can be classified according to the categories in this model and hypotheses can be derived concerning the relative centrality of role content in these three categories for any role.

Important concepts utilized in this research are defined as follows:

Position refers to a location of an actor or class of actors in a system of social relationships.

Role refers to a set of expectations applied to all incumbents of a particular position.

Role Behavior refers to actions of an incumbent of a position while he is behaving in that position.

Social-Psychological Attribute refers to an attitude or belief expected of position incumbents.

Status Attribute refers to an attribute that is itself a position and expected of position incumbents.

Contingent Status Attribute refers to a status attribute that is ascribed and expected of position incumbents.

Achievement Status Attribute refers to a status attribute that is acquired and expected of a position incumbent.

Normative Expectation refers to behavior that is expected of position incumbents.

Perceived Role Conflict refers to the lack of consensus on role expectations between position incumbent and a specific audience as perceived by the position incumbent.

#### Review of Teacher Role Literature

As stated in the introduction to this chapter, the present research focuses on the role of elementary school teacher. More specifically, this study is concerned with the structure of teacher role content as it is investigated through the model we have developed. What follows is a review of selected studies on teacher role---studies that offer insights into an understanding of the role structure model and the teacher role as encountered in this research.

Smith (1953) interviewed 160 parents who were members of discussion groups in the Philadelphia public schools. From these interviews a list of forty-two attributes and characteristics that these parents expected to find in teachers was compiled. The expectations were categorized into four groups: 1) personal attributes and characteristics, 2) teaching techniques, 3) love and understanding of children, and 4) being a "real person." Included in these categories were such items as well-groomed, open minded, interested in things other than education, and even the attribute of making mistakes and admitting it. These findings converge with the theoretical elements of role and with the specific role inventory categories used in this research.

Haer (1953) asked a state-wide sample of Washington citizens how they viewed the teacher. While there was very little consensus among the respondents, the social-psychological attribute considered most desirable by the largest proportion of people was "understanding" (22.5 percent said that was the most desirable trait of teachers.) Following this were the social-psychological attributes of "patience" (10.6 percent), "knowledge of subject matter" (9.4 percent), and the normative expectation concerning "teaching methods" (6.2 percent).

A more sophisticated study of the expectations of teacher was conducted by Terrien (1953). Based on responses of a random sample from the voters list of New London, Terrien provides some interesting data concerning the public's view of teachers. A



large majority (92 percent) indicated, for example, that teachers may be active politically if they so desire.

Table I presents Terrien's findings relevant to the ranking of the teacher occupation. If these data do not speak directly to the role of teacher, they do speak to the status or position of teacher and its relative standing in the social structure. The respondents were asked to pick from a list of 12 occupations that one which is "on the same social level as high-school teaching."

Table 1. RANKING OF TEACHING OCCUPATION\*

	general ranking	desired ranking in terms of salary	ranking in terms of "importance to community"
Professional Category	44.3	32.1	51.6
Proprietor Category	21.9	21.8	12.8
Clerical Category	0.0	0.8	0.0
Service Category	3.6	7.5	11.4
Labor Category	5.0	11.3	3.6
Other and NR	25.2	26.5	20.6

\*These data originally formed three tables - Tables 2, 3, and 4 of Terrien's article. (1953: 154-55)

The occupations were then classified into the five categories seen in the table. Quite a majority place teaching in the upper two categories. This majority is lessened, however, when it comes to salaries thought necessary for teachers. In terms of "importance to community" the percentage placing teachers in the top two categories rises again and shows 51.6 percent choosing "professional." The discrepancy between prestige and salary for the teacher has some strong implications for role and especially for role conflict.

Three major areas of role conflict for teacher were identified by Getzels and Guba (1955). The three areas are the socio-economic, the citizen, and the expert or professional. The socio-economic role is one of conflict because of the disparity between expected behavior and living standards held for "professional" educators and the salary of educators which is inadequate for conforming to these expectations. Evidence for this area of potential role conflict was seen in the data presented by Terrien above. There it was seen that the public placed teachers in the professional and proprietor categories generally and in terms of importance to the community, but significantly fewer placed teachers in these higher categories in terms of desired salary.

Conflict in the citizen role of teacher arises out of the disparity between the teachers relatively high prestige "as a teacher" and the restrictions placed upon him in terms of general citizenship. Terrien's data could lead one to question this area as a real conflict area however. Terrien did find, for example, a very high proportion of the public saying that teachers should join in community activities, and a high proportion saying teachers may be active politically. Terrien even found a surprising 68.9 percent of the public saying teachers are justified in unionizing. Of course, Terrien's data do not invalidate Getzels and Guba's findings. There are several areas that fit into the citizen role, for instance, that were not tapped by Terrien. There is one difference between the two researches, however, that may be the best explanation for the apparent discrepancy. Terrien asked the

public what they thought of teachers, while Getzels and Guba asked teachers what they thought of teachers and what they thought other teachers thought of teachers' roles. The difference is related to a theoretical distinction in role theory---that is looking at the role from the perspective of the role incumbent or from the perspective of others. The present research, it should be noted, is designed to gather both kinds of information. In addition to the position incumbent's perception of his role and his perception of specific expectations, data is also gathered from the specific audiences themselves.

With that distinction in mind, there is not necessarily a discrepancy between Terrien's findings and Getzels and Guba's findings. What the two studies indicate, perhaps, is that the public does expect citizen participation by teachers but teachers' perception of the community's expectations of him as citizen is one of restriction. This is a distinctive type of role conflict in itself and one that the present study is capable of analyzing.

Getzels and Guba constructed an instrument that was designed to measure two aspects of role conflict:

- 1) . . . the situational aspect, i.e., the extent to which the situation described in each item exists in the given school situation, and 2) the personalistic aspect, i.e., the extent to which the teachers in the given situation felt personally troubled by the conflict, if it existed. (Getzels and Guba, 1955: 32-33)

The instrument was administered to several elementary and secondary school teachers in eighteen schools from six different school systems in various geographical surroundings.

Of the five general conclusions arrived at by Getzels and Guba (1955: 40), two are significantly related to the present study:

- 1) The teacher is defined both by core expectations common to the teaching situation in general and by significantly varying expectations that are a function of local school and community conditions.
- 2) The nature of the role conflict is systematically related to certain differences among schools and among communities.

These conclusions lend support to the idea that the possible hierarchical nature of the internal components of teacher role may be different from one school system to another. The authors fail, however, to present data concerning the relationship between type of school and community and different definitions of teachers.

A research that does attempt to find a relationship between type of structure and role is reported by Soles (1965). Soles viewed teacher role expectations as dependent variables and the internal organization was defined as:

. . . the pattern of the formal work structure which results from the grouping of members of clients (teachers and pupils) of the organization (school) into their work units (classrooms). . . . (This). . . includes the normative sentiment, the special claims, and the rhetoric associated with respective types of (organizations). (Soles, 1964: 227)

Two types of internal organization were delineated based on curriculum-scheduling: 1) multiple-period type in which the teacher takes charge of a class for more than one period for two or more subjects, and 2) single-period type in which the teacher is in charge of a class for only one subject.

Four "models" were constructed to represent various types of roles:

- Role A: Impersonal-Bureaucratic Model---  
 . . . authority and expert opinion are at the top of a hierarchy of values. . . .
- Role B: Technical-Self-Sufficient Model---  
 . . . a rugged individualist who is technically proficient, a good disciplinarian and a hard worker. . . .
- Role C: Counseling-Guidance Model---  
 . . . emphasizes the social contact and satisfaction gained in guiding pupils' personality development.
- Role D: Group Development-Group Techniques Model---  
 . . . informal one with a preference for using individual problems as examples by means of class or group discussion and group techniques.  
 (Soles, 1964: 229-30)

It is not necessary to report in great detail the specific hypotheses and findings reported by Soles, but some of his conclusions, for example, that ". . . teacher expectations were predictable from policies and internal organization to some degree." Teachers in single-period type schools showed high Role B scores, while teachers in the multiple-period schools showed higher Role D scores.

Again Soles (1964: 233) concludes:

. . . this paper presents some evidence to the effect that prevalent social values incorporated in school policy may exert both social constraints and inverse reactions to the patterns of prescribed role conduct independent of influence apparently exerted by the individualized internalized orientation.

The discussion of these last two researches (Getzels and Guba, and Soles) and the conclusions formulated by their authors

suggests at least two things with respect to the present study. First, both researches support the idea that different hierarchical systems of values attached to internal components of role do exist and do vary. Secondly, both researches lend support to the idea that the larger structure in which the position (and role) is located may be related to the type of hierarchical system.

Foskett (1965) conducted a study of elementary school teacher role as perceived by a sample of teachers, school principals, school board members, school superintendent, citizens, community leaders, and parents of a Pacific Coast city. The major instrument was a role inventory containing forty-five items and divided into four categories: 1) acting toward pupils, 2) acting toward colleagues, 3) acting toward parents, and 4) acting toward the wider community.

Agreement scores were calculated for each group of respondents and comparisons made between groups. Foskett (1965: 58) reports some interesting and relevant findings, such as the following:

The overall level of agreement within the several populations ranges from .378 for citizens to .588 for principals. (1.0=perfect agreement) It would appear that extent of agreement is related to both population homogeneity and amount contact with the teaching function. . . .

However, differences in extent of agreement vary from one teacher role to another. The widest range of mean agreement scores as between populations is found in the case of Role 1 (acting toward pupils). . . .

In other words, Foskett's data suggest that any given population may exhibit more agreement on normative expectations of

one type than of another. Parents, for example, exhibited mean agreement scores in the four roles as follows: acting toward pupils---.290; acting toward parents---.435; acting toward colleagues---.466; acting toward community---.534. (Foskett 1965: 45) That is, parents are most agreed on expectations of how teachers should act towards the community and least agreed on expectations of how teachers should act toward pupils. In terms of agreement, then, a hierarchical structure appears concerning these four aspects of the teacher role. The present study is designed to test for the possibility of a hierarchical structure in terms of the type of expectation - normative, status attribute, social-psychological attribute.

Biddle and his associates (1963) have accumulated a large amount of data on teacher role. A distinction is made between expectation and norm where ". . . expectation is a belief concerning the characteristics most likely to be manifested by a person or a position (a group of persons)," and a ". . . norm is a value oriented cognition about the characteristics of a person or position." (Biddle, 1963: 3) In other words, an expectation is a stereotype and a norm is a positive or negative evaluation.

A distinction is also made between behaviors which refers to ". . . overt actions being carried out by a teacher" (Biddle, 1963: 4) and traits which is defined as:

. . . any cognitively identified aspect of a person or position which is presumed independent of situation or background. There are several types of traits. Features may be treated as

traits. So may frozen patterns of behaviors such as are exemplified in the statement, "teachers talk all the time." Attitudes, abilities, imputed cognitive structures and other abstractions which are treated by respondents as standing behind teacher behavior may also be considered traits. Historical events, such as country of birth or status in a school may also be dealt with as traits. (Biddle, 1963: 4)

Thus it seems that "traits" refers to anything not included in the definition of "behavior." As the examples above indicate, however, even certain behaviors can be treated as traits in this scheme, as well as attributes, statuses, and physical features. This point is made here because of its relevance to the operationalization of the present study. In the present research a similar distinction is made between behavior expectations and what are referred to as "attribute" expectations. While "attributes" are somewhat analagous to "traits," they are only partially so. "Attributes" do not include behavior at all, only social-psychological attributes and status attributes.

Nevertheless, some of Biddle's findings concerning behaviors and traits of teachers are relevant to a full understanding of teacher role especially within the context of the present study. In comparing norms for behaviors, traits, and setting entrance (this refers to a background or situational context in which teachers are usually located in the cognitions of others), the following conclusions are reached:

As might be expected from common sense, norms for behaviors and traits are more extreme than norms for setting entrance. This suggests that respondents are more concerned with what teachers do when they are there than with mere setting entrance. . . . A related finding is. . . that adults give a greater proportion of traits than do pupils. . . it is



clear that respondents do hold norms for behaviors, traits, and (surprisingly) teacher entrance into community settings. (Biddle, 1963: 142-43)

Biddle was able to distinguish three foci that dominated the expectations of the respondents.

Traits in particular are dominated by concern for teacher-pupil relationships. Teachers should not discriminate among pupils and should be thoughtful, friendly, interested, helpful, loving, and so forth. In contrast, behaviors (particularly actions) focus more upon instruction. Teachers should instruct, stress, verbalize, observe---appropriately---and attempt the task. Finally, the two universal gestalten focus directly upon classroom control. Teachers should maintain order and keep the pupils quiet. (Biddle, 1963: 143 & 145)

Out of Biddle's research, then, we find evidence for believing that expectations making up the teacher role are in fact broader in scope than just behavior. Expectations and norms (to use Biddle's distinction) do exist for traits or attributes as well as for behaviors. Biddle (1963: 148) found a ". . . relative dominance of traits desired by but not expected of teachers."

Thus far in this chapter we have offered a theoretical discussion of role, a theoretical discussion of role's internal structure, and a review of some selected literature about teacher role.

We have argued that the Lintonian perspective to role theory is the most sociological approach in that it places emphasis on society and social structure rather than on the individual. This approach separates the position in social structure from the individual occupying the position and conceives of role as expectations attached to the position. The problem to be

investigated in the present study is formulated within this perspective.

A number of schemes for categorizing role content were reviewed and the position was taken that Nadel's scheme is the most productive for developing a model of internal role structure within the Lintonian perspective. Nadel's scheme suggests a distinct hierarchical structure to role content that is based upon normative centrality and functional necessity. Our model categorizes role content into three types of expectations: normative, social-psychological attributes, and status attributes.

The teacher role literature that has been reviewed suggests that audiences do place degrees of importance on various expectations making up the teacher role, and that role content includes traits or attributes as well as behavior. In addition, some of the literature suggests that role expectations of the same societal position can differ as the system housing that position differs.

This leads to some interesting and researchable questions. What is the nature of the internal structure of role? What is the position of behavioral and non-behavioral expectations in that internal structure? Does that structure vary from one system or sub-system to another? Do parents hold significantly different expectations for the position than the incumbents? Are the incumbents' perceptions of parents' expectations accurate?

## CHAPTER II

### THE PROBLEM

#### Statement of the Problem

As stated in the introduction of the first chapter, the present study focuses on the internal structure of the role of elementary school teacher. Internal structure was defined as a specific arrangement of expectations in a hierarchical fashion. In most of the role and role conflict literature the emphasis has been on behavior or normative expectations making up role. Considering only the normative content of roles, however, the abstract statements of internal role structure have been ignored when a specific use of role is to be made. The addition of Nadel's concept of attributes to the concept of role allows a more detailed internal structure of role to be developed. It is our position that role can be viewed as having three major categories of expectations: 1) normative, 2) status attributes, and 3) social-psychological attributes.

The general society can be viewed as a complex arrangement of positions to which are attached expectations of behavior and some expectations of attributes. Thus in the case of elementary school teacher, for instance, in addition to certain normative expectations, the incumbent may also be expected by particular audiences to be

female, caucasian, Protestant (contingent status attributes); to be married and certified to teach (achievement status attributes); and to be religious, friendly, and open-minded (social-psychological attributes).

The problem to be investigated involves the content and structure of elementary school teacher role as perceived by two audiences---parents and teachers themselves. The research problem consists of categorizing teacher role content and determining if there exists a hierarchical structure of teacher role content on the basis of these categories, and if so, what the nature of that hierarchy is. Furthermore, we are concerned with measuring the variability of teacher role content and its hierarchical structure as associated with other larger social differences. More specifically, we will compare the content and internal structure of the role of elementary school teacher in a public school system to the same position in a parochial school system.

There are differences between parochial and public school systems that lead one to expect differences in role expectations of teacher in the two types of systems. The personnel and "constituents"<sup>1</sup> of parochial schools make up a relatively

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<sup>1</sup>This term is commonly used in the parochial school system studied in this research. The term refers to those who support the school (financially and otherwise) and it is an appropriate term since supporters do have elective powers. It is interesting to note that supporters are not only those families with children attending the school, but also many families who not yet or no longer have children in school.

homogeneous group in comparison to public schools. They share a common commitment to a specific religious orientation, and there is a relatively high degree of homogeneity in terms of social class and ethnic background. In a public school system one is likely to find greater diversity in religion, social class, and ethnic background.

Secondly there are differences in philosophies of education between the two systems. The parochial school, by its very nature, is basically concerned with the relationship between religious beliefs and education. In a review of various philosophies of education one advocate of the Protestant view asserts that it ". . . asks that a certain attitude be felt, namely, that religion and education, both rightly conceived, are partners and belong together." (Phenix, 1965: 73) Particular parochial schools are more extreme and advocate an intimate relationship between a particular brand of Protestantism and education. The Calvinistic Day School<sup>1</sup>, for example, while technically not parochial, is made up predominantly of members of the Christian Reformed Church and the majority of its teachers are trained at Calvin College which is owned and operated by the church. (Oppewal, 1965: 25) Constituents of the Christian School see as the basis for their existence the Bible as it is interpreted by Calvinistic standards and upheld by the Christian Reformed Church. It has been suggested that this school system

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<sup>1</sup>More commonly known as Christian Schools. Both terms will be used in the present writing.

. . . has its roots in an intellectual tradition, namely, Calvinism, a cultural tradition, namely, that of the Netherlands, an ecclesiastical tradition, namely, the Christian Reformed Church, and a religious tradition, namely, the Bible. (Oppewal, 1963: 34)

With such a tradition and philosophy of education it is essential that the Christian School emphasize beliefs in addition to knowledge. It is equally essential that teachers in the system share these beliefs.

While it is impossible to identify a single philosophy of education in public schools, some contrasts to the educational philosophy of the Christian School can be described.

The public school system has its basis in the legal code of the country. Deeply embedded in this country's legal philosophy is the concept of separation of church and state. Thus, the public school system, as a state institution, is obliged to maintain the division between itself and any specific religion. Numerous recent court decisions attest to the legality of such a division. Law is effective, furthermore, only in dealing with actions or behavior, not with thinking, beliefs, or attitudes. This emphasis on behavior (on doing or not doing) finds its reflection in the state's school system.

Parochial school systems, while bound by legal codes, are based on religious beliefs. Therefore, a different tradition developed in parochial school systems and public school systems. In public schools emphasis is on imparting knowledge to the student and on "doing." The goal of public school education is to provide the student with those materials necessary for him to be

successful in and contribute to his society. While this is no doubt a goal of the Christian School, their primary goal is to inculcate certain beliefs in students which they see as inseparable from knowledge itself.<sup>1</sup>

For public schools, therefore, the greatest concern is not about specific beliefs of teachers. Rather, the highest degree of concern has to do with behavior. It is most essential that teachers in public schools teach in an acceptable way; that they do certain things and don't do other things; that they teach students how to do things in order to be successful.

More specifically, based on such differences between the two systems the role of teacher in the Christian School should exhibit an internal structure significantly different from that of the public school teacher. For the role of Christian School teacher greater importance will be given to those social-psychological attributes that are concerned with religious beliefs and the relationship of those beliefs to education. For example, the teacher is expected to believe in the inseparable nature of

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<sup>1</sup>The difference in emphasis that is being suggested here is evident in an advertisement run in the local newspaper by the local Christian School Association. The ad reads in part as follows: The 'aim' of most schools is more limited. Their targets are livelihood, citizenship, success and service. Christian schools have these targets in their aim, too, but there is more. The primary 'aim' of Christian schools is to provide a God-centered academic training for children. This means that children are taught to recognize God in the marvels of science, in the beauty of God's universe, and in the happenings on His earth. . . ." (Grand Rapids Press, August 22, 1970)

religion and education; he is expected to believe that all subjects must be taught in a religious framework; he is expected to believe that specific churches are the closest to the "true" church.

Certain status attributes serve as important symbols of the beliefs outlined above. Theoretically these status attributes are not necessary concomitants to the all-important social-psychological attributes, but in practice they are seen as highly reliable symbols, and therefore will receive importance second only to the social-psychological attributes. The teacher is expected to be a member of one or two specific denominations, to have attended Christian Schools himself, to have graduated from one of a few selected church related colleges, and to be of Dutch ancestry.

The normative expectations commonly seen as making up the teacher role are less important in the role of Christian School teacher than either the social-psychological attributes or status attributes discussed above. Because of the philosophy of the Christian School, certain religious behaviors are expected of the teacher (such as leading in prayer and Bible reading), but beyond that the normative expectations are not dissimilar to those of public school teachers.

Turning to the internal structure of the role of public school teacher, normative expectations will be of greatest importance. The public school teacher is expected to behave in certain ways.



For example, he should maintain control of the class, he should teach patriotism, he should utilize the best available teacher aides, he should exercise his authority justly and impartially, etc.

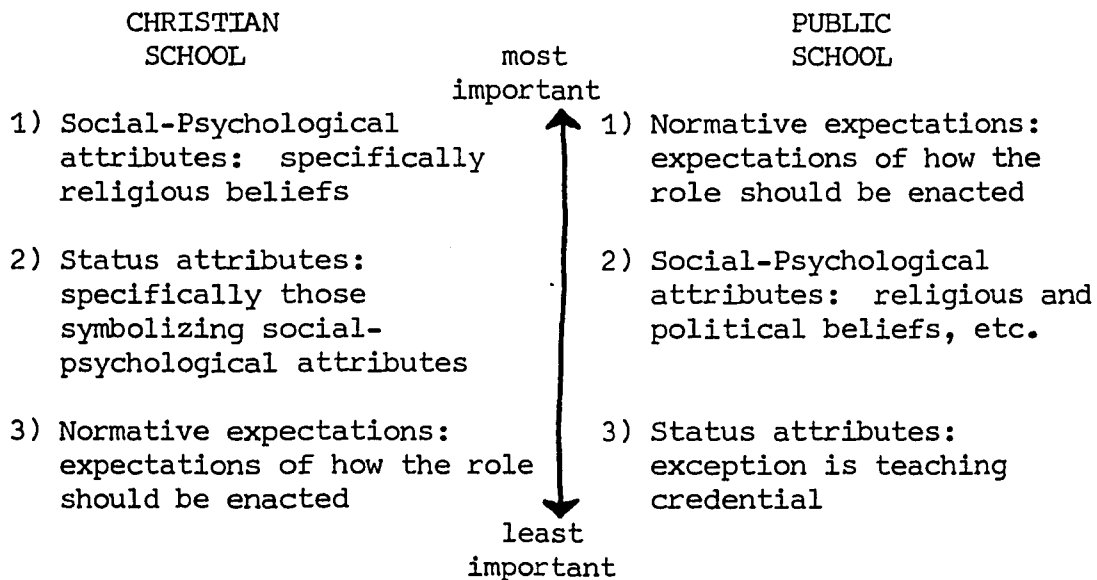
It should be reiterated that such normative expectations are not foreign to the Christian School. The point is that while such normative expectations are less important than either certain social-psychological attributes or status attributes in the Christian School, they are more important than either social-psychological attributes or status attributes in the public school. Second in importance in the role of teacher in the public schools are social-psychological attributes. If a teacher behaves according to expectation, his beliefs are of secondary importance. Specific religious beliefs or political beliefs, for example, while not unimportant, are at least secondary if they don't interfere with the expected behavior of the teacher or are not, themselves, translated into behavior.

Least important in the role of public school teacher are status attributes. Again, if the teacher's behavior conforms to the expectations, his church membership, ethnic background, schools attended, etc. are relatively unimportant. There is a major exception to low importance of status attributes, however, namely the teaching credentials or certificate. This status attribute is seen as extremely important, one reason being that it is the only symbol or clue that the teacher will behave according to the normative expectation. By contrast, the

teaching credential is not as important in the role of Christian School teacher because the most important aspects of his role (beliefs) are better symbolized by other status attributes such as church membership, college attended, etc.

The expected differences in the internal structure of the role of elementary school teacher in the two systems is summarized in Figure 2.

Figure 2. INTERNAL ROLE STRUCTURE OF TEACHER'S POSITION IN TWO DIFFERENT SCHOOL SYSTEMS



Given this model and remembering the distinctions already discussed between the two school systems, other differences can be expected with respect to consensus and role conflict in the two systems. There is reason to expect differences in degree of consensus both between the two school systems and among the three structural elements of role within each school system. Parents who have children in Christian Schools, for example, do so at

considerable expense and are highly motivated toward a parochial education. Christian School "constituents," furthermore, are a homogeneous group in terms of socio-economic background, religion, race, and ethnic background. A high degree of consensus concerning teacher role is expected within the parochial school system therefore. Since less homogeneity exists within the public school system less consensus concerning the teacher role is expected.

Assuming that role centrality is associated with audience consensus, within each school system there should be different degrees of consensus corresponding to degree of importance attached to each expectation category. That is, in the public school system consensus will lessen as the expectations go from normative to social-psychological attributes to status attributes. In the Christian School system consensus will lessen as expectations go from social-psychological attributes to status attributes to normative.

It follows from the above discussion that the effects of perceived role conflict will vary within and between the two school systems. Because of the homogeneity of the teachers and parents in the parochial school system and because both audiences are expected to share teacher role expectations and the degree of importance placed upon each category, it is expected that perceived role conflict for the parochial school teacher will have a greater effect on his career satisfaction than it would for public school teachers. Furthermore, it is expected that conflict within one

structural element of the role will have a greater effect on career satisfaction than conflict in another structural element. The more important the structural element, the greater effect conflict is likely to have on career satisfaction. The relationship between career satisfaction and perceived role conflict, therefore, should be greatest with respect to normative expectations for public school teachers and greatest with respect to social-psychological attributes for parochial school teachers.

### Hypotheses

To summarize, our model was developed within the perspective that role content is defined by society or groups within society (audiences). Empirical literature on teacher role indicates that an audience tends to rank role expectations along a continuum of importance. While recognition of expectations of traits or attributes is often found in role literature, emphasis is usually placed upon normative expectations. It is our view that a distinction between behavioral expectations and non-behavioral expectations is important and that research specifically focusing on this distinction is needed. By incorporating the concept of normative centrality into our notion of three categories of role content, we developed a model of internal role structure. Based on our comparative analysis of two different school systems together with our assumption that audiences rank role expectations ultimately on the basis of functional necessity, we expect to find

differences in the internal structure of elementary school teacher role and differential effects of perceived role conflict between the two school systems. From this analysis, the following hypotheses were derived.

GENERAL HYPOTHESIS I: The rank order of expectation categories (normative, status attribute, social-psychological attribute) in the Christian School system is significantly different from that of the public school system.

SUB-HYPOTHESIS Ia: Among Christian School teachers and parents the expectation categories are ranked from most important to least important as follows: social-psychological attributes, status attributes, normative.

SUB-HYPOTHESIS Ib: Among public school teachers and parents the expectations categories are ranked from most important to least important as follows: normative, social-psychological attributes, status attributes.

GENERAL HYPOTHESIS II: There is more consensus within and between Christian School teachers and parents concerning teacher role expectations than there is within and between public school teachers and parents.

SUB-HYPOTHESIS IIa: The amount of consensus within and between Christian School teachers and parents will decrease moving from social-psychological attributes to status attributes to normative.

SUB-HYPOTHESIS IIb: The amount of consensus within and between public school teachers and parents will decrease moving from normative to social-psychological attributes to status attributes.

SUB-HYPOTHESIS IIc: The amount of consensus of social-psychological attributes is greater among Christian School teachers and parents than among public school teachers and parents.

SUB-HYPOTHESIS IIId: The amount of consensus on status attributes is greater among Christian School teachers and parents than among public school teachers and parents.

SUB-HYPOTHESIS IIe: The amount of consensus on normative expectations is greater among public school teachers and parents than among Christian School teachers and parents.

GENERAL HYPOTHESIS III: Perceived role conflict is related to low career satisfaction among Christian School teachers to a greater degree than it is among public school teachers.

SUB-HYPOTHESIS IIIa: The relationship between perceived role conflict and low career satisfaction among Christian School teachers will decrease as the perceived role conflict moves from social-psychological attributes to status attributes to normative.

SUB-HYPOTHESIS IIIb: The relationship between perceived role conflict and low career satisfaction among public school teachers will decrease as the perceived role conflict moves

from normative to social-psychological attributes to status attributes.

SUB-HYPOTHESIS IIIc: The relationship between perceived role conflict on social-psychological attributes and low career satisfaction is greater among Christian School teachers than among public school teachers.

SUB-HYPOTHESIS IIIId: The relationship between perceived role conflict on status attributes and low career satisfaction is greater among Christian School teachers than among public school teachers.

SUB-HYPOTHESIS IIIe: The relationship between perceived role conflict on normative expectations and low career satisfaction is greater among public school teachers than among Christian School teachers.

GENERAL HYPOTHESIS IV: There will be a high positive correlation between importance of expectations and consensus on expectations.

## CHAPTER III

### METHODS

#### Setting

This research was conducted in a large Michigan city of 300,000 population. Its public school system includes 12 secondary schools, 53 elementary schools and 6 special schools. This city is unique in that parochial schools have been serving a relatively high proportion of the community's children for several years. Parochial schools are an important element in the total educational enterprise in this city. Of the 20,300 elementary school aged children in the local school district during the academic year 1969-70, about 12,800 (63 percent) attended non-public schools.

Table 2 indicates that the Catholic and Christian schools are the largest non-public systems in the city. In the present study the Christian School system was selected as the parochial school population. The Christian School system was selected over the Catholic system primarily because of ready access to this system and an interest in delineating the dimensions of the Christian School teacher role.



Table 2. NUMBER OF CHILDREN ATTENDING NON-PUBLIC ELEMENTARY SCHOOLS (1969-70)

SCHOOL AFFILIATION	NUMBER OF STUDENTS
Catholic	7,184
Christian	4,782
Unaffiliated	428
Lutheran	331
Seventh Day Adventist	81
TOTAL	12,808

These Christian Schools are part of a relatively large national association. The association, The National Union of Christian Schools, includes almost 300 schools from coast to coast. In 1968 these schools served some 64,000 students and employed 2,700 teachers. (NUCS Directory, 1968-69: 20)

Each school in this association is relatively autonomous, however, since each school is technically parent-owned. In 1968 a number of Christian Schools in the city in which the present research was conducted formed an association. This local association was not meant to replace or subvert the National Union of Christian Schools, rather its purpose was purely one of coordination and more efficient management of facilities. Seven elementary schools<sup>1</sup> are part of this local association and it was

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<sup>1</sup>This includes all but two Christian elementary schools in the area. These seven schools serve a combined student population of over 3,500.

decided to utilize this association in order to facilitate the process of obtaining access to a number of parochial elementary schools.

### Samples

In order to test our hypotheses, it was necessary to obtain data from four samples. These four samples were: 1) teachers of parochial elementary school, 2) teachers of public elementary school, 3) parents of parochial elementary school children, and 4) parents of public elementary school children.

Parochial teachers sample: The local association of Christian schools includes seven elementary schools, six of which are located within the limits of the local public school district. Each of these six schools operates grades K-9. Since the public elementary schools are K-6, it was decided for comparability to define our sample as those parochial teachers who taught grades K-6. This resulted in a total sample of 120 teachers from the six parochial elementary schools or all of the teachers in the six parochial schools teaching grades K-6.

Public teachers sample: The selection of public elementary schools for our sample was based on their proximity to the sample of parochial schools. The city is characterized by a public school within a block or two of each parochial school in our sample; in a few cases the schools were directly adjacent to each other. It was possible, therefore, to select six public

elementary schools located in the same geographical area of the city as our six parochial schools. Eighty-five public school teachers, the total teaching K-6 in these six schools, comprise our public school teacher sample.

Parochial parents sample: Each of the six parochial schools publishes a directory listing alphabetically the families who have children attending that school. The total number of families was 1,874. The sample of parents was drawn by taking every eighteenth family after picking the starting point from a table of random numbers. This was done by placing the six directories in alphabetical order by school name and treating them as a single listing. Thus, each school is proportionately represented in the sample. This procedure yielded a sample of 103 families. Ten of these families had children attending only grades 7-9 and were, therefore, deleted leaving a total of 93 parents making up the parochial parents sample.

Public parents sample: A list of families who had children in the six public schools of our sample was obtained from the offices of the public school system. The families were listed alphabetically for each school and totaled 1,809. As with the parochial parents sample, the lists were placed alphabetically by school name and treated as a single listing. The starting point was chosen from a table of random numbers and every eighteenth family was placed into our sample. This resulted in a total of 100 parents making up our public parents sample. It should be noted that this

procedure results in samples of parents (both public and parochial) directly proportionate to the total number of families in each school.

The schools utilized in this study were not chosen by means of a simple random sample and the question of their representativeness to their respective systems might well be raised. It must be remembered, however, that a major aim of this study is to compare the role of elementary school teacher as perceived in two different systems. Furthermore, this must be viewed as an exploratory research into the internal structure of role and how such structure may be different for one set of role definers than for another. If we are interested in testing whether teacher role can be constructed in two distinctly separate ways, then the question of sample schools representativeness to the entire school system is not important. As long as the samples can be seen as different from each other, the data can be used to test our hypotheses.

On the other hand, an argument can be made for assuming the schools to be representative of each system. The most glaring bias in the public school sample is a socio-economic one in that most of the public schools are located in middle to upper class neighborhoods and none are considered "inner-city" schools. We are not at liberty, therefore, to generalize from our sample to the entire public school system. There is basis for generalizing to a particular segment of the system, however, namely the middle class

segment. It can be argued that this is the important segment because the public school system in general is seen as a middle class institution complete with middle class values and ideals, and these parents are over-represented in the real role definers for the public school teacher.

Such a socio-economic bias is nonexistent in our parochial school sample since this school system operates no schools that could be considered "inner-city" and draws almost exclusively from middle class families.

#### Instruments

Teacher role inventory: In order to test the hypotheses concerning differences in the teacher role as perceived by different groups, a role inventory was constructed. In an article by Motz (1952), the inventory is presented as a useful tool for role research.

As Motz (1952: 471) puts it:

The use of an inventory rather than a scale enables the researcher to get at contradictory or confused role conceptions which could hardly be ascertained were scalability his aim.

Since the aim of the present research is to get at contradictory, confused, or at least different role conceptions, the use of a role inventory seems most appropriate.

Construction of a teacher role inventory for this research was necessitated by the fact that no adequate inventory tapping status attributes and social-psychological attributes was available.

The following factors were among those considered important by Motz (1952: 465) in her construction of a role inventory:

- a) Reflect the cultural pattern, b) have inherent validity, c) permit qualitative and configurational analysis of scores, d) reflect cultural. . . inconsistency of the subject and present an adequate variety of specific propositions, . . . e) yield scores which have a common-sense meaning and which are in accord with the theory of measurement. . . , f) reveal sets of functions which subjects define as phases of socially prescribed roles, g) enable determination of role conceptions within situations to which the set of functions apply. . . .

These same factors were kept in mind in the construction of our teacher role inventory.

On the basis of literature about teacher role and our own observation, a detailed outline of expectations in the three areas ---normative, social-psychological, and status---was made (see Figure 3).

Items were then devised or gleaned from the literature to tap each area in the outline. This resulted initially in 160 items.

Each item was phrased in terms of "importance" to the teacher role. Five Likert type responses were provided from "strongly agree" to "strongly disagree." A sixth response category of "irrelevant to the teacher position" was also available for each item.

This initial role inventory was then administered to an Introductory Sociology class of approximately 50 students. In addition to responding to each of the role inventory items, the respondents were asked to indicate whether or not they had ever attended parochial schools. On this basis we could separate those

**Figure 3. OUTLINE OF TEACHER ROLE EXPECTATIONS**

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- I. Normative Expectations
    - A. Classroom behavior
      - 1. Handling behavior problems
      - 2. Handling academic problems
      - 3. Teaching of values
        - a. Religious
        - b. Cultural
      - 4. Teaching of content
        - a. Academic
        - b. Practical skills
      - 5. Pedagogical techniques
    - B. System behavior
      - 1. Control outside classroom
      - 2. Committee work
      - 3. Representative to community
      - 4. Professional groups
      - 5. Occupational mobility
    - C. Social behavior
      - 1. Religious
      - 2. Political
      - 3. Free time activity
      - 4. Social relationships
  - II. Status attributes
    - A. Ascribed
      - 1. Religion
      - 2. Sex
      - 3. Ethnic group
      - 4. Race
      - 5. Age
      - 6. Social class
      - 7. Political party
    - B. Achieved
      - 1. Education
      - 2. Marital-family status
      - 3. Income
      - 4. Teacher certification
  - III. Social-Psychological Attributes
    - A. Beliefs
      - 1. Religious
      - 2. Political
      - 3. Cultural
    - B. Personality
-

respondents who had some parochial school experience from those who had only public school experience.

Frequencies of response, means, and standard deviations were obtained for the total population, the public school population, and the parochial school population. While the empirical basis for culling items were arbitrary by absolute standard, those items which showed relatively greatest differences among the groups and variability in responses were retained. Items were considered adequate if, on the basis of this pretest, they met at least one of the following criteria: 1) the difference in means between respondents with parochial school experience and respondents with only public school experience equaled .5 or greater; or 2) the standard deviation computed on the total population equaled 1.0 or greater; 3) the difference in standard deviations between respondents with parochial school experiences and respondents with only public school experience equaled .5 or greater; or 4) fifteen percent or more of either sub-group indicated the item was "irrelevant."

Primarily on the basis of these criteria the final role inventory of 80 items was derived (see Appendix D). Twelve items were retained even though they did not meet the criteria specified above. These items were retained primarily because their rejection would have left some categories unrepresented. These items were then reworked in an attempt to increase their discrimination.



The final result of these procedures was an inventory of 80 items tapping each of the three aspects of role identified in our model: 1) normative expectations (47 items), 2) social-psychological attributes (17 items), and 3) status attributes (16 items).

The role inventory responded to by parents of both school systems was made up of the same 80 items as the inventory responded to by teachers of both systems. There is an important difference, however, between the teachers' questionnaires and parents' questionnaires. Parents were asked to respond to each role inventory item in terms of their own feelings. Teachers were asked to respond to each role inventory item three times: 1) in terms of their own feelings, 2) how they thought other teachers would respond, and 3) how they thought parents would respond. In addition to analyzing consensus within and between groups, then, these responses allow an analysis of actual and perceived role conflict between the position incumbents (teachers themselves) and the two audiences of parents and other teachers.

Satisfaction instrument: General hypothesis II and its sub-hypotheses deal with the relationship between perceived role conflict and satisfaction with the teacher role as a career. In the work Social Class and the Urban School (1966), Herriott and St. John utilized a set of 14 items to measure "career satisfaction" of elementary school teachers (see Herriott and St. John, 1966: 92-93 and 235-56). While, in general, no significant difference

was found between career satisfaction and social class of school, the instrument did differentiate between high and low satisfaction with the teacher career.

Erickson, et al (1968) utilized 10 of these items to measure career satisfaction in a study of teacher mobility and teacher drop-out. In both of these researches the career satisfaction instrument was one of a number of instruments used to measure various aspects of teacher satisfaction. Other instruments were employed to measure satisfaction with job requirements, satisfaction with others in the teacher role setting, teacher morale, etc.

Since the present study deals with the general role of elementary school teacher, an instrument dealing with satisfaction with teaching in general is most appropriate. It was decided, therefore, to use the career satisfaction instrument as utilized by Erickson, et al for purposes of our study. The items are broad enough to be meaningful to teachers in both public and parochial schools. None of the ten items, however, deals with personal feelings of accomplishment or service as a source of satisfaction. Since it is our belief that these are important elements of career satisfaction, two items were added to tap these areas.

The final instrument<sup>1</sup> (see Appendix D) includes, then, 12 items with Likert type responses from "very satisfied" to "very dissatisfied."

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<sup>1</sup>A corrected split-half reliability test was run on this final instrument. The results were correlations of .66 with parochial school teacher data and .79 with public school teacher data.

## Instrument Distribution

Parochial teachers sample: Prior to distributing the teachers' questionnaires approval was received from the superintendent of the local Christian School Association. The superintendent was given a description of the research and he examined a copy of the questionnaire. Upon his approval, and after his office sent a communication to each principal notifying them of the study and requesting their cooperation, each principal was visited personally by the researcher. At these meetings a brief sketch of the research was provided, the questionnaire was examined by the principal, and all questions concerning the project or the questionnaire were answered. Questionnaires, cover letters, and stamped return envelopes had previously been placed in individual envelopes for each teacher in each school. The principal was asked to distribute these to each teacher. That was the extent of the principal's participation. He did not collect the completed questionnaires nor was he asked to fill one out himself. The completed questionnaires could be mailed directly to the researcher by each teacher.

About fifteen days after the initial distribution of questionnaires a follow-up letter was mailed to nonrespondents (mailed to teacher's home) in an attempt to gain their responses to the questionnaire. After another fifteen days a second follow-up letter was mailed to nonrespondents along with another copy of the questionnaire and another stamped self-addressed envelope. Finally

an attempt was made to reach nonrespondents by phone and ask their cooperation in returning a completed questionnaire.

Public teachers sample: Approval of the research and the questionnaire was also received from the appropriate offices of the public school system. A communication concerning the study and requesting cooperation was sent from the school system offices to the principals of each of the six schools. The researcher then met personally with each principal, briefly explained the research, went over the questionnaire, and answered questions concerning the study. Upon the principal's approval a cover letter, questionnaire, and stamped self-addressed envelope was left for each teacher. As with the parochial schools, this was the extent of the principal's participation.

About fifteen days after distribution follow-up letters were mailed to nonrespondents. Fifteen days after that another letter, questionnaire and return envelope was sent out to nonrespondents. Finally an attempt was made to reach nonrespondents by phone to urge their cooperation.

Parochial parents sample: A cover letter, questionnaire, and return envelope was mailed to the 93 families of our parochial parents sample. The same follow-up procedure as described in the teachers samples was utilized in the parents samples. That is, a follow-up letter first sent to nonrespondents after fifteen days, a second follow-up letter together with another copy of the

questionnaire and another return envelope mailed out after another fifteen days, and finally calling nonrespondents by phone.

Public parents sample: Exactly the same procedure as described above was used with the 100 parents of our public school sample. Questionnaires were mailed, followed by two follow-up letters and finally phone calls.

#### Procedures

The responses to the role inventory items will provide eight separate descriptions of elementary school teacher role. These eight descriptions are the teacher role: 1) as defined by parochial teachers themselves, 2) as parochial teachers' perception of other parochial teachers' definition, 3) as parochial teachers' perception of parochial parents' definition, 4) as defined by public teachers themselves, 5) as public teachers' perception of other public teachers' definition, 6) as public teachers' perception of public parents' definition, 7) as defined by parochial parents themselves, and 8) as defined by public parents themselves.

A necessary preliminary step to testing the hypotheses is discerning the content of each of the eight role descriptions. Following Newcomb's (1950) suggestion of at least 50 percent agreement for including any behavior in a role, Robin (1963) utilized confidence limits to determine role content. If the lower confidence limit about the proportion of a given response was 50 percent or above at the .05 level, then that item was considered

part of the role. This same method will be used in the present study. In computing the content of the role logically combinable response categories will be combined---in this case "strongly agree" and "agree" are combined as are "strongly disagree" and "disagree." If there is 50 percent or greater agreement that any item is "irrelevant" that item will automatically be excluded from the role. This procedure will be used to define each of the eight role descriptions.

Our first hypothesis predicts that the rank order of expectation categories (hereafter referred to as structural elements) is different between the two school systems. To test this hypothesis (as well as the sub-hypotheses and hypothesis II with its sub-hypotheses) we will utilize the data of the four major actual role descriptions---that is the role as defined by parochial teachers themselves, public teachers themselves, parochial parents themselves and public parents themselves.

Since the first hypothesis deals with the three structural elements (normative expectations, social-psychological attributes, status attributes), its testing requires a single score for each element. This score will be derived by computing the mean response of all retained items in each structural element. Examination of these scores will show if there is a difference of rank among the three structural elements for each school system and whether or not the two systems rank the elements differently. If a difference in ranking systems does appear, a Mann Whitney U Test will determine its level of significance.

Sub-hypotheses Ia and Ib predict a specific and different ordering by consensus of structural elements for each school system. Again observation of the means computed above will indicate whether or not the ranking is as predicted. If the order is as predicted, a one way analysis of variance for each system will be used to determine if the differences among the structural elements are significant.

Hypothesis II predicts more consensus within and between Christian School teachers and parents than within and between public school teachers and parents. This will be tested by setting up three separate comparisons of the degree of consensus held between the two school systems: 1) comparing the teachers of each system by the number of items retained in the role, 2) comparing the parents of each system by the number of items retained in the role, and 3) comparing the parents and teachers of each system by the number of retained items commonly agreed upon. The  $X^2$  test will be used to determine the significance of differences between the systems in each of the three comparisons.

Sub-hypotheses IIa and IIb predict decreasing consensus within and between teachers and parents as one moves in a specified direction from one structural element to another in each school system. Each of these two hypotheses will be tested by making three comparisons: 1) comparing the three structural elements by the number of items retained in each by teachers themselves, 2) comparing the three elements by the number of items retained in each by parents, and 3) comparing the three elements by the number

of items commonly agreed upon in each by parents and teachers. Examination of these figures will indicate whether or not the differences are in the predicted directions and the  $X^2$  test will determine the significance of the differences.

Sub-hypothesis IIc predicts more consensus in the Christian School system than in the public school system on the social-psychological attributes. Sub-hypothesis IIId predicts more consensus in the Christian School than in the public school system on status attributes. Sub-hypothesis IIe predicts more consensus in the public school system than in the Christian School system on normative expectations. Each of these three hypotheses will be tested in the same way. In each case three comparisons will be made: 1) comparing the teachers of each system by the number of items retained in the specific element, 2) comparing the parents of each system by the number of items retained in the specific element, and 3) comparing the parents and teachers of each system by the number of items agreed upon in the specific element. "In the specific element" is noted because sub-hypothesis IIc only deals with social-psychological attributes, IIId only with status attributes, and IIe only with normative expectations. In each case the significance of the difference will be determined by the  $X^2$  test.

Hypothesis III and its sub-hypotheses deal with perceived role conflict, career satisfaction and the relationship between the two. Perceived role conflict has earlier been defined as ". . . the lack of consensus on role expectations between position incumbent



and a specific audience as perceived by the position incumbent." (see Chapter I, p.28) Perceived role conflict is operationally defined as a conflict score computed as follows: the proportion of retained items that the subject responds to differently for his perception of a specific audience than he does for himself.

Career Satisfaction scores will be computed by calculating the mean response of the items in the career satisfaction instrument. There are seven possible response categories for each of the 12 items in this instrument allowing for a possible range of scores from 1 (very dissatisfied) to 7 (very satisfied). Thus it is possible to compute a perceived role conflict score and a career satisfaction score for each teacher. Furthermore, our data allows us to compute a conflict score using two different audiences---other teachers and parents.

Hypothesis III predicts a stronger positive relationship between perceived role conflict and low career satisfaction among Christian School teachers than among public school teachers. Since the conflict scores and career satisfaction scores can be treated as interval data, Pearson Product Moment correlations will be computed to test for the relationships predicted. Since we have two audiences, correlation coefficients will be computed four times. That is, in each school system we will have an  $r$  for conflict with other teachers and career satisfaction and for conflict with parents and career satisfaction. Having computed the  $r$ 's, they will be compared between school systems to determine

if they are significantly greater for parochial teachers than for public teachers as hypothesis III predicts.

Sub-hypothesis IIIa predicts that for parochial teachers the relationship between conflict and career satisfaction will decrease as the area of the conflict shifts from social-psychological attributes to status attributes to normative expectations. To test this hypothesis, a series of  $r$ 's will be computed between role conflict scores based on each of the three structural elements and career satisfaction. The  $r$ 's can be compared to see if they differ in the predicted direction and the significance of the difference determined.

Sub-hypothesis IIIb is a similar kind of hypothesis concerning the public school system and the predicted direction of decreasing  $r$ 's is from normative expectations to social-psychological attributes to status attributes. The same procedure used to test hypothesis IIIa will be used to test this hypothesis.

Sub-hypothesis IIIc predicts a stronger relationship between conflict on social-psychological attributes and career satisfaction among Christian teachers than among public teachers. Sub-hypothesis IIIId predicts a stronger relationship between conflict on status attributes and career satisfaction among parochial teachers than among public teachers. Sub-hypothesis IIIe predicts a stronger relationship between conflict on normative expectations and career satisfaction among public teachers than among parochial teachers. The  $r$ 's that have been computed to test hypotheses IIIa and IIIb will be used to test these three hypotheses also. By

comparing the  $r$ 's between role conflict scores in each specific structural element and career satisfaction scored from one system to the  $r$ 's of the other system, a decision concerning acceptance or rejection of the hypotheses will be made.

Hypothesis IV predicts a high positive correlation between importance of expectations and consensus on expectations. To test this hypothesis it is necessary to devise a method of delineating those role items seen as very important from those role items seen as less important but still part of the role. An "importance score" will be assigned to each item retained in the role.

"Importance score" is operationally defined as the mean response for each item. Thus, the higher the mean the greater importance placed on the item.<sup>1</sup>

A "consensus score" will also be assigned to each retained item. "Consensus score" is operationally defined as the standard deviation of the responses for each item. Both the "importance score" and the "consensus score" will be computed on the basis of responses from each of the four major actual role descriptions. We will compute  $r$ 's between "importance score" and "consensus score" for parochial teachers, parochial parents, public teachers and public parents. The size and significance of these  $r$ 's will provide the test for Hypothesis IV.

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<sup>1</sup>The absolute mean will be corrected for direction by calculating the difference between the mean score and the neutral value of 3.

## CHAPTER IV

### FINDINGS I

The distribution of questionnaires was described in Chapter III. In this chapter the return rate of each of the four samples will be presented, the characteristics of each sample will be described, and the eight role descriptions will be presented and discussed.

#### Returns

It will be recalled that the two teacher samples received questionnaires originally via the principal of each school and follow-ups were made by mail and telephone. The two parent samples received questionnaires originally by mail with mail and telephone follow-ups. The return rate of usable questionnaires varied somewhat among the four samples.

Parochial teachers sample: Questionnaires were distributed to 120 elementary teachers in six parochial schools. Ninety-six usable questionnaires were returned or 80 percent of the sample. Teachers were asked to respond to each role item three times---for themselves, as they felt other teachers would, and as they felt parents would---but in some cases teachers only responded for themselves. Such returns were still considered usable for testing

some hypotheses, however, and were retained for that purpose. There were also returns that failed to have any responses for some items. If at least 80 percent of the role items were responded to the return was considered usable.<sup>1</sup>

Public teachers sample: Questionnaires were distributed to 85 elementary teachers in six public schools. Fifty-five (or 64.7 percent) usable questionnaires were returned.

Parochial parents sample: Questionnaires were mailed to 93 parents of children attending grades K-6 in six parochial schools. Two families could not be located leaving a sample of 91 parents. Of these 91 parents, 70 (or 76.9 percent) returned usable questionnaires.

Public parents sample: Questionnaires were mailed to 100 parents of children attending grades K-6 in six public schools. Two families could not be located leaving a sample size of 98 parents. Of these 62 (or 63.3 percent) returned usable questionnaires.

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<sup>1</sup>A 100 percent response on the part of each subject is not as essential in this case as it would be if the items were seen as constituting a scale. Rather, decisions as to what an audience perceives to be the role of teacher are based on those items that are responded to. Responses to at least 80 percent of the role inventory items is seen as sufficient to allow the assumptions that: 1) the subject has responded to a sufficient number of items in each of the three structural elements, and 2) the subject was in the same cognitive frame of reference as those who responded to every item. We are not willing, however, to make these same assumptions for anyone responding to less than 80 percent of the items. This criterion was used as the basis for retaining questionnaires in each of the four samples.

It is an interesting aside to note the difference in return rates between the two school systems. For both the parent and teacher samples in the public school system the return rate was about 64 percent compared to a return rate of around 78 percent in the parochial school system. As will become evident when the characteristics of each sample are discussed, there are not great differences between the samples of each school system that might explain this difference in return rates. It seems most probable that the return rates are explainable by certain factors peculiar to this study. For example, the teachers of the public schools had been asked to participate in several research projects during the school year and this questionnaire was one of the last of many they had received. In some of the conversations with public school teachers in our final follow-up it became clear that they were weary of filling out questionnaires. This "research weary" factor combined with the fact that questionnaires were distributed near the end of the school year when teachers are busy with several other chores helps to explain the lower rate of return for public school teachers.

Parents of public school children returned questionnaires at about the same rate as public teachers and at least some of the same factors may have been operating in their case. There is reason to believe that parents were "research weary" as well since a number of studies involving parents has also been conducted during the school year.

It is doubtful, on the other hand, that the teachers and parents in our parochial school sample had been asked to participate in research during the year as often as the public school teachers and parents. Furthermore, there is reason to expect that parochial school teachers and parents possess a keener concern for their educational system than do public school teachers and parents. Parochial school systems are a minority in the educational business and are constantly comparing themselves (or being compared) to the larger public school system. In such a position it is quite natural for parochial school "constituents" to be highly concerned and sensitive to any research involving their school system. Finally, it is possible that some parochial teachers (and perhaps a few parents) recognized the researcher's name and felt obliged to return his questionnaire. These factors together may explain the higher return rate among parochial teachers and parents.

#### Characteristics of the Samples

Background information was requested from both samples of teachers and parents. One of the primary purposes for collecting these background data was to see if the samples of each school system were comparable. Background data will be presented in tables that include parents or teachers from both school systems.

Teacher samples: In addition to the role inventory and career satisfaction instrument, teachers were asked to indicate their age, education, and teaching experience.

Table 3 indicates some differences in age groups between the two teacher samples. About the same proportion of each sample is between the ages 20 and 24 but a much larger proportion of the parochial teachers than public teachers are in the next age group. Ages 30-34 show a similar proportion between the two samples, but in the next three age groups public teachers are slightly more represented than parochial teachers. This is especially true in age group 45-49 where the proportion of public teachers is much

Table 3. AGE DISTRIBUTION OF PAROCHIAL AND PUBLIC ELEMENTARY SCHOOL TEACHER SAMPLES

AGE GROUP	PAROCHIAL SCHOOL TEACHERS		PUBLIC SCHOOL TEACHERS	
	Number	Percent	Number	Percent
20-24	23	24.0	15	27.3
25-29	16	16.7	3	5.5
30-39	9	9.4	5	9.1
35-39	4	4.2	4	7.3
40-44	8	8.3	6	10.9
45-49	9	9.4	13	23.6
50-54	12	12.5	3	5.5
55-59	4	4.2	2	3.6
60+	4	4.2	2	3.6
NR	7	7.3	2	3.6
<b>TOTAL</b>	<b>96</b>	<b>100.2</b>	<b>55</b>	<b>100.0</b>

greater than the proportion of parochial teachers. Ages 50-54 show a rather abrupt shift to a low proportion of public teachers but a



continuance of the increasing proportion of parochial teachers. The proportion of public teachers levels off at a low rate after age 49, while this leveling off occurs among parochial teachers after age 54. Thus both samples exhibit higher proportions of teachers at the young ages, with this high proportion bunched in age group 20-24 among public teachers and spread between ages 20 and 30 for parochial teachers. Among public teachers the proportion then drops abruptly followed by a steady increase until reaching another high proportion in age group 45-49. Among parochial teachers, however, the drop is less abrupt and the following increase less dramatic. Parochial teachers don't reach another moderately high proportion until age group 50-54. While the trend is similar for both samples, it is more spread out along the age categories for the parochial sample than for the public sample.

Table 4 shows that the two teacher samples are quite similar in terms of teaching experience. A small proportion of the parochial teachers indicated that they were in their first year of teaching, while no public teacher indicated they were in their first year of teaching.

The next two categories (1-9 years) contain almost identical proportions from each sample, but the differences are found in the categories that follow. Both school systems show the highest proportion of teachers with 1-4 years experience and the next highest proportion with 5-9 years experience. Among public school teachers the proportion then proceeds to drop off steadily with a

slight rise again at the 25 years and over category. The parochial sample, on the other hand, shows a sharp drop in proportion after the 5-9 years category, and then a somewhat erratic pattern follows ending with the third highest proportion of teachers in the 25 years and over category. While both samples show a high proportion of teachers with less than ten years experience, the pattern found in the remaining categories is quite different in one sample as compared to the other.

Table 4. TEACHING EXPERIENCE OF PAROCHIAL  
AND PUBLIC ELEMENTARY SCHOOL  
TEACHER SAMPLES

YEARS OF EXPERIENCE	PAROCHIAL SCHOOL TEACHERS		PUBLIC SCHOOL TEACHERS	
	Number	Percent	Number	Percent
Less than 1	2	2.1	0	0.0
1-4	31	32.3	19	34.5
5-9	16	16.7	9	16.4
10-14	6	6.3	8	14.5
15-19	9	9.4	7	12.7
20-24	8	8.3	4	7.3
25+	11	11.5	5	9.1
NR	13	13.5	3	5.5
<b>TOTAL</b>	<b>96</b>	<b>100.1</b>	<b>55</b>	<b>100.1</b>

Table 5 shows that a very low proportion of both teacher samples have a Specialist Degree, while a higher and nearly equal proportion from each sample have "some hours beyond MA degree." A higher proportion of public teachers hold an MA degree than

Table 5. EDUCATION OF PAROCHIAL AND  
PUBLIC ELEMENTARY SCHOOL  
TEACHER SAMPLES

AMOUNT OF EDUCATION	PAROCHIAL SCHOOL TEACHERS		PUBLIC SCHOOL TEACHERS	
	Number	Percent	Number	Percent
BA degree	14	14.6	12	21.8
Some hours beyond BA	50	52.1	19	34.5
MA degree	11	11.5	14	25.5
Some hours beyond MA	9	9.4	6	10.9
Specialist degree	1	1.0	1	1.8
NR	11	11.5	3	5.5
TOTAL	96	100.1	55	100.0

parochial teachers, however, and the majority of parochial teachers indicated that they had "some hours beyond BA." A smaller proportion of public teachers fell into the "some hours beyond BA" category, but the proportion of public teachers is larger than parochial teachers again in the BA degree category.

According to a recent NEA Survey of Teachers (1968), the average public school teacher was 39 years old and had taught for 12 years. Twenty-six percent of all public school teachers held the masters degree or higher. Our public teacher sample appears similar to this national average in age, slightly less experienced, and higher educated. Our parochial teacher sample appears slightly younger, less experienced, and less educated than the average public school teacher.

Finally, Table 6 shows that an expected high proportion of the parochial teachers graduated from a church-related college, while a high proportion of the public teachers graduated from a public college or university. It should be noted that of those parochial teachers graduating from a church-related college, all but two indicated they had attended the same church-related college.

Table 6. TYPE OF GRADUATING COLLEGE OF  
PAROCHIAL AND PUBLIC ELEMENTARY  
SCHOOL TEACHER SAMPLES

TYPE OF COLLEGE	PAROCHIAL SCHOOL TEACHERS		PUBLIC SCHOOL TEACHERS	
	Number	Percent	Number	Percent
Church-related	77	80.2	11	20.0
Public	6	6.3	39	70.9
NR	13	13.5	5	9.1
<b>TOTAL</b>	<b>96</b>	<b>100.0</b>	<b>55</b>	<b>100.0</b>

Parent samples: Parents were asked to provide some background information also. They were asked to indicate their age, occupation, education, income and religious preference.

Table 7 shows a surprising difference in ages of parents from the two school systems. It is immediately apparent that the parochial parents are generally older than public parents. Among public parents there is a relatively even proportion in each of four age group categories (25-29, 30-34, 40-44), and a very low proportion at either extreme. No public parents in our sample are 50 years or over. By comparison, the parochial parents show a much lower proportion than public parents in ages 25-29, a lower

proportion than public parents in the next two categories, but a substantially higher proportion than public parents in the 40-44 category. The proportions are about even in the 45-49 category, but over one tenth of the parochial parents are 50 or over compared to none of the public parents.

Table 7. AGE DISTRIBUTION OF PARENT SAMPLES  
OF PAROCHIAL AND PUBLIC ELEMENTARY  
SCHOOL STUDENTS

AGE	PAROCHIAL SCHOOL PARENTS		PUBLIC SCHOOL PARENTS	
	Number	Percent	Number	Percent
20-24	0	0.0	1	1.6
25-29	6	8.6	12	19.4
30-34	12	17.1	15	24.2
35-39	12	17.1	15	24.2
40-44	24	34.3	14	22.6
45-49	5	7.1	5	8.1
50+	9	12.9	0	0.0
NR	2	2.9	0	0.0
<b>TOTAL</b>	<b>70</b>	<b>100.0</b>	<b>62</b>	<b>100.1</b>

Thus while the public parents show a relatively even distribution in the four age categories from 25 to 44, the parochial parents show a comparatively low proportion in the three younger categories and a comparatively high proportion in the 40-44 category. It is interesting to compare these data of parent's ages with our data of teacher's ages. It will be recalled, for example, that compared to public teachers, parochial teachers

have a larger proportion who are younger and a larger proportion who are older. Public teachers have a majority in the middle ages. Thus we have relatively young parents and middle aged teachers in the public school system and relatively old parents and young teachers in the parochial system. Reasons for a effects of these differences in terms of teacher role and teacher-parent relations are beyond the scope of this research, but these data suggest a fruitful area for future research.

Table 8 presents data on the occupations of fathers and mothers in both school systems. Among the professions, we find a higher proportion of parochial fathers than public fathers in the "professional category," and a low proportion of public fathers in the "semi-professional" category compared to none of the parochial fathers. In both of the next two blue collar categories the proportion of parochial fathers is larger than public fathers, but this relationship is reversed in the "services" and "skilled" categories where the proportion of public fathers is larger than parochial fathers. The final two categories show relatively even proportions between the two samples. The overall trend is similar in that both samples show highest proportions in the "professional," "clerical and sales" and "skilled" categories, but the proportion of public fathers is slightly lower than parochial fathers in the first two of these categories and slightly higher in the last.

As for mothers' occupations, it is important to note that a large majority of both samples indicate "housewife," with the

Table 8.

OCCUPATION OF PARENT SAMPLES OF PAROCHIAL  
AND PUBLIC ELEMENTARY SCHOOL STUDENTS

OCCUPATION CATEGORY	PAROCHIAL SCHOOL PARENTS				PUBLIC SCHOOL PARENTS			
	FATHERS		MOTHERS		FATHERS		MOTHERS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Housewife			54	77.1			42.	67.7
Professional	14	20.0	6	8.6	9	14.5	5	8.1
Semi-professional	0	0.0	0	0.0	3	4.8	0	0.0
Manager and Proprietor	8	11.4	1	1.4	6	9.7	0	0.0
Clerical and sales	14	20.0	0	0.0	10	16.1	1	1.6
Services	3	4.3	1	1.4	4	6.5	3	4.8
Skilled	10	14.3	0	0.0	12	19.4	1	1.6
Semi-skilled	4	5.7	0	0.0	3	4.8	0	0.0
Unskilled	7	10.0	4	5.7	6	9.7	5	8.1
NR	10	14.3	4	5.7	9	14.5	5	8.1
<b>TOTAL</b>	<b>70</b>	<b>100.0</b>	<b>70</b>	<b>99.9</b>	<b>62</b>	<b>100.0</b>	<b>62</b>	<b>100.0</b>

proportion of parochial mothers slightly higher in this category than public mothers. The proportion of mothers who work outside the home in a professional occupation is the same for both samples while a larger proportion of public mothers indicate "services" and "unskilled" occupations than do parochial mothers.

Table 9 presents data on the education of parents and some interesting differences can be noted. No parochial fathers indicate "less than 8 years" of education while a small proportion of public fathers do. Among parochial fathers, there is a rather sharp rise in the next three categories to a leveling off in the "completed high school" and "some college" categories. Among public fathers, on the other hand, the sharp rise doesn't appear until the "completed high school" category and continues to rise in the "some college" category where the proportion is larger than parochial fathers for the first time. A slightly higher proportion of parochial fathers completed college but a slightly lower proportion of parochial fathers have hours beyond the BA degree. Thus, compared to parochial fathers, there is a larger proportion of public fathers with "less than 8 years" of education, but there is also a larger proportion of public fathers who have education beyond the BA degree.

These differences are partially reversed with respect to mothers' education. A small proportion of parochial mothers indicate "less than 8 years" of education and a somewhat higher proportion have "completed 8 years," but no public mothers indicated less than completion of 8 years of education. A much larger



Table 9.

EDUCATION OF PARENT SAMPLES OF PAROCHIAL  
AND PUBLIC ELEMENTARY SCHOOL STUDENTS

AMOUNT OF EDUCATION	PAROCHIAL SCHOOL PARENTS				PUBLIC SCHOOL PARENTS			
	FATHERS		MOTHERS		FATHERS		MOTHERS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Less than 8 years	0	0.0	1	1.4	2	3.2	0	0.0
Completed 8 years	5	7.1	5	7.1	2	3.2	0	0.0
Some high school	7	10.0	4	5.7	4	6.5	9	14.5
Completed high school	15	21.4	23	32.9	10	16.1	25	40.3
Some college	14	20.0	27	38.6	15	24.2	14	22.6
Completed college	11	15.7	4	5.7	8	12.9	9	14.5
Beyond BA degree	14	20.0	3	4.3	14	22.6	5	8.1
NR	4	5.7	3	4.3	7	11.3	0	0.0
<b>TOTAL</b>	<b>70</b>	<b>99.9</b>	<b>70</b>	<b>100.0</b>	<b>62</b>	<b>100.0</b>	<b>62</b>	<b>100.0</b>

proportion of public mothers than parochial mothers indicated "some high school" and a high proportion of public mothers completed high school. A relatively high proportion (but lower than public mothers) of parochial mothers completed high school. A higher proportion of parochial mothers indicated "some college" than did public mothers but just the reverse is true in the "completed college" category. Finally, a higher proportion of public mothers indicated education beyond the BA degree than did parochial mothers. Compared to public mothers, parochial mothers show a larger proportion with "less than 8 years" of education, and a lower proportion who have completed high school, completed college, or have hours beyond the BA degree.

The income distribution of the two parent samples are quite similar except for the two extreme categories. Table 10 shows that some public parents have a total family income of less than \$5,000 while no parochial parents fall into this income category. At the other extreme we find a higher proportion of parochial parents indicating an income of \$30,000 or more than is true of public parents. An equally low proportion of each sample falls within the \$5,000-7,499 category, and the proportion of each sample rises sharply in the next category and levels off in the \$7,500 to \$14,999 range. At that point the drop is somewhat abrupt again and continues in both samples similarly until the final category is reached.

Table 10. INCOME DISTRIBUTION OF PARENT  
SAMPLES OF PAROCHIAL AND PUBLIC  
ELEMENTARY SCHOOL STUDENTS

TOTAL FAMILY INCOME	PAROCHIAL		PUBLIC	
	SCHOOL PARENTS		SCHOOL PARENTS	
	Number	Percent	Number	Percent
Less than \$5,000	0	0.0	3	4.8
5,000-7,499	6	8.6	5	8.1
7,500-9,999	16	22.9	14	22.6
10,000-12,499	12	17.1	12	19.4
12,500-14,999	16	22.9	12	19.4
15,000-19,999	9	12.9	9	14.5
20,000-29,999	4	5.7	4	6.5
30,000 or more	4	5.7	1	1.6
NR	3	4.3	2	3.2
<b>TOTAL</b>	<b>70</b>	<b>100.1</b>	<b>62</b>	<b>100.0</b>

Religious preference of parents is presented in Table 11. Because of the nature of the school system studied, a sharp difference in terms of religious preference was expected between the samples. It would have been extremely surprising to have found Catholics and Jews among the parochial parents. Indeed, it is somewhat surprising to find a few parochial parents indicating "other" or "none" to the religious preference question. Part of the explanation for this might well be found in the fact that the Christian Schools in this city are putting forth an effort to attract "Christian students" outside of the specific Protestant denomination that has historically and financially supported the

Christian Schools. This is indicated by the advertisement published in the local newspaper and referred to earlier (see P. 43).

Table 11. RELIGIOUS PREFERENCE OF PARENT  
SAMPLES OF PAROCHIAL AND PUBLIC  
ELEMENTARY SCHOOL STUDENTS

RELIGIOUS PREFERENCE	PAROCHIAL SCHOOL PARENTS		PUBLIC SCHOOL PARENTS	
	Number	Percent	Number	Percent
Protestant	64	91.4	42	67.7
Catholic	0	0.0	12	19.4
Jew	0	0.0	2	3.2
Other	3	4.3	4	6.5
None	1	1.4	1	1.6
NR	2	2.9	1	1.6
<b>TOTAL</b>	<b>70</b>	<b>100.0</b>	<b>62</b>	<b>100.0</b>

Perhaps the more interesting aspect of the data presented in Table 11 is the similarity between the two samples with respect to "other" and "none" responses and the low proportion of Jews in the public sample. There does not appear to be a bias with respect to "minority religions" in either sample.

A word of caution is in order with respect to interpreting the Protestant category. Realizing the great diversity among Protestant denominations and remembering that our parochial school system is closely allied with one specific Protestant denomination, it is not appropriate to assume a great deal of similarity between public parents who indicated the Protestant

preference and parochial parents who indicated the Protestant preference.

Summary of findings:

1. Both teacher samples tend to be concentrated in the early and late ages. This trend is more spread out among parochial teachers reaching a second height at ages 50-54, while the second height among public teachers is reached at ages 45-49.

2. Both teacher samples exhibit high proportions of teachers with 1-4 years of teaching experience. The proportion of public teachers steadily declined in the remaining categories with a slight increase at 25 years and more. The proportion of parochial teachers drops abruptly after 5-9 years experience followed by slight increases in the remaining categories.

3. Both teacher samples exhibit similar trends in amount of education. Public teachers are more evenly spread among the first three categories, however, and show a higher proportion with MA degrees and beyond.

4. A high proportion of parochial teachers and a comparatively low proportion of public teachers graduated from church-related colleges.

5. The parochial parent sample is generally older than the public parent sample. The proportion of parochial parents increases to a height at ages 40-44 while the proportion of public parents rises earlier and remains relatively constant through ages 40-44.

No public parents indicate age of 50 or above, but some parochial parents do fall into that category.

6. Parochial fathers generally show higher proportions in the upper occupational categories and lower proportions in the lower categories except in the bottom two categories where little difference is found. This reverse occurs between the "clerical and sales" and "services" categories.

7. The large majority of mothers in both samples indicated "housewife" as their occupation with a slightly higher majority among parochial mothers than among public mothers. Among mothers working outside the home, the concentration of both samples is in the two extreme categories, but a larger proportion of public mothers are scattered among the middle categories.

8. Public fathers generally appear to have slightly more education than parochial fathers, but the public sample is also more spread out reaching to "less than 8 years" of education.

9. The parochial mother sample is more spread out along the education categories than is the public mother sample in that it reaches to "less than 8 years" whereas the least education indicated for public mothers is "some high school." While both samples tend to be concentrated in the middle categories, public mothers show higher proportions in "some high school," "completed high school" and "completed college."

10. The income distribution of both parent samples is similar except for the extreme categories. Some public parents

indicate "less than \$5,000" compared to no parochial parents. More parochial parents indicate "\$30,000 or more" than do public parents.

11. Practically all of the parochial parents are Protestant with no Catholics or Jews. A substantial majority of the public parents are Protestant with about 20 percent Catholics and about 3 percent Jewish.

It seems safe to conclude that except for expected differences in religious preference and type of college attended by teachers, the samples from the two school systems are not substantially different from each other.

#### Role Content

Figures 4 and 5 include the several expectations that are seen as part of the elementary school teacher role in the public school and in the Christian School. Figure 4 presents the teacher role as perceived by teachers and Figure 5 presents the teacher role as perceived by parents.

As noted in Chapter III, confidence intervals were computed about the highest proportion of responses falling into one of the following three response categories: 1) strongly agree and agree, 2) doesn't matter, and 3) disagree and strongly disagree. If the lower confidence limit about this proportion was 50 percent or above at the .05 level the item was retained as part of the role. The role descriptions that follow are based on these computations.

Figure 4. PAROCHIAL AND PUBLIC ELEMENTARY SCHOOL TEACHER ROLE  
 CONTENT AS PERCEIVED BY PAROCHIAL AND PUBLIC SCHOOL TEACHERS RESPECTIVELY

EXPECTATION CATEGORY	PAROCHIAL TEACHER ROLE	PUBLIC TEACHER ROLE
I. Normative Expectations.	TEACHERS SHOULD:	TEACHERS SHOULD:
A. Classroom behavior.	-handle behavior problems personally.	-not reprimand misbehaving students in the presence of other students.
1. Handling behavior problems.	-not reprimand misbehaving students in the presence of other students. -not simply maintain complete control of the class. -not assign extra school work as punishment.	-not simply maintain complete control of the class. -not assign extra school work as punishment.
2. Handling academic problems.	TEACHERS SHOULD: -be familiar with students' past records in order to help the student. -refer students who are having difficulty to professional counselors. -discuss students' problems with the parents.	TEACHERS SHOULD: -refer students who are having difficulty to professional counselor. -discuss students' problems with the parents.
3. Teaching values.	TEACHERS SHOULD: -point out to students the existence of sin in the world. -teach the importance of religion. -teach that everyone deserves an equal chance. -teach students how to be politically and socially effective members of the community. -teach patriotism. -teach an eagerness to acquire more and more knowledge. -teach pride in one's own religion.	TEACHERS SHOULD: -teach students how to be orderly members of the community. -teach students how to be politically and socially effective members of the community. -teach that everyone deserves an equal chance. -teach an eagerness to acquire more and more knowledge.

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Figure 4. (continued)

EXPECTATION	PAROCHIAL TEACHER ROLE	PUBLIC TEACHER ROLE
CATEGORY		
4. Teaching content.	<p>TEACHERS SHOULD:</p> <ul style="list-style-type: none"> <li>-teach the fine arts.</li> <li>-not simply teach the three r's.</li> <li>-not teach proper methods of child-rearing.</li> </ul>	<p>TEACHERS SHOULD:</p> <ul style="list-style-type: none"> <li>-teach the fine arts.</li> <li>-teach the three r's.</li> <li>-not teach proper methods of child-rearing.</li> <li>-teach about the requirements for entering various occupations.</li> </ul>
5. Pedagogical techniques.	<p>TEACHERS SHOULD:</p> <ul style="list-style-type: none"> <li>-not make students with academic problems work harder.</li> <li>-not use the threat of punishment for getting better academic work.</li> <li>-not emphasize memorizing.</li> <li>-not devote larger time to "exceptionally able" student.</li> <li>-not see to it that communications go primarily from teacher to student.</li> <li>-experiment with new techniques in class.</li> <li>-not simply test students' academic knowledge.</li> <li>-not simply assign homework regularly.</li> </ul>	<p>TEACHERS SHOULD:</p> <ul style="list-style-type: none"> <li>-not make students with academic problems work harder.</li> <li>-not use the threat of punishment for getting better academic work.</li> <li>-not emphasize memorizing.</li> <li>-not devote larger time to "exceptionally able" student.</li> <li>-not see to it that communications go primarily from teacher to student.</li> <li>-experiment with new techniques in class.</li> <li>-not simply test students' academic knowledge.</li> </ul>
B. Systems behavior.	<p>TEACHERS SHOULD:</p> <ul style="list-style-type: none"> <li>-control students anywhere on school premises.</li> <li>-not evaluate the competency of fellow teachers.</li> <li>-evaluate the competency of administration.</li> <li>-not devote time to fund-raising for the school.</li> <li>-serve on a curriculum committee.</li> <li>-participate in local teachers' union or association.</li> <li>-attend professional conventions.</li> </ul>	<p>TEACHERS SHOULD:</p> <ul style="list-style-type: none"> <li>-control students anywhere on school premises.</li> <li>-not evaluate the competency of fellow teachers.</li> <li>-serve on a curriculum committee.</li> <li>-participate in the local teachers' union or association.</li> <li>-not strive for higher positions in teaching profession.</li> </ul>

Figure 4. (continued)

EXPECTATION CATEGORY	PAROCHIAL TEACHER ROLE	PUBLIC TEACHER ROLE
C. Social behavior.	TEACHERS SHOULD: -attend church regularly. -not engage in part-time work during school months. -not devote free time to the development of academic abilities.	TEACHERS SHOULD: -not devote free time to the development of academic abilities.
II. Status Attributes	TEACHERS SHOULD: -be church members.	TEACHERS SHOULD: -not be all of one sec. -not be all of the same age.
A. Ascribed.		
B. Achieved.	TEACHERS SHOULD: -be certified to teach.	TEACHERS SHOULD: -not necessarily have had the same type of education. -be certified to teach.
III. Social-psychological Attributes.	TEACHERS SHOULD: -believe that the world's problems are due to sin.	TEACHERS SHOULD:
A. Religious beliefs.	-believe that students are "children of God." -believe that they are called by God to be teachers. -believe that religion and education go together.	
B. Political beliefs.	TEACHERS SHOULD: -believe in a strong centralized government.	TEACHERS SHOULD:
C. Cultural beliefs.	TEACHERS SHOULD: -believe in working for occupational advancement. -have the ability to feel compassion. -believe that hard work results in success. -believe in racial equality. -not believe in knowledge for its own sake.	TEACHERS SHOULD: -have the ability to feel compassion. -believe that hard work results in success. -believe in racial equality. -not believe in knowledge for its own sake

Figure 4. (continued)

EXPECTATION	PAROCHIAL TEACHER ROLE	PUBLIC TEACHER ROLE
D. Personality Attributes.	TEACHERS SHOULD: -be the kind of people who make friends easily. -be the kind of people who keep an open mind.	TEACHERS SHOULD: -be the kind of people who make friends easily. -be the kind of people who keep an open mind.

Figure 5. PAROCHIAL AND PUBLIC ELEMENTARY SCHOOL TEACHER ROLE  
 CONTENT AS PERCEIVED BY PAROCHIAL AND PUBLIC SCHOOL PARENTS RESPECTIVELY

EXPECTATION CATEGORY	PAROCHIAL TEACHER ROLE	PUBLIC TEACHER ROLE
I. Normative Expectations.	TEACHERS SHOULD: -not reprimand misbehaving students in the presence of other students. -not simply maintain complete control of the class.	TEACHERS SHOULD: -not reprimand misbehaving students in the presence of other students.
A. Classroom behavior.		
1. Handling behavior problems.	TEACHERS SHOULD: -be familiar with students' past records in order to help the student. -refer students to professional counselors. -discuss students' problems with the parents.	TEACHERS SHOULD: -be familiar with students' past records in order to help the student. -refer students to professional counselors. -discuss students' problems with the parents.
2. Handling academic problems.		
3. Teaching values.	TEACHERS SHOULD: -point out existence of sin in the world -teach importance of religion -teach that everyone deserves an equal chance. -teach students to always strive for a better job. -teach students how to be politically and socially effective members of the community. -teach patriotism. -teach eagerness for knowledge. -teach pride in own religion.	TEACHERS SHOULD: -teach that everyone deserves an equal chance. -teach students to always strive for a better job. -teach students how to be politically and socially effective members of the community. -teach patriotism. -teach an eagerness to acquire more and more knowledge.

Figure 5. (continued)

EXPECTATION CATEGORY	PAROCHIAL TEACHERS ROLE	PUBLIC TEACHERS ROLE
4. Teaching content.	TEACHERS SHOULD: -teach history of world religions. -teach the fine arts. -teach the three r's. -not teach proper methods of child-rearing.	TEACHERS SHOULD: -teach the fine arts. -teach the three r's. -not teach proper methods of child-rearing. -teach requirements for entering various occupations.
5. Pedagogical techniques.	TEACHERS SHOULD: -not make students with academic problems work harder. -make and follow lesson plans. -not use threat of punishment to get better work. -not devote larger time to "exceptionally able" student. -experiment with new techniques in class.	TEACHERS SHOULD: -not use threat of punishment to get better work. -not devote larger time to "exceptionally able" student. -experiment with new techniques in class.
B. Systems behavior.	TEACHERS SHOULD: -control behavior anywhere on school premises. -not devote time for fund-raising for school. -serve on curriculum committee. -attend professional conventions.	TEACHERS SHOULD: -control behavior anywhere on school premises. -serve on curriculum committee. -attend professional conventions.
C. Social behavior.	TEACHERS SHOULD: -attend church regularly. -not necessarily participate in political party.	TEACHERS SHOULD: -not devote free time to development of academic abilities.
II. Status Attributes.	TEACHERS SHOULD: -be church member.	TEACHERS SHOULD:
A. Ascribed.		
B. Achieved.	TEACHERS SHOULD: -have had parochial education themselves. -be graduates of certain colleges. -be certified to teach.	TEACHERS SHOULD: -be certified to teach.

Figure 5. (continued)

EXPECTATION	PAROCHIAL TEACHERS ROLE	PUBLIC TEACHERS ROLE
CATEGORY		
III. Social-psychological Attributes.	<p>TEACHERS SHOULD:</p> <ul style="list-style-type: none"> <li>-believe that religion should not be subservient to government.</li> <li>-believe that world's problems are due to sin.</li> <li>-believe that students are "children of God."</li> <li>-believe they are called by God to be teachers.</li> <li>-believe that religion and education go together</li> </ul>	TEACHERS SHOULD:
A. Religious beliefs.		
B. Political beliefs.	<p>TEACHERS SHOULD:</p> <ul style="list-style-type: none"> <li>-not stand up for their beliefs, especially when contrary to school policies.</li> <li>-believe in strong centralized government.</li> </ul>	TEACHERS SHOULD:
C. Cultural beliefs.	<p>TEACHERS SHOULD:</p> <ul style="list-style-type: none"> <li>-have the ability to feel compassion.</li> <li>-believe that hard work results in success.</li> <li>-believe in racial equality.</li> <li>-not believe in knowledge for its own sake.</li> </ul>	<p>TEACHERS SHOULD:</p> <ul style="list-style-type: none"> <li>-believe in working for occupational advancement.</li> <li>-have the ability to feel compassion.</li> <li>-believe that hard work results in success.</li> <li>-believe in racial equality.</li> </ul>
D. Personality Attributes.	<p>TEACHERS SHOULD:</p> <ul style="list-style-type: none"> <li>-be the kind of people who make friends easily.</li> <li>-be the kind of people who keep an open mind.</li> </ul>	<p>TEACHERS SHOULD:</p> <ul style="list-style-type: none"> <li>-be the kind of people who keep an open mind.</li> </ul>

All future analysis concerning the role of elementary school teacher, furthermore, are based only on those items achieving consensus.<sup>1</sup>

The description of the various roles, then, will be presented in this section. These descriptions are the roles of teacher: 1) as defined by parochial teachers themselves, 2) as parochial teachers' perception of other parochial teachers' definition, 3) as parochial teachers' perception of parochial parents' definition, 4) as defined by public teachers themselves, 5) as public teachers' perception of other public teachers' definition, 6) as public teachers' perception of public parents' definition, 7) as defined by parochial parents themselves, and 8) as defined by public parents themselves. Furthermore, comparisons within each school system and between school systems will be presented.

Figure 6 in Appendix B provides the detailed basis for these descriptions. Figures 4 and 5, pages 92-98, provide a summary of these data, but are less comprehensive than the description to follow.<sup>2</sup> The items will be taken in the same order in the present

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<sup>1</sup>A complete listing of the 80 items showing their confidence limits and the response category with the highest proportion of responses can be found in Appendix A. This information is presented for all eight role descriptions.

<sup>2</sup>In Figure 6, Appendix B, and in the role description in Chapter IV, all references to role inclusion are the result of the lower confidence limit about the highest proportion of responses being 50 percent or above at the .05 level of significance. All differences specified are significant beyond the .05 level as measured by Student's T.

discussion---that is, normative expectations and its sub-categories first, then status attributes, and finally social-psychological attributes.

I. Normative Expectations:

A. Classroom behavior: This sub-category was further broken down into five areas which are regarded as meaningful areas for teachers as expectations for their overt behavior.

1. Handling behavior problems: the parochial system.

Parochial teachers see the task of simply maintaining complete control in the classroom as a proscription<sup>1</sup> in their role. The remaining three items in this sub-category concern specific means of handling behavior problems. That such behavior problems should be handled personally by the teacher is seen as part of her role by teachers. Teachers see reprimanding students in the presence of other students and assigning extra school work for punishment as proscriptive aspects of their role. Teachers perception of the teacher audience is accurate with respect to these expectations except for assigning extra school work as punishment - teachers inaccurately see other teachers failing to include it in the role. Parochial teachers' perception of the parent audience is not quite as accurate, however. They inaccurately perceive parents to expect teachers to handle behavior problems personally, when

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<sup>1</sup>Proscriptions refer to expectations calling for avoidance of behavior, statuses or beliefs. Prescriptions refer to expectations calling for positive inclusion of behavior, statuses or beliefs. See Gross, Mason and McEachern (1958: 60) for discussion of direction of expectations.



actually parents fail to include this expectation in their perception of the teacher's role. On the other hand, teachers inaccurately perceive parents as not including reprimanding students in the presence of other students and simply maintaining complete control of the class in their view of teacher role. In fact, parents do include these two expectations as part of the teacher role in the form of proscriptions similar to teachers themselves.

2. Handling behavior problems: the public system. Public school teachers see their role in this sub-category in a way very similar to that of parochial teachers. The one difference is that teachers in the public school system fail to include handling behavior problems personally as part of their role. Public teachers' perception of the teacher audience include only one of these expectations, a proscription concerning assigning extra school work as punishment. Public teachers perceive none of these expectations to be included in their role as held by parents. This is quite accurate, since parents only include one expectation - a proscription concerning reprimanding students in the presence of other students.

3. Handling academic problems: the parochial system. Parochial teachers see as part of their role that they should familiarize themselves with students' past records, refer students to professional counselors and discuss these problems with parents. Furthermore, parochial teachers accurately perceive these same expectations to be part of their role as both audiences view it.

4. Handling academic problems: the public system.

Slightly less agreement is achieved in the public school system in this area. Public teachers do not see becoming familiar with past records of students as part of their role although they perceive other teachers to hold this expectation of the role and they accurately perceive parents to hold this expectation. With respect to referring students to professional counselors, public teachers inaccurately perceive parents as agreeing less than teachers themselves that this is part of the teacher role. Furthermore, public teacher agreement on the inclusion of this expectation is significantly greater than it is among parochial teachers.

5. Teaching of values: the parochial system. A distinction is made in our outline between teaching specific religious values and teaching more general cultural values. As could be expected, parochial teachers see teaching the existence of sin and the importance of religion as part of their role and they accurately perceive these as expectations held for them by both audiences.

There is relatively little disagreement within the parochial system about expectations concerning the teaching of cultural values. All of the role descriptions in the parochial school system are similar in seeing the following expectations as part of the teacher role: teaching the values of equal opportunity, patriotism, increasing knowledge, and pride in one's own religion. Teaching students how to be orderly members of the community, on

the other hand, is not seen as part of the teacher role in any of the descriptions in the parochial school system. Dissimilarities occur in two areas. Teaching the value of always striving for a better job is not seen as part of their role by teachers themselves and this is accurately seen as not part of their role as perceived by other teachers. The teaching of this occupational mobility value, moreover, is accurately seen as part of the teacher role as perceived by parents. The second dissimilarity is found with teaching students how to be politically and socially effective members of the community. While this is part of the teacher role in all four descriptions, parochial teachers agree more than parents do on its inclusion but teachers perceive other teachers as agreeing more than themselves on its inclusion.

6. Teaching of values: the public system. In the public school system some expectations are not seen as part of the teachers' role in any of the role descriptions. That the teaching of religious values are not seen as part of the public teacher's role is not surprising, but it is somewhat surprising that, in view of the separation of church and state philosophy, neither are these behaviors seen as proscriptions in the public teacher's role.

The four role descriptions in the public school system are similar in that they all hold teaching the value of equal opportunity and teaching students how to be politically and socially effective members of the community as expectations in the teacher role. They are similar, too, in not seeing teaching pride in one's own religion as part of the teacher role. Teaching

students how to be orderly members of the community is accurately seen as part of the teacher role as held by the teacher audience and accurately seen as not part of the teacher role as held by the parent audience. On the other hand, teaching the values of occupational mobility and patriotism are accurately seen as not part of their role as held by the teacher audience and accurately seen as part of the role as held by the parent audience. Finally, while all four role descriptions in the public school system include teaching the value of increasing knowledge, teachers themselves agree on this expectation significantly less than do parents.

A significant difference between school systems lies in the finding that public parents agree more than parochial parents that teaching the values of occupational mobility and increasing knowledge are part of the teacher role.

7. Teaching of content: the parochial system. The items in this sub-category include teaching the history of world religions, fine arts, social studies, the three r's, child-rearing methods, and requirements for entering occupations. These items can be divided between those dealing with the more traditional academic subjects (history of world religions, fine arts, social studies, three r's) and the more practical areas (child-rearing and occupation requirements). None of the four role descriptions in the parochial school system include teaching occupation requirements as part of the teacher role and they all include teaching child-rearing methods as a proscriptive

expectation of the role. Differences are found concerning the more academic areas, however, except for teaching social studies which is not included in the role by any of the four descriptions. Somewhat surprisingly, parochial teachers do not include teaching of world religions in their role and they accurately exclude it from the role as perceived by the teacher audiences. They are inaccurate, however, with respect to the same expectation when it comes to parents - teachers don't perceive it as part of their role as held by parents but parents themselves do include it in the teacher role. While all four role descriptions in the parochial school system include teaching fine arts, teachers agree more than they perceive parents to and, in fact, that is accurate. Interestingly, parochial teachers include teaching the three r's as a proscription while parents include it as a prescription. The teachers perception of audiences' expectations is inaccurate in both instances for this expectation since they don't see it as a part of role as perceived by either audience.

8. Teaching of content: the public system. Each of the four role descriptions in the public school system see teaching child-rearing methods as a proscription in the teacher role, as was true in the parochial system, but differences appear with respect to teaching occupation requirements. Public teachers see this as part of their role and they accurately perceive parents holding the same expectation yet they inaccurately see the teacher audience as not including it in the role. The traditional

academic subject areas of teaching the history of world religions and social studies are not included in the teacher role in any of the public school system role descriptions. Teaching fine arts is seen as part of their role by public teachers and parents but teachers fail to recognize this expectation as being held by parents. Teaching the three r's is included in all four role descriptions but teachers accurately perceive parents to be more in agreement on this expectation than teachers themselves.

The teaching of fine arts is agreed on more as a part of teacher role by parochial teachers than by public teachers, while parochial parents agree less than public parents on the inclusion of the same expectations. Finally, while parochial teachers hold teaching the three r's as a proscriptive expectation, public teachers include it as a prescriptive expectation of their role.

9. Pedagogical techniques: the parochial system. Of the nine items falling into this sub-category, the four role descriptions within the parochial school system only agree on one. All four descriptions see devoting a larger amount of time to the "exceptionally able" student as a proscription in the teacher role. Two additional expectations are seen as part of the role in all four descriptions but the amount of agreement on their inclusion varies. Using the threat of punishment as a means of obtaining better academic work from the student is seen as a proscription in all four role descriptions, but teachers inaccurately see themselves as more adamant on this proscription than parents. Secondly, while experimenting with new techniques

in class is seen as part of the teacher role in each description, teachers perceive parents to have less agreement on this than teachers themselves, and in this case their perception is accurate. Three of the remaining expectations in this sub-category indicate an accurate perception of differences on the part of teachers. Parochial teachers accurately perceive the teacher audience to hold emphasizing memorization as a proscription, for example, and they accurately perceive the parent audience as not including this expectation. This accuracy of perception is also evident with regard to the expectation that communications should go primarily from the teacher to the student - teachers hold this as a proscription and parents fail to include it in the role. And the same pattern is found with regard to testing student's academic knowledge - teachers see it as a proscription while parents do not include it.

Parochial teachers and parents see making students with academic problems work harder as a proscriptive expectation of the teacher role and teachers are more in agreement on this view than parents. Teachers themselves hold the behavior of assigning regular homework as a proscription while they inaccurately perceive other teachers as not including this expectation and they accurately perceive parents not including it. Finally, parents are the only group that sees making and following lesson plans as part of the teacher role and they see it as a prescription.

10. Pedagogical techniques: the public system. Within the public school system, all four role descriptions are in agreement

on only one of the expectations in the area of pedagogical techniques. Making and following lesson plans is not seen as part of the teacher role in any of the descriptions. In addition, there is only one expectation the inclusion of which is agreed upon by the four descriptions but in varying degrees. Experimenting with new techniques in class is included in all the role descriptions and teachers accurately perceive themselves to be more in agreement on its inclusion than parents. The two expectations of putting emphasis on memorizing and testing students' academic knowledge are accurately seen by public school teachers as proscriptions held by the teacher audience and as not included in the role as held by parents. Public teachers see making students work harder if they have academic problems as a proscriptive expectation of their role. Furthermore, they perceive this as a proscription as viewed by the audience of other teachers and as viewed by the audience of parents although the latter is seen as including the expectation less strongly than teachers themselves. In fact, however, public parents don't include this expectation in the teacher role. Using the threat of punishment is likewise seen as a proscription of the teacher role by teachers themselves and as perceived of the teacher audience. While public teachers fail to see this a part of the role as perceived by the parent audience, it is a proscriptive expectation held by parents themselves. Devoting a larger amount of time to the "exceptionally able" student follows a pattern similar to that just described. Public teachers accurately perceive this expectation as a



proscription in their role as held by the teacher audience but they inaccurately perceive it as not a part of their role as held by the parent audience. Parents themselves hold it as a proscription too, and do so more strongly than the teachers.

The expectation that communications should go primarily from teacher to student is seen as a proscriptive expectation of their role by public teachers but they inaccurately see the teacher audience as not including this expectation in their role. On the other hand, the fact that parents don't include this in their expectations of teacher role is accurately perceived by teachers. The behavior of assigning homework regularly is an interesting expectation in that public teachers think that the teacher audience includes it as a proscription when actually the teachers don't include it in their role at all. These teachers are again accurate, however, in perceiving that the audience of parents does not include this expectation in the teacher role.

A comparison between school systems shows that parochial and public school teachers are in very close agreement on whether or not these pedagogical items are part of their role. Parochial teachers do see making students work harder if they have academic problems as a proscriptive expectation to a greater degree than public teachers do. And while this same expectation, along with making and following lesson plans, is included in the teacher role by parochial parents, they are not included in the teacher role by public parents.

B. Systems behavior: Systems behavior is also broken down into a number of sub-categories.

1. Control outside the classroom: the parochial system. All four role descriptions include exercising control over students' behavior anywhere on the school premises in the teacher role and teachers inaccurately see parents holding this expectation to a greater degree than the teachers themselves. Evaluating the competency of fellow teachers is a proscription in the teachers' own view of their role and they are accurate in their perception of the teacher audience in this regard. They are also accurate in seeing the audience of parents as not including this as an expectation for teachers. Evaluating the competency of administrators, on the other hand, is a prescription in the teacher role as seen by parochial teachers and again this expectation is accurately seen as not included in parents' expectations of teachers.

2. Control outside the classroom: the public system. The four role descriptions in the public school system are similar to those of the parochial school system in every respect except one. Evaluating the competency of administrators is not included in the teacher role as public school teachers see it, and they accurately perceive parents as not including this expectation.

3. Committee work: the parochial system. Service on a discipline and rules committee failed to achieve consensus as part of teacher role for any of the four role descriptions of the parochial school system, while service on a curriculum

committee did achieve consensus in all four role descriptions. Teachers see devoting time to fund raising for the school as a proscription in their role, and parents see this expectation in the same way but even more strongly than teachers. And yet teachers inaccurately perceive parents as failing to include this expectation in their view of teachers' role.

4. Committee work: the public system. Public school teachers and parents fail to include service on discipline and rules committee as part of the teacher role. Unlike the parochial system, none of the four role descriptions include devoting time to fund raising for the school as part of the teacher role either. Finally, public teachers include service on a curriculum committee as part of their role but they inaccurately perceive parents as not including this expectation when, in fact, parents hold this expectation more strongly than the teachers do themselves.

It should be noted in addition that parochial teachers agree significantly more than do public teachers that service on a curriculum committee is a part of their role.

5. Representative to community: the parochial system. The expectation that teachers should be representatives of the school to the community fails to be included in any of the four role descriptions in the parochial school system.

6. Representative to community: the public system. This is not seen as part of the role of teacher by any of the four role descriptions in the public school system.

7. Professional groups: the parochial system. Teachers see participation in the local teachers' union or association as a part of their role and they accurately perceive parents as not including this expectation in their view of teacher role. Teachers and parents both see attending professional conventions as an expectation in the teacher role, but teachers correctly see parents holding this expectation not as strongly as teachers themselves.

8. Professional groups: the public system. Like the parochial system, public teachers see participation in the local teachers' union or association as part of their role and they correctly perceive parents as not including this expectation in the teachers' role. While public parents also include attending professional conventions as part of the teacher role, public teachers fail to include this expectation, neither do they perceive either audience to include it.

9. Occupational mobility: the parochial system. Striving for a higher position in educational profession is not included in the teacher role by any of the four descriptions in the parochial school system.

10. Occupational mobility: the public system. Public teachers do include striving for higher positions in the education profession in their role but as a proscription. Furthermore, they accurately perceive the parent audience as not including this expectation in their view of teacher role.

C. Social behavior: The final category within the normative section includes expectations of teachers' behavior beyond the school situation itself. The items in this category can be roughly divided into three groups: behavioral expectations concerning 1) religion, 2) politics, and 3) free time activity.

1. Religious behavior: the parochial system. As was expected, attending church regularly is seen as part of the teacher role by both teachers and parents in the parochial school system, but teachers inaccurately perceive parents holding this expectation more strongly than teachers do themselves.

2. Religious behavior: the public system. Attending church regularly is not included in any of the role descriptions of the public school system.

3. Political behavior: the parochial system. There are two items concerning political behavior, and it is interesting to point out that while parochial teachers fail to include either of them in their perception of the teacher role, their perception of the parent audience is incorrect with respect to both items. Parents do not include keeping political views to one's self as part of the teacher role, but teachers think they do. Secondly, parents do include participation in one of the major political parties in the teacher role as a proscription, but teachers see parents as not including this expectation in their role at all.

4. Political behavior: the public system. There is agreement among all four role descriptions in the public school system that

neither of the two political behavior items are part of the teacher role.

5. Free time activity: the parochial system. Three items relate to this aspect of social behavior and again we find inaccuracies in teachers' perceptions of parents' role descriptions. Parochial teachers see "moon-lighting" as a proscriptive expectation in their role and they think parents do also, while they think other teachers do not include this in the role. They are inaccurate on both counts, since teachers do include it and parents do not. Being close friends with those who hold radical political views is not included in the teacher role as seen by teachers but teachers perceive parents to hold this as a proscription for teachers. In fact, however, parents fail to include this in their description of teachers' role either. Teachers' perception of the two audiences is accurate in terms of the expectation of devoting free time to the development of academic abilities. Teachers see this as a proscription, while parents fail to include it in the role of teacher.

6. Free time activity: the public system. Expectations concerning "moon-lighting" and being close friends with those who hold radical political views are not included in teacher role as described by all four groups in the public school system. Public teachers and parents hold devoting free time to the development of academic abilities as a proscription in the teacher role, but teachers fail to perceive parents including this in the teacher role.

Finally it can be noted that devoting free time to developing academic abilities is seen as proscription more strongly among public school teachers than among parochial school teachers.

## II. Status Attributes:

A. Ascribed status attributes: the parochial system. The following ascribed status attributes were not included in any of the four role descriptions within the parochial school system: member of a "specific" church, sex, race, age, socio-economic class, and political party membership. The only ascribed status attribute that is seen as part of the teacher role by all role descriptions in the parochial school system is church membership in general, and in this case teachers hold the expectation less strongly than do parents. Ethnic status is not an expectation as seen by teachers, but teachers inaccurately perceive it to be an expectation held by parents.

B. Ascribed status attributes: the public system. In the public school system, on the other hand, ethnic status is not included in any of the four role descriptions, while racial status follows the same pattern as ethnic status does in the parochial school system. That is, racial status is not included in the role by public teacher or parents, but teachers perceive it to be an expectation held by parents. It is interesting to note further that public teachers include age and sex status in their role descriptions as proscriptions. An exact interpretation of these two inclusions is difficult to make but the fact that they achieve consensus among public teachers and not among public parents or parochial teachers

and parents seems indicative of the relative centrality of these status attributes in the various role descriptions. Public teachers do accurately perceive sex and age status attributes as not included in parents expectations of the teacher role, but they inaccurately perceive sex status to be not included in the role as held by the teacher audience. General church membership, ethnic status, socio-economic status, political party membership, and membership in a "specific" church are likewise not included in the four role descriptions within the public school system. In fact, membership in a "specific" church is the only expectation achieving consensus as an "irrelevant" expectation for teacher role. This occurred for public teachers themselves and their perception of the teacher audience.

C. Achieved status: the parochial system. The items falling into this category deal with education, family status, income, and teacher certification. Whether or not the teacher's own education was public or parochial is not included in the role as seen by parochial teachers and they inaccurately perceive parents as not including it also. Parents, in fact, do include such an attribute as parochial vs. public education in the teacher role. Parochial teachers accurately recognize this kind of expectation held by parents, however, when it comes to college education. The implication is that our parochial parent sample attributes some centrality to the expectation of teachers themselves having had a parochial education, but teachers only perceive this as an expectation held by parents in terms of a college education.



Status attributes of family status and income are not included in any of the role descriptions within the parochial school system. Finally, the attribute of teacher certification is an expectation in the teacher role as seen by all four role descriptions in the parochial system but teachers inaccurately perceive themselves as more strongly holding this expectation than do parents.

D. Achieved status attributes: the public system. Achieved status attributes follow the same pattern in the role description of the public school system as they did in the parochial school system with one exception. All four role descriptions of the public school system fail to include the type of college graduated from as an expectation in the teacher role. Public parents also fail to include whether or not the teacher's own education was public or parochial, but public teachers do include this in the role. In effect, public teachers see differentiating between public and parochial education (in terms of teacher's own education) as a proscriptive expectation in their role.

### III. Social-Psychological Attributes:

The items in this expectation category are divided into expectations of religious beliefs, political beliefs, cultural beliefs, and teacher's personality.

A. Religious beliefs: the parochial system. Three of the five specific religious beliefs in this sub-category are seen as a part of the teacher role in all role descriptions in the parochial school system. These three beliefs are that students are "children of god," that God has "called" one to be a teacher, and that

religion and education go together. The last belief expectation is less strongly held by parochial teachers than by parents. Parochial teachers do not include in their role the belief expectation that religion should not be subservient to government, but they perceive it as part of the teacher role held by both audiences. This perception is accurate for the parent audience but not for the teacher audience. The belief that the world's problems are the result of sin is part of the teacher role as parochial teachers see it themselves, but they don't perceive the teacher audience to hold this expectation. They accurately perceive it as part of their role from the parent's viewpoint, however.

B. Religious beliefs: the public system. None of these religious beliefs are seen as part of the teacher role (neither as prescriptions nor proscriptions) in any of the role descriptions in the public school system.

C. Political beliefs: the parochial system. Parochial teachers do not include the expectation that they should stand up for their beliefs, even if these beliefs are contrary to school policies, in their role, and they accurately perceive this as a proscriptive expectation included in their role as held by parents. Parochial teachers and parents see the belief in strong centralized government as part of the teacher role, although teachers fail to recognize this as a parent-held expectation for them.

D. Political beliefs: the public system. None of the four items making up this sub-category are part of the teacher role in

any of the descriptions in the public school system.

E. Cultural beliefs: the parochial system. The five items in this sub-category are concerned with the common cultural values of occupational mobility, hard work, compassion, racial equality, and knowledge for its own sake. All four role descriptions include the ability to feel compassion and the belief that hard work breeds success as expectations in the teacher role. Parochial teachers and parents hold the belief in racial equality as part of the teacher role, but teachers inaccurately perceive parents as holding this expectation less strongly than teachers themselves. A belief in upward occupational mobility is seen as part of the teacher role and this expectation is inaccurately perceived to be held by parents too. Teachers see the belief in knowledge for its own sake as a proscription for them, and they accurately perceive themselves as holding this expectation more strongly than parents.

F. Cultural beliefs: the public system. The public school system describes teacher role in this area in much the same way as the parochial school system does. The ability to feel compassion and the belief that hard work results in success are part of the role. Just as parochial teachers, public teachers inaccurately perceive parents to hold the expectation of a belief in racial equality less strongly than teachers themselves. A belief in the value of upward occupational mobility is seen as part of teacher role by public parents but not by teachers. Neither do they perceive parents to include this expectation. Belief in knowledge for its own sake is seen by teachers as a

proscription for them and they accurately perceive parents not including this expectation in the role.

G. Personality attributes: the parochial system. The three items in this sub-category deal with what can be seen as extroversion and open-mindedness. Parochial teachers and parents see the ability to make friends easily and the attribute of open-mindedness as expectations in the teacher role. A Desire to be with other people, on the other hand, is not included in the role description of parochial teachers and parents although teachers perceive this to be expected of them by parents.

H. Personality attributes: the public system. In the public school system, open-mindedness is seen as a part of the teacher role in all four role descriptions, while a desire to be with other people is not included in any of the four role descriptions. Public teachers hold the ability to make friends easily as an expectation in their role, and they perceive parents to do the same. This expectation is not included in parents view of the teacher role, however.

In summary it can be noted that there is a large gap between perceived role conflict and actual role conflict. Parochial teachers perceive conflict with the parent audience with respect to almost one-quarter of the items in the role inventory. Actual conflict occurs, however, with almost one-half of the items. While there is evidence of such a gap in all three expectation

categories, by far the greatest gap is with respect to normative expectations. A similar trend is evident in the public school system. Here the gap is proportionately very close to that found in the parochial school system and most of this gap is found again with respect to normative expectations. Finally, it should be noted that the frequency of both perceived and actual role conflict with the parent audience is greater in the parochial school system than in the public school system.

## CHAPTER V

### FINDINGS II

#### Testing the Hypotheses

The data used to test each of our hypotheses is presented and discussed in this chapter. Each of the hypotheses will be presented in the order they originally appeared in Chapter II, followed by the appropriate tests.

**HYPOTHESIS I:** The rank order of expectation categories in the Christian School system is significantly different from that of the public school system.

This hypothesis will be tested, it will be recalled, by comparing the corrected mean response<sup>1</sup> to the retained items in each of the three expectation categories. Table 12 shows these corrected mean responses for parochial school teachers and public school teachers.

The data in Table 12 do suggest differences existing in the relative importance placed on expectations in the three expectation

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<sup>1</sup>The response categories range from strongly disagree (1) to strongly agree (5). A low mean response or a high mean response, therefore, both indicate high importance either as a prescriptive or proscriptive expectation. A corrected mean response was computed by calculating the difference between mean score and the neutral value of 3. This serves to standardize the mean responses and allows easier comparison of the means in terms of relative importance attached to the items.

categories as perceived by teachers, but the difference in the order of these ranks is not significant when comparing the responses of parochial school teachers to those of public school teachers.

Table 12. MEAN RESPONSE IN THREE EXPECTATION CATEGORIES FOR PAROCHIAL TEACHERS AND PUBLIC TEACHERS

EXPECTATION CATEGORY	PAROCHIAL SCHOOL TEACHERS	PUBLIC SCHOOL TEACHERS
Normative Expectations	.87	.88
Social-psychological Attributes	.95	1.17
Status Attributes	1.35	1.05
U=5 P=.650		

The same conclusion must be drawn from the data presented in Table 13. These data are based on the responses of parochial and public school parents. Again there is evidence of a ranking system within each school system, but the ranking of expectation categories is not significantly different between parochial parents and public parents. In fact, in the case of parents the relative ranking of the three expectation categories is the same in both school systems.

Therefore, we conclude that Hypothesis I is not supported by the responses of teachers and parents in the two school systems.

HYPOTHESIS Ia: Among Christian School teachers and parents the expectation categories are ranked from most important to least

important as follows: social-psychological attributes, status attributes, normative expectations.

Table 13. MEAN RESPONSE IN THREE EXPECTATION CATEGORIES FOR PAROCHIAL PARENTS AND PUBLIC PARENTS

EXPECTATION CATEGORY	PAROCHIAL SCHOOL PARENTS	PUBLIC SCHOOL PARENTS
Normative Expectations	.79	.98
Social-psychological Attributes	.87	1.13
Status Attributes	.99	1.45

U=1 P=.100

Examination of the data in Tables 12 and 13 for parochial teachers and parochial parents indicates that this hypothesis must be rejected. These data do indicate the existence of a ranking system but not in the predicted direction. Rather, expectations concerning status attributes seem to receive the highest degree of importance, followed by social-psychological attribute expectations and normative expectations. The fact that the same order is found among the three expectation categories for both teachers and parents in the parochial school system further supports the idea that a ranking system exists.

HYPOTHESIS Ib: Among public school teachers and parents the expectation categories are ranked from most important to least important as follows: normative expectations, social-psychological attributes, status attributes.



Examination of the data in Tables 12 and 13 for public teachers and public parents indicate that this hypothesis, too, must be rejected. As was the case in the parochial system, there is evidence here that a ranking system exists among the three expectation categories, but not in the predicted direction.

A word of caution is in order before any further attempt is made at interpreting the data in Tables 12 and 13. It is not appropriate, or at least it is very dubious, to speak of the relative importance of status attributes in the ranking systems that are suggested by these data. This is particularly true with respect to public school parents because only one status attribute expectation achieved consensus and, therefore, inclusion in the role description by parents. It becomes questionable to speak of the relative importance of a category of expectations based on a single expectation. Parochial teachers, too, showed consensus on a small number (two) of status attribute expectations.

While such a caution has merit and must be kept in mind when examining these data, a counter argument might be offered. If status attribute is a distinct and meaningful category, then the relative importance that any single expectation within that category achieves is meaningful data. Just because only one or two items in a given category achieve consensus, in other words, one need not necessarily assume that the importance of that one expectation has no relationship to the nature of the category of which it is a part.

Keeping this caution in mind, note some of the differences and similarities suggested in Tables 12 and 13. First of all, it can be noted that normative expectations receive the lowest importance scores among all four samples. Secondly, social-psychological attribute expectations receive the second lowest importance scores with three of the four samples, leaving status attribute expectations receiving the highest importance scores with three of the four samples. The evidence suggests that a similar ranking system exists for expectations making up the role of elementary school teacher in both the public school system and the parochial school system utilized in this research. These data at least suggest that normative expectations may not be seen as the most important expectations in the teacher role. In light of the fact that most role research has measured normative expectations exclusively, future studies in the area of role might do well to make a distinction between normative expectations and what we have labeled social-psychological attribute expectations.

HYPOTHESIS II: There is more consensus within and between Christian School teachers and parents concerning teacher role expectations than there is within and between public school teachers and parents.

Our data indicate that there is more consensus concerning teacher role expectations within Christian School teachers and parents than there is within public school teachers and parents. Our data do not show more consensus in the Christian School

system than in the public school system than comparing the proportion of items mutually agreed on by teachers and parents in each school system. Table 14 shows that proportionately more role inventory items are agreed on by parochial school teachers than by public school teachers. Table 15 indicates the same

Table 14. NUMBER OF ITEMS ACHIEVING CONSENSUS AND NUMBER OF ITEMS NOT ACHIEVING CONSENSUS AMONG PAROCHIAL TEACHERS AND AMONG PUBLIC TEACHERS

STATUS OF ITEM	PAROCHIAL SCHOOL TEACHERS		PUBLIC SCHOOL TEACHERS	
	Number	Percent	Number	Percent
Consensus	49	61.5	36	45.0
Not Consensus	31	38.5	44	55.0

$$X^2=4.25 \quad df=1 \quad p < .05$$

Table 15. NUMBER OF ITEMS ACHIEVING CONSENSUS AND NUMBER OF ITEMS NOT ACHIEVING CONSENSUS AMONG PAROCHIAL PARENTS AND AMONG PUBLIC PARENTS

STATUS OF ITEM	PAROCHIAL SCHOOL PARENTS		PUBLIC SCHOOL PARENTS	
	Number	Percent	Number	Percent
Consensus	45	56.3	26	32.5
Not Consensus	35	43.7	54	67.5

$$X^2=10.13 \quad df=1 \quad P < .05$$

pattern among parents. When we examine mutual agreement between teachers and parents, however, the data in Table 16 fail to support the hypothesis.

Table 16. NUMBER OF ITEMS MUTUALLY AGREED ON AND NUMBER OF ITEMS NOT MUTUALLY AGREED ON BY TEACHERS AND PARENTS OF PAROCHIAL SYSTEM AND BY TEACHERS AND PARENTS OF PUBLIC SYSTEM

STATUS OF ITEM	PAROCHIAL SCHOOL SYSTEM		PUBLIC SCHOOL SYSTEM	
	Number	Percent	Number	Percent
	Mutually agreed on by teachers and parents	25	67.6	15
Not mutually agreed on by teachers and parents	13	32.4	6	23.8

$$\chi^2 = .19 \quad df=1 \quad P < .70$$

HYPOTHESIS IIa: The amount of consensus within and between Christian School teachers and parents will decrease moving from social-psychological attributes to status attributes to normative.

Table 17 presents the number and proportion of items achieving consensus among parochial school teachers in the three expectation categories. Hypothesis IIa predicts, in effect, that the proportion of items achieving consensus will decrease moving down the column. This is not the case, however. Rather, we find a very high proportion of items achieving consensus in both the social-psychological attributes and the normative expectations, and a very low proportion of status attributes achieving consensus.

Table 17. NUMBER OF ITEMS IN THREE EXPECTATION CATEGORIES ACHIEVING CONSENSUS AND NOT ACHIEVING CONSENSUS AMONG PAROCHIAL SCHOOL TEACHERS

EXPECTATION CATEGORY	ITEMS ACHIEVING CONSENSUS		ITEMS NOT ACHIEVING CONSENSUS	
	Number	Percent	Number	Percent
	Social-psychological Attributes	12	70.6	5
Status Attributes	2	12.5	14	87.5
Normative Expectations	35	74.5	12	25.5

$$\chi^2=19.72 \quad df=2 \quad P < .05$$

A similar pattern develops among parochial school parents. The data in Table 18 come somewhat closer to the predicted pattern, but they also fail to support the hypothesis. It seems apparent that parochial school parents make more of a differentiation

Table 18. NUMBER OF ITEMS IN THREE EXPECTATION CATEGORIES ACHIEVING CONSENSUS AND NOT ACHIEVING CONSENSUS AMONG PAROCHIAL SCHOOL PARENTS

EXPECTATION CATEGORY	ITEMS ACHIEVING CONSENSUS		ITEMS NOT ACHIEVING CONSENSUS	
	Number	Percent	Number	Percent
	Social-psychological Attributes	13	76	4
Status Attributes	4	25.0	12	75.0
Normative Expectations	28	59.6	19	40.4

$$\chi^2=9.31 \quad df=2 \quad P < .05$$

between social-psychological attributes and normative expectations in terms of role inclusion than parochial teachers do. It should be noted that even though the data in Table 18 do not support our hypothesis, they do show that parochial parents include proportionately more social-psychological attribute expectations in the teacher role than either of the other two expectation categories.

Our data concerning mutual agreement between parochial teachers and parents do not support Hypothesis IIa either. The pattern found in Table 19 is similar to that found in Table 18, however, suggesting again that a greater proportion of social-psychological items are mutually agreed upon by teachers and parents than any other expectation category.

Table 19. NUMBER OF ITEMS IN THREE EXPECTATION CATEGORIES MUTUALLY AGREED ON AND NOT MUTUALLY AGREED ON BY TEACHERS AND PARENTS OF PAROCHIAL SCHOOL<sup>1</sup>

EXPECTATION	ITEMS MUTUALLY AGREED ON BY TEACHERS AND PARENTS		ITEMS NOT MUTUALLY AGREED ON BY TEACHERS AND PARENTS	
	Number	Percent	Number	Percent
Social-psychological Attributes	9	81.8	2	18.2
Status Attributes	1	50.0	1	50.0
Normative Expectations	15	62.5	10	37.5

$$\chi^2=1.70 \quad df=1 \quad P < .20$$

<sup>1</sup> $\chi^2$  was computed without status attribute frequencies.

Thus, while these data do not support the hypothesis, they do point to some important differences among the three structural elements as well as differences between parochial school teachers and parents. First of all, the data suggest that status attributes are not perceived as a large aspect of the teacher role among parochial teachers and parents. Secondly, it appears that social-psychological attributes do make up a prominent portion of the teacher role in the parochial school system. Thirdly, these data suggest that normative expectations are not as prominent in the total role picture for parochial school parents as they are for teachers.

**HYPOTHESIS IIb:** The amount of consensus within and between public school teachers and parents will decrease moving from normative expectations to social-psychological attributes to status attributes.

The data in Tables 20 and 21 indicate that amount of consensus among public school teachers and among public school parents does decrease in the predicted direction. These differences are clear and statistically significant.

The predicted direction of decreasing consensus is found within both teachers and parents of the public school system, but it is not found to exist with respect to the proportion of items mutually agreed on by teachers and parents. (see Table 22)

Therefore, we find only partial support for Hypothesis IIb. The data indicate a rather well defined trend in structural

Table 20. NUMBER OF ITEMS IN THREE EXPECTATION CATEGORIES ACHIEVING CONSENSUS AND NOT ACHIEVING CONSENSUS AMONG PUBLIC SCHOOL TEACHERS

EXPECTATION CATEGORY	ITEMS ACHIEVING CONSENSUS		ITEMS NOT ACHIEVING CONSENSUS	
	Number	Percent	Number	Percent
Normative Expectations	26	55.3	21	44.7
Social- psychological Attributes	6	35.3	11	64.7
Status Attributes	4	25.0	12	75.0

$$\chi^2=6.2 \quad df=2 \quad P < .05$$

Table 21. NUMBER OF ITEMS IN THREE EXPECTATION CATEGORIES ACHIEVING CONSENSUS AND NOT ACHIEVING CONSENSUS AMONG PUBLIC SCHOOL PARENTS

EXPECTATION CATEGORY	ITEMS ACHIEVING CONSENSUS		ITEMS NOT ACHIEVING CONSENSUS	
	Number	Percent	Number	Percent
Normative Expectations	20	42.6	27	57.4
Social- psychological Attributes	5	29.4	12	70.6
Status Attributes	1	6.3	15	93.7

$$\chi^2=7.21 \quad df=2 \quad P < .05$$

elements making up the role of public elementary school teacher in the predicted direction as this trend is measured by proportion of items achieving consensus. This trend is clear among public school teachers and among public school parents, but it is not evident



when comparing the proportion of items that are mutually agreed on by both teachers and parents.

The existence of a clear trend in the predicted direction is not evident among either teachers or parents of our parochial school sample, however. Differences between the two school systems with respect to teacher role become even more evident in the data presented below.

Table 22. NUMBER OF CONSENSUS ITEMS IN THREE EXPECTATION CATEGORIES MUTUALLY AGREED ON AND NOT MUTUALLY AGREED ON BY TEACHERS AND PARENTS OF PUBLIC SCHOOL<sup>1</sup>

EXPECTATION	ITEMS MUTUALLY AGREED ON BY TEACHERS AND PARENTS		ITEMS NOT MUTUALLY AGREED ON BY TEACHERS AND PARENTS	
	Number	Percent	Number	Percent
	Normative Expectations	10	62.5	6
Social-psychological Attributes	4	100.0	0	0.0
Status Attributes	1	100.0	0	0.0

HYPOTHESIS IIc: The amount of consensus on social-psychological attributes is greater among Christian School teachers and parents than among public school teachers and parents.

The data in Tables 23 and 24 support this hypothesis. Significantly more items concerning social-psychological attributes achieve consensus among parochial school teachers than among public

<sup>1</sup>These data are not testable inferentially and can only be examined for apparent differences.

school teachers. Similarly, significantly more social-psychological attribute items achieve consensus among parochial school parents than among public school parents.

Table 23. NUMBER OF SOCIAL-PSYCHOLOGICAL ITEMS ACHIEVING CONSENSUS AND NOT ACHIEVING CONSENSUS AMONG PAROCHIAL TEACHERS AND AMONG PUBLIC TEACHERS

STATUS OF ITEM	PAROCHIAL		PUBLIC	
	SCHOOL TEACHERS		SCHOOL TEACHERS	
	Number	Percent	Number	Percent
Consensus	12	70.6	6	35.3
Not Consensus	5	29.4	11	64.7

$$X^2=4.24 \quad df=1 \quad P < .05$$

Table 24. NUMBER OF SOCIAL-PSYCHOLOGICAL ITEMS ACHIEVING CONSENSUS AND NOT ACHIEVING CONSENSUS AMONG PAROCHIAL PARENTS AND AMONG PUBLIC PARENTS

STATUS OF ITEM	PAROCHIAL		PUBLIC	
	SCHOOL PARENTS		SCHOOL PARENTS	
	Number	Percent	Number	Percent
Consensus	13	76.5	5	29.4
Not Consensus	4	23.5	12	70.6

$$X^2=7.54 \quad df=1 \quad P < .05$$

Just as we found earlier, however, the hypothesis is not supported by data showing the number of items that achieve consensus among both teachers and parents but are mutually agreed on by teachers and parents in terms of the relative degree of importance placed on each expectation. Those data are presented in Table 25. It can be seen that in terms of absolute numbers, more items are mutually agreed on by parochial teachers and parents

than by public teachers and parents, but on proportionately more items public teachers and parents show more mutual agreement than do parochial teachers and parents. These data do not support the hypothesis. As we found to be the case earlier, the hypothesis is partially supported since parochial teachers and parents each indicate consensus on a greater proportion of social-psychological items than do public teachers and parents but public teachers and parents mutually agree on a greater proportion of social-psychological items than do parochial teachers and parents.

Table 25. NUMBER OF SOCIAL-PSYCHOLOGICAL ITEMS MUTUALLY AGREED ON AND NOT MUTUALLY AGREED ON BY TEACHERS AND PARENTS OF PAROCHIAL SCHOOL AND BY TEACHERS AND PARENTS OF PUBLIC SCHOOL

STATUS OF ITEM	PAROCHIAL SCHOOL SYSTEM		PUBLIC SCHOOL SYSTEM	
	Number	Percent	Number	Percent
Mutually agreed on by teachers and parents	9	81.8	4	100.0
Not mutually agreed on by teachers and parents	2	18.2	0	0.0

Fisher Exact Probability Test,  $P < .05^1$

HYPOTHESIS II<sub>d</sub>: The amount of consensus on status attributes is greater among Christian School teachers and parents than among public school teachers and parents.

<sup>1</sup>The Fisher Exact Probability Test is used here because this test is sensitive to differences based on small Ns whereas the  $X^2$  test is not.

Tables 26 and 27 show the number of status attribute items achieving consensus in each school system among teachers and parents respectively. The slight differences that are noted in absolute numbers are not significantly different between the two school systems for either teachers or parents.

Table 26. NUMBER OF STATUS ITEMS ACHIEVING CONSENSUS AND NOT ACHIEVING CONSENSUS AMONG PAROCHIAL TEACHERS AND AMONG PUBLIC TEACHERS

STATUS OF ITEM	PAROCHIAL		PUBLIC	
	SCHOOL TEACHERS		SCHOOL TEACHERS	
	Number	Percent	Number	Percent
Consensus	2	12.5	4	25.0
Not Consensus	14	87.5	12	75.0

Fisher Exact Probability Test, NS

Table 27. NUMBER OF STATUS ITEMS ACHIEVING CONSENSUS AND NOT ACHIEVING CONSENSUS AMONG PAROCHIAL PARENTS AND AMONG PUBLIC PARENTS

STATUS OF ITEM	PAROCHIAL		PUBLIC	
	SCHOOL PARENTS		SCHOOL PARENTS	
	Number	Percent	Number	Percent
Consensus	4	25.0	1	6.3
Not Consensus	12	75.0	15	93.7

Fisher Exact Probability Test, NS

As for the number of status attribute items mutually agreed on by both teachers and parents, the absolute numbers are so small that no inferential test can be made concerning the differences. Table 28 shows that only two status attribute items are mutually agreed on by both teachers and parents of the parochial school

system and only one in the public school system. Thus, we find no support for Hypothesis IIId.

Table 28. NUMBER OF STATUS ITEMS MUTUALLY AGREED ON AND NOT MUTUALLY AGREED ON BY TEACHERS AND PARENTS OF PAROCHIAL SCHOOL AND BY TEACHERS AND PARENTS OF PUBLIC SCHOOL

STATUS OF ITEM	PAROCHIAL SCHOOL SYSTEM		PUBLIC SCHOOL SYSTEM	
	Number	Percent	Number	Percent
Mutually agreed on by teachers and parents	1	50.0	1	100.0
Not mutually agreed on by teachers and parents	1	50.0	0	0.0

HYPOTHESIS IIe: The amount of consensus on normative expectations is greater among public school teachers and parents than among Christian School teachers and parents.

A comparison of the number of normative expectation items achieving consensus among teachers and among parents from each school system indicates no significant differences between the school systems. A lack of a significant difference is found for teachers and for parents. The data for teachers are shown in Table 29 and the data for parents are presented in Table 30.

The same lack of predicted difference is seen when examining the data in Table 31. In fact, one is struck by the extreme similarity exhibited in the two school systems in terms of the proportion of normative expectation items mutually agreed on by both teachers and parents.

Table 29. NUMBER OF NORMATIVE ITEMS ACHIEVING CONSENSUS  
AND NOT ACHIEVING CONSENSUS AMONG PAROCHIAL  
TEACHERS AND AMONG PUBLIC TEACHERS

STATUS OF ITEM	PAROCHIAL		PUBLIC	
	SCHOOL TEACHERS		SCHOOL TEACHERS	
	Number	Percent	Number	Percent
Consensus	35	74.5	26	55.3
Not Consensus	12	25.5	21	44.7

$$X^2=3.76 \quad df=1 \quad NS \quad P < .10$$

Table 30. NUMBER OF NORMATIVE ITEMS ACHIEVING CONSENSUS  
AND NOT ACHIEVING CONSENSUS AMONG PAROCHIAL  
PARENTS AND AMONG PUBLIC PARENTS

STATUS OF ITEM	PAROCHIAL		PUBLIC	
	SCHOOL PARENTS		SCHOOL PARENTS	
	Number	Percent	Number	Percent
Consensus	28	59.6	20	42.6
Not Consensus	19	40.4	27	57.4

$$X^2=2.70 \quad df=1 \quad NS \quad P < .20$$

Table 31. NUMBER OF NORMATIVE ITEMS MUTUALLY AGREED ON  
AND NOT MUTUALLY AGREED ON BY TEACHERS AND  
PARENTS OF PAROCHIAL SYSTEM AND BY TEACHERS  
AND PARENTS OF PUBLIC SYSTEM

STATUS OF ITEM	PAROCHIAL		PUBLIC	
	SCHOOL SYSTEM		SCHOOL SYSTEM	
	Number	Percent	Number	Percent
Mutually agreed on by teachers and parents	15	62.5	10	62.5
Not mutually agreed on by teachers and parents	10	37.5	6	37.5

$$X^2=.01 \quad df=1 \quad P < .95$$

Our data do not support Hypothesis IIe. Certain conclusions seem appropriate on the basis of the data presented thus far. First of all, there is evidence that more consensus exists among teachers and parents in the parochial school system concerning the total role picture of teacher than among public school teacher and parents. This is true in terms of the proportion of items achieving consensus among teachers and among parents. This trend is not evident, however, when comparisons are made between the two systems with respect to the proportion of items mutually agreed on by both teachers and parents.

Analysis of the number of items achieving consensus in each of the three structural elements indicates that the higher proportion of items achieving consensus in the parochial school system is due primarily to the number of social-psychological attributes included in the role. Only with social-psychological attributes did a significantly higher proportion of items achieve consensus among parochial school teachers and parents as compared to public school teachers and parents. It seems safe to conclude, therefore, that the structural element of social-psychological attributes assumes a more prominent position in the role of elementary school teacher as the role is perceived by parochial teachers and parents than it does as perceived by public teachers and parents.

The data leads to the further conclusion that the degree of consensus, in terms of number of items achieving consensus, within each audience is not related to the degree of mutual

agreement between audiences. In other words, just because the audiences of teachers and parents in the parochial system include a greater number of expectations in their perception of the teacher role, it does not seem to follow that, therefore, there will be more agreement between teachers and parents as to the strength of expectations or as to the strength of expectations or as to the direction of the expectations---be they prescriptions or proscriptions.

The concept of agreement (or disagreement) between audiences leads directly to the concept of role conflict. The next series of hypotheses deals with the relationship between perceived role conflict and career satisfaction among teachers of each school system.

**HYPOTHESIS III:** Perceived role conflict is related to low career satisfaction among Christian School teachers to a greater degree than it is among public school teachers.

This hypothesis is tested by computing a Pearson Product Moment Correlation Coefficient between perceived role conflict score and career satisfaction score for teachers in each school system. Our data allow us to compute perceived role conflict scores with respect to the audience of other teachers and the audience of parents. Table 32 shows the correlations found between teacher's satisfaction and conflict as perceived with the audience of other teachers.



Table 32. PEARSON PRODUCT MOMENT CORRELATION  
COEFFICIENTS BETWEEN TEACHERS CAREER  
SATISFACTION SCORES AND TEACHERS  
PERCEIVED ROLE CONFLICT SCORES WITH  
AUDIENCE OF OTHER TEACHERS

SCHOOL SYSTEM	r
Parochial teachers	-.24*
Public teachers	-.26*

\* $P < .05$

While there does appear to be at least a weak relationship between career satisfaction and perceived role conflict with the teacher audience, this relationship is the same in both school systems. A difference does appear, however, when the conflict is perceived to exist with the audience of parents.

As is indicated in Table 33, the correlation between career satisfaction and perceived role conflict is significantly higher

Table 33. PEARSON PRODUCT MOMENT CORRELATION  
COEFFICIENTS BETWEEN TEACHERS CAREER  
SATISFACTION SCORES AND TEACHERS  
PERCEIVED ROLE CONFLICT SCORES WITH  
AUDIENCE OF PARENTS

SCHOOL SYSTEM	r
Parochial teachers	-.35*
Public teachers	-.17

\* $P < .05$

for parochial teachers than for public teachers (for whom the r is not significantly different from zero) when the conflict is perceived to exist with the parent audience. Thus we find support for Hypothesis III when the role conflict is perceived

with parents, but we fail to support the hypothesis when the conflict is perceived to exist with other teachers.

Further comparison of the data presented in Tables 32 and 33 suggest that the nature of the audience with which role conflict is perceived is differentially related to career satisfaction. Furthermore, the pattern of this relationship is different in the two school systems. The relationship between role conflict and low career satisfaction appears somewhat stronger when conflict is with the parent audience than with the teacher audience for parochial school teachers, while just the opposite is the case for public school teachers.

This difference seems to indicate that expectations perceived to be held by parents have a greater effect on parochial teachers than do expectations perceived to be held by parents. This can be explained, perhaps, by the relative power of parents in the two school systems. The Christian Schools that compose our parochial school sample, it will be recalled, are parent-owned institutions, and these parents are thereby in a position to exercise more control over the school system than are parents of a public school system. At least it could be hypothesized that parochial teachers perceive this to be the case.

**HYPOTHESIS IIIa:** The relationship between perceived role conflict and low career satisfaction among Christian School teachers will decrease as the perceived role conflict moves from social-

psychological attributes to status attributes to normative expectations.

This hypothesis was tested by comparing correlation coefficients between career satisfaction and perceived role conflict for the three structural elements separately. Tables 34 and 35 show the correlation coefficients in each structural element for parochial teachers with the teacher audience and parent audience respectively. Two of these correlations are not significantly different from zero.

Table 34. PEARSON PRODUCT MOMENT CORRELATIONS BETWEEN PAROCHIAL TEACHERS SATISFACTION SCORES AND TEACHERS PERCEIVED ROLE CONFLICT SCORES WITH AUDIENCE OF OTHER TEACHERS IN THREE EXPECTATION CATEGORIES

EXPECTATION CATEGORY	r
Social-psychological Attributes	-.16
Status Attributes	-.07
Normative Expectations	-.25*

\* $P < .05$

Table 35. PEARSON PRODUCT MOMENT CORRELATIONS BETWEEN PAROCHIAL TEACHERS SATISFACTION SCORES AND TEACHERS PERCEIVED ROLE CONFLICT SCORES WITH AUDIENCE OF PARENTS IN THREE EXPECTATION CATEGORIES

EXPECTATION CATEGORY	r
Social-psychological Attributes	-.36*
Status Attributes	-.32*
Normative Expectations	-.35*

\* $P < .05$

It is interesting to note that the correlations are very similar when the conflict is perceived with the parent audience irrespective of the expectation category being considered. It seems that perceived role conflict with parents has the same effect on career satisfaction no matter in which structural element the conflict occurs. This suggests that it is the nature of the audience that counts rather than the nature of the conflict.

When conflict is perceived with other teachers, however, the area of conflict does seem to have a bearing on its relationship to career satisfaction. The data in Table 34 shows, for example, a significant correlation between satisfaction and conflict in the area of normative expectations while the correlations between satisfaction and conflict in the areas of social-psychological attributes and status attributes are not significant. These differences suggest areas for future research.

**HYPOTHESIS IIIb:** The relationship between perceived role conflict and low career satisfaction among public school teachers will decrease as the perceived role conflict moves from normative expectations to social-psychological attributes to status attributes.

Tables 36 and 37 present the appropriate correlation coefficients used to test this hypothesis.

The correlations in Table 36 do not support Hypothesis IIIb. Two of the correlations are significantly different from zero, but they are practically equal in strength, while the third

correlation is not significantly different from zero. Neither do the data in Table 37 support this hypothesis since none of the correlations are significant.

Table 36. PEARSON PRODUCT MOMENT CORRELATIONS BETWEEN PUBLIC TEACHERS SATISFACTION SCORES AND PUBLIC TEACHERS PERCEIVED ROLE CONFLICT SCORES WITH AUDIENCE OF OTHER TEACHERS IN THREE EXPECTATION CATEGORIES

EXPECTATION CATEGORY	r
Normative Expectations	-.25*
Social-psychological Attributes	-.27*
Status Attributes	-.16

\*P < .05

Table 37. PEARSON PRODUCT MOMENT CORRELATIONS BETWEEN PUBLIC TEACHERS SATISFACTION SCORES AND PUBLIC TEACHERS PERCEIVED ROLE CONFLICT SCORES WITH AUDIENCE OF PARENTS IN THREE EXPECTATION CATEGORIES

EXPECTATION CATEGORY	r
Normative Expectations	-.21
Social-psychological Attributes	-.12
Status Attributes	.07

It is tempting to suggest an explanation for these findings within the same framework suggested in our explanation of the findings with the parochial school system. For parochial teachers it was suggested that the nature of the audience may be most relevant with respect to the relationship between conflict and satisfaction when the conflict is perceived to exist with parents. For public teachers, on the other hand, it may be that

the nature of the audience is most "irrelevant" when that audience is parents. We find no significant correlations between satisfaction and conflict among public teachers when the conflict is perceived with parents while we find significant correlations between these variables among parochial teachers. To put it another way, it may well be that in both school systems the area of conflict (in terms of our three structural elements) is unimportant with respect to teachers satisfaction when the conflict is seen with parents. However, the parent audience may be viewed in very different ways by teachers of each system - relatively unimportant and noninfluential in the public system and relatively important and influential in the parochial system. Again, this suggests itself as a fruitful approach for future research in the area of role conflict.

**HYPOTHESIS IIIc:** The relationship between perceived role conflict on social-psychological attributes and low career satisfaction is greater among Christian School teachers than among public school teachers.

Table 38 draws pertinent data from Tables 34, 35, 36, and 37 which are used to test this hypothesis. These data support the hypothesis when the conflict is perceived with parents but they fail to support the hypothesis when conflict is perceived to exist with the audience of other teachers. Thus, we find partial support for Hypothesis IIIc.

Table 38. PEARSON PRODUCT MOMENT CORRELATIONS BETWEEN  
TEACHERS SATISFACTION SCORES AND TEACHERS  
PERCEIVED ROLE CONFLICT SCORES IN THE AREA OF  
SOCIAL-PSYCHOLOGICAL ATTRIBUTES

SCHOOL SYSTEM AND AUDIENCE	r
Parochial teacher and teacher audience	-.16
Public teacher and teacher audience	-.27*
Parochial teacher and parent audience	-.36*
Public teacher and parent audience	-.12

\* $P < .05$

HYPOTHESIS IIIId: The relationship between perceived role conflict on status attributes and low career satisfaction is greater among Christian School teachers than among public school teachers.

Again we find partial support for this hypothesis when examining the data in Table 39. Support is found when the conflict is with the audience of parents but support is not found when conflict is with the audience of other teachers.

HYPOTHESIS IIIIe: The relationship between perceived role conflict on normative expectations and low career satisfaction is greater among public school teachers than among Christian School teachers.

Table 40 indicates no support for this hypothesis. When the conflict is perceived with other teachers there is no difference in the correlations found for public school teachers and for parochial school teachers. When the conflict is perceived to

Table 39. PEARSON PRODUCT MOMENT CORRELATIONS BETWEEN  
TEACHERS SATISFACTION SCORES AND TEACHERS  
PERCEIVED ROLE CONFLICT SCORES IN THE AREA  
OF STATUS ATTRIBUTES

SCHOOL SYSTEM AND AUDIENCE	r
Parochial teacher and teacher audience	-.07
Public teacher and teacher audience	-.16
Parochial teacher and parent audience	-.32*
Public teacher and parent audience	.07

\* $P < .05$

Table 40. PEARSON PRODUCT MOMENT CORRELATIONS BETWEEN  
TEACHERS SATISFACTION SCORES AND TEACHERS  
PERCEIVED ROLE CONFLICT SCORES IN THE AREA  
OF NORMATIVE EXPECTATIONS

SCHOOL SYSTEM AND AUDIENCE	r
Parochial teacher and teacher audience	-.25*
Public teacher and teacher audience	-.25*
Parochial teacher and parent audience	-.35*
Public teacher and parent audience	-.21

\* $P < .05$

exist with the audience of parents the difference between  
correlations is in the opposite direction of that predicted.  
In fact the correlation between satisfaction and conflict



perceived with parents of the public school system in the area of normative expectations is not significantly different from zero.

Summarizing the findings relevant to the three hypotheses just discussed, we find additional support for the suggestion that the nature of the audience and the area of role have differential effects on the relationship between perceived role conflict and career satisfaction. Among our public school teacher sample perceived role conflict with parents has no significant effect on the relationship between conflict and satisfaction irrespective of the area of conflict. Among our parochial teacher sample perceived role conflict with parents does have a significant effect on the relationship between conflict and satisfaction irrespective of the area of conflict. Perceived role conflict with other teachers has a significant effect on the relationship between conflict and satisfaction for public teachers when the area of conflict is normative expectations and social-psychological attributes, but not when the area of conflict is status attributes. Perceived role conflict with other teachers has a significant effect on the relationship between conflict and satisfaction for parochial teachers when the area of conflict is normative expectations but not when the area of conflict is social-psychological attributes or status attributes.

**HYPOTHESIS IV:** There will be a high positive correlation between importance of expectations and consensus on expectations.

The testing of this final hypothesis requires a shift in the unit of analysis to the items themselves. As was explained in Chapter III, an importance score and a consensus score was computed for each retained item based on the responses from each of the four major samples. Importance score was defined as the corrected mean of responses. Consensus score was defined as the standard deviation of the responses for each item - the lower the standard deviation, the higher the consensus. A Pearson Product Moment Correlation Coefficient was then computed between importance score and consensus score of each retained item for each of the four samples. These correlations are shown in Table 41.

Table 41. PEARSON PRODUCT MOMENT CORRELATIONS BETWEEN IMPORTANCE SCORES AND CONSENSUS SCORES AS INDICATED BY TEACHERS AND PARENTS OF PAROCHIAL AND PUBLIC SCHOOL SYSTEMS

SAMPLE	r
Parochial Teachers	-.87*
Parochial Parents	-.71*
Public Teachers	-.82*
Public Parents	-.74*

\* $P < .05$

The negative correlations indicate an inverse relationship between standard deviation and corrected mean. Since a low standard deviation represents high consensus, these correlations, in effect, represent a direct relationship between consensus and importance and are interpreted as support for our hypothesis.

Summary of findings:

1. The rank order of expectation categories is not significantly different in the Christian School system than it is in the public school system.

2. There is more consensus within teachers and parents in the Christian School system concerning teacher role expectations than in the public school system. No significant difference is found, however, between the two school systems with respect to the proportion of role items mutually agreed on by both parents and teachers.

3. The amount of consensus within teachers and parents of the public school system decreases moving from normative expectations to social-psychological expectations to status expectations. This pattern is not evident, however, with respect to the proportion of items in each category mutually agreed on by public teachers and parents.

4. The amount of consensus on socio-psychological attributes is greater within Christian School teachers and parents than within public school teachers and parents. This pattern is reversed, however, when the proportion of social-psychological items mutually agreed on by both teachers and parents is compared between school systems. Public teachers and parents mutually agree on proportionately more social-psychological items than do parochial teachers and parents.

5. The amount of consensus on status attributes and on normative expectations within Christian School teachers and parents

is not significantly different than within public school teachers and parents. The proportion of items mutually agreed on by teachers and parents in these two categories, furthermore, is not significantly different between the two systems either.

6. The relationship between perceived role conflict and low career satisfaction is not strong in either school system but differences are observed within school systems and between school systems:

a. Significant correlations are found between conflict and satisfaction in both school systems when the conflict is perceived to exist with the audience of other teachers, but such a correlation is statistically significant only in the Christian School system when the conflict is with the audience of parents.

b. When perceived role conflict among Christian School teachers is controlled for area of conflict, significant correlations between satisfaction and conflict with the teacher audience is found only when conflict is perceived among normative expectations and social-psychological attributes. No significant correlations are found, however, when the audience is parents.

## CHAPTER VI

### CONCLUSIONS

#### Discussion

Viewing role basically from a Lintonian perspective, as we have done in this study, we attempted to discover the internal structure of role as defined by specific audiences.

In Chapter I it was argued that role content can be seen as a structured phenomenon whereby any of the several types of expectations that comprise a role occupy a specific position relative to other types of expectations. A primary question at this point in our research is: does looking at role as a structured phenomenon composed of specific elements add to our understanding of role? Our findings seem to suggest an affirmative answer. A useful conception of role cannot be attained by concentrating solely on its individual expectations. Rather, a more useful conception of role requires, in addition, searching for and delineating commonalities that might combine certain expectations and at the same time distinguish them from other expectations. An approach to role, therefore, that attempts to locate expectations in specific and meaningful categories is a valid and necessary approach. It seems evident that some of the distinctions within the teacher role and between two school systems that have been found in this study could

not have been delineated had we examined only uncategorized individual expectations.

A related question concerns itself with the usefulness of the particular expectation categories proposed in our model--- normative expectations, social-psychological attributes and status attributes. The results of this study are interpreted as indicating that such a classification for structural elements of role is productive. We found evidence that distinguishing between normative and non-normative expectations, for example, is meaningful in that the audiences of our two school systems differed rather sharply along this dimension in their descriptions of teacher role. Parochial school teachers and parents, for instance, gave social-psychological attributes more prominence in the teacher role than did public school teachers and parents.

It is possible to argue that the three structural elements identified in this research do not embody the criteria that explains the differences in role descriptions between parochial and public school systems. It may be that the content of the expectation per se is the important factor determining its inclusion or exclusion from the role. Support for such an argument is found in the fact that the bulk of religiously oriented expectations tend to be included in the role descriptions of parochial teachers and not included in the role descriptions of public teachers regardless of whether the expectation is one of behavior, beliefs or status. Thus, it is possible to interpret our findings as indicating a distinction being made by the school

systems with respect to content of teacher role expectations. We certainly concur with this, and such content descriptions are presented in Chapter IV. This does not necessarily negate the importance of distinguishing expectations with respect to normative and non-normative categories however. The findings of this research indicate that parochial school teachers and parents include considerably more belief expectations in the teacher role than do public school teachers and parents irrespective of the content of expectations. The empirical evidence is that parochial audiences expect more of their teachers with respect to what they believe than do public school audiences. Or, to state the converse, public school audiences do not include as many beliefs as do the audiences of the parochial school in defining the teacher role. These findings indicate that identifying role expectations as normative and non-normative adds to our understanding of a specific role.

In the above discussion we have argued for a general classification of expectations as normative and non-normative. These non-normative expectations were exemplified in the discussion by social-psychological attributes leaving status attributes still in doubt as to their relative position among the categories of role's internal structure. The category of status attributes is, in fact, more questionable as a viable element in this role. A very low proportion of status attributes were included in the teacher role descriptions in both school systems

suggesting that status attributes do not hold a prominent position in the total picture of teacher role.

In summary, then, it is felt that specifying role expectations as normative or social-psychological provides a meaningful framework within which the internal structure of role can be analyzed. In view of the fact that most role research and theory to date has emphasized normative expectations, this distinction is felt to be a contribution to the discipline.

It was further proposed in Chapter I that the internal structure of role could be analyzed from a hierarchical basis. Based on what were seen as differences in the philosophies of education between the two school systems studied, hypotheses were derived concerning the relative importance placed on expectations representing the three structural elements of role. While evidence of a hierarchy was found, there was no significant difference between the two school systems with respect to the order of the hierarchy. There are a number of possible explanations for not finding a difference in the hierarchy between school systems. Perhaps our views of the differences in philosophies of education between the two school systems were not accurate. We had hypothesized, for example, that parochial audiences would place more importance on non-normative expectations whereas public audiences would place more importance on normative expectations. Our findings are consistent in showing more importance placed on non-normative than normative expectations in both school systems and by both teachers and parents. It may well be,



therefore, that we interpreted the philosophy in the public school incorrectly. Or it may be that our interpretation of the philosophy was accurate but parents and teachers in the public school system inaccurately interpreted it. Perhaps the predicted hierarchy would have been found if the audience responding to the items was a different one---say administrators, school board members or education professors. It could be that educational philosophy is not translated into the teacher role. Finally, these unpredicted findings may be because audiences weren't able to respond to appropriate items that may have been omitted from the role inventory. These are empirical questions and worthy of future research.

Whatever the explanation might be, it must be concluded from our data that the idea of a hierarchical form of expectation did aid in describing teacher role. It must be added that while a similar pattern is found between the school systems with respect to our three structural elements, this does not necessarily mean that the content of expectations is similar.

Comparing the number of expectations included in the teacher role in one system to the number of expectations included in the other school system points up the differences in role content. Almost one-third of the role inventory items are included in the role as described by teachers of one system and not included by teachers of the other system. The largest proportion of such differences occurs within the structural element of social-psychological attributes. In addition to a number of specific

religious beliefs, parochial teachers include belief in a strong centralized government and belief in working for occupational advancement in the teacher role while public teachers do not. Differential inclusion in role descriptions offered by teachers is found among one-fourth of the status attributes, with public teachers including sex of teacher, age of teacher and types of teachers' own education in the role and parochial teachers not including these items. Approximately one-third of the normative expectations are differentially included in the role as perceived by teachers of each system with the highest proportion of differential inclusion occurring with expectations of systems behavior---that is, teachers' behavior within the school setting but outside the classroom itself. As parochial teachers see their role, for example, they should evaluate the competency of the administration, not devote their time to fund raising, and attend professional conventions, while none of these expectations are included in the role as public teachers describe it. Finally, some interesting differences occur with expectations regarding classroom behavior. While there is high agreement between public and parochial teachers concerning their handling of behavioral and academic problems, there is less agreement concerning what they should teach. Parochial teachers see as part of their role teaching students the existence of sin, the importance of religion, pride in one's religion, love for the country, while public teachers include none of these expectations. On the other hand, public teachers see as part of their role teaching students

how to be orderly members of the community and the requirements for entering occupations whereas these are not included by parochial teachers.

Expectations that are differentially included by teachers of the two systems have been emphasized here. It must be remembered that a great number of expectations are mutually included in the teacher role of each system. Nevertheless, the differences cited indicate important differences in the role of elementary school teacher as perceived by teachers of parochial and public school systems. As indicated by what teachers should teach, clearly parochial teachers see teaching morality as a prominent part of their role whereas public teachers see teaching more practical matters as part of their role. This difference is summed up well in responses to one item which read: "The most important task of a teacher is teaching students the basics of reading, writing and arithmetic." This item achieved consensus in both school systems ---public teachers agreeing, but parochial teachers disagreeing.

Similar differences become evident when comparison is made between parents of each school system as to differential inclusion of expectations in the teacher role. About one-fourth of the normative expectations are differentially included in the role as perceived by parents. Among status attributes, parents show differences along the same lines as teachers do, except that parochial parents are more concerned about the type of education the teachers have had than are public parents. Differential inclusion among parents is found with over 60 percent of the

social-psychological items. In addition to those differences already cited among teachers, parents from each system disagree on inclusion of the following: Teachers should not be the kind of people who stand up for what they believe, should not believe in knowledge for its own sake, should make friends easily. Parochial parents include each of these expectations; public parents do not.

Thus, we find less agreement between the parochial and public schools with respect to social-psychological attributes included in the teacher role than with either of the other structural elements. This trend is more extreme among parents than teachers. It must be concluded that the content of teacher role is significantly different between our parochial and public schools. As we noted a number of times already, the role of parochial teacher includes a great many expectations concerning beliefs and attitudes, as held by the teacher and as taught by the teacher.

This brief comparison of the teacher role as viewed by audiences in the two school systems illustrates again the usefulness of analyzing role's internal structure in terms of the three structural elements postulated in our model. It is evident that the greatest differences between teacher role in the parochial system and the public system concerns beliefs and attitudes of teacher. But differences also are evident concerning normative expectations, especially with respect to what teachers should teach. The parochial teacher role includes more of an emphasis on teaching values, according to our findings, and the public teacher role includes a greater emphasis on practical knowledge.

Thus, a basic difference between parochial and public school teacher role has been identified through this research. This difference has implications for what is sometimes seen as a lessening distinction between parochial and public school. Our findings suggest that there exists a rather clear distinction between public school teacher role and parochial school teacher role. There is little difference with respect to classroom behavior, but there is great difference with respect to teacher beliefs and this would seem to make rapid change towards the decrease in distinctions between the two school systems difficult.

#### Limitations of the Study

The role inventory was constructed specifically for this research. Further analysis of the role inventory, therefore, is certainly in order. Factor analysis would be helpful, for example, in determining where commonalities exist among the items. One of the purposes of the role inventory was to distinguish between normative and non-normative expectation. An attempt was made to make this distinction clear in the wording of the item, but it is possible that this distinction was not made by all subjects responding to the inventory. That fact that clear distinctions along this dimension are evident in our findings, on the other hand, leads us to believe that is not a serious problem. Further research utilizing open-ended interviews with appropriate audiences might be undertaken to determine whether or not such distinctions are made.

Secondly, it would have been desirous to have obtained a higher proportion of responses from our samples. Compared to many researches based on mailed questionnaires, our return rate must be considered good. Yet one is always haunted by the question of what difference an additional 20 or 30 percent return would have made on the findings.

Finally, the samples themselves set certain limitations on the study. While it is asserted that the samples are adequate for testing the hypotheses, it would have been helpful to have had a more representative sample of the complete school system. For one thing, a more representative sample would have allowed us to speak more directly to the "systems" and secondly it would have allowed further comparisons within and between the two school systems. One can only speculate, for example, what differences in teacher role might be found between suburban schools and inner-city schools or between rural schools and urban schools, and what relationship such differences might have on role conflict and teacher satisfaction.

#### Suggestions for Future Research

A number of possibilities for future research in the area of role, and more specifically teacher role, have already been implied in this chapter. Below are some additional suggestions for future research based on the results of this study.

We found evidence that parents and teachers hold non-normative expectations in addition to normative expectations for

elementary school teachers. It is possible, however, that for other positions in the social structure, non-normative expectations might not be perceived as part of the role at all. It may be that there are variations of the number of types of role elements. Some roles, for example, that do not have as their function dealing with people may have non-normative expectations more weakly represented or completely absent. What relevance, one might ask, do beliefs and attitudes have for the position of auto mechanics or construction workers (Hardhats)? The position of elementary school teacher, on the other hand, includes functions that are directly related to other human beings. As Parsons (1959) sees it, the function of the teacher is two-fold: the teacher is responsible for transmitting to students cognitive knowledge and moral knowledge, the former referring to facts, information, skills, etc., and the latter referring to norms and values. It seems logical that included in the role of teacher, therefore, would be expectations of her own norms and values as well as expectations of her behavior.

Another extension of this research is to other levels in the educational institutions and to other parochial systems. Research along these lines is being planned by the author and others. Thus, the comparison of role expectations in terms of normative and non-normative expectations for widely different positions seems another fruitful area of study.

An interesting and unexpected finding in this study concerns the relative effect of perceived role conflict on career

satisfaction. Our data indicate that the relationship between these two variables is not solely dependent on either the area of conflict or the audience with whom conflict is perceived. Rather, the nature of the audience seems to be the determining factor in some situations and the category of conflict seems more important in other situations.

Future research could attempt to discover what determines when the nature of the audience and when the area of conflict will have a greater effect on the relationship between perceived role conflict and satisfaction. Moreover, when the area of conflict is the important factor, what is it about that area that explains the varying effect on satisfaction? We deduced from our model that the effect of conflict would vary directly with the importance placed on the area of conflict. This was not supported by our findings, however.

Gross, Mason and McEachern (1957: 281-318) offer a theory of role conflict resolution which may have applicability to the apparent discrepancies we found concerning role conflict. Our view of perceived role conflict is essentially the same as their view of intra-role role conflict. They make a further distinction between perceived obligations (legitimately held) and perceived pressure (illegitimately held). Role incumbents are differentiated into three types: 1) morally oriented, 2) expediency oriented, and 3) morally-expediency oriented. The first type gives most weight to the legitimacy of the expectation involved in conflict, the second gives more weight to the



perceived sanctions involved in the situation, and the third type gives approximately equal weight to both the legitimacy of the expectation and the sanctions involved.

Extending these concepts to the audience holding the expectations, it might be hypothesized that in the Christian School system parent-held expectations are seen by teachers within a moral orientation whereas peer-held expectations are seen within an expedient orientation. The effect of perceived role conflict with parents, therefore, would be similar among all expectations because the audience is perceived as legitimately holding any expectation it wishes. The expedient orientation within which peer-held expectations are seen, however, suggests that the effect of perceived conflict with this audience depends on the specific situation of the conflict---that is, the content of the expectation involved and the possible sanctions.

As was noted in Chapter V, there seems to be no relationship between consensus within audiences (measured by number of items retained) and consensus between audiences (measured by mutual agreement on strength and direction of retained items). It seems fruitful for future research in the area of role conflict to develop hypotheses with this in mind. Perhaps the greater the consensus within an audience, the greater the potential for conflict between audiences. Such a hypothesis seems logical in terms of the effect outside conflict has on the group (see Coser, 1956), but it seems equally logical that as organizations become more encapsulated and isolated from the rest of society

the differences between audiences within that organization would decrease. If we can assume that Christian Schools are a more isolated system than public schools, the assumption that less conflict would occur between members doesn't receive support from our findings. Perhaps the isolation is too far advanced and the organization members are rebelling. Perhaps the organization perceives itself to be so isolated from the rest of society that, in their security, conflict with each other is not seen as a threat.

#### Practical Implications

Do our findings have anything to suggest of a more practical nature? Before answering that question, it must be made clear that our findings cannot technically be generalized beyond the twelve schools in our sample. While the author is not aware of any relevant factors that might differentiate these schools from other suburban public elementary schools and Christian Schools, the samples were not specifically drawn to be representative of the larger systems, making generalizations beyond the samples a questionable procedure.

Some practical suggestions derived from this research are as follows:

1. There is more disagreement among Christian School audiences on teacher role expectations than among public school audiences. This is a rather surprising finding given the homogeneity of audiences in parochial schools. It may be that the parochial

system is in a state of change resulting in increased conflict. Or, as we suggested earlier, it could be that the relative isolation of parochial schools allows greater conflict within the system. It may be, in fact, that conflict is seen as a measure of involvement and concern so that a lack of conflict indicates a lack of concern. Any practical suggestions that this finding may imply, therefore, depends on the goals of the parochial school system.

2. There is a similar amount of disagreement between teachers and parents on normative expectations in both school systems. No disagreement is found between public school teachers and parents concerning social-psychological expectations, however, while some disagreement is found in the Christian School system concerning social-psychological expectations. These findings suggest that both systems should be concerned with reducing conflict over behavioral expectations and that the Christian School system has the additional concern of reducing conflict over expectations of beliefs and attitudes.

3. The inaccuracy of teachers' perceived role conflict with parents is evident in both school systems. Teachers in both systems perceive proportionately more conflict in the area of behavioral expectations while the proportion of actual conflict is not greatest in this area. There is room for improved communication between teachers and parents in both school systems.

4. Further breakdown of perceived conflict between teachers and parents indicates that over 50 percent of such conflict among normative expectations falls in the area of classroom behavior. This is true in both school systems. Efforts at improving communication between teachers and parents, therefore, might best begin by concentrating on the area of classroom behavior. This specific area is no doubt among the most difficult to deal with since teachers tend to feel they are better qualified to decide what is appropriate behavior in the classroom than are parents. Nevertheless, this seems to be the area of greatest conflict.

5. Finally, it can be noted that Christian School teachers' career satisfaction is more affected by perceived conflict with parents than with other teachers while just the opposite is true for public school teachers. Thus, if satisfied teachers is a major goal, the public school system would do well to reduce conflict between teachers and the Christian School system would do well to reduce conflict between teachers and parents.

The major purposes of this research were to determine the usefulness of a model of internal role structure and to determine if the role of elementary school teacher is perceived differently in a public school system than in a parochial school system.

With respect to the first purpose, it has been demonstrated that our model is useful in distinguishing normative and non-normative expectations of the teacher role. While some doubts arise with respect to the hierarchical nature of role structure

as postulated by our model, our findings at least indicate that future research along similar lines is justified.

The second purpose was more positively achieved. A number of differences were noted between the two school systems regarding teacher role. Differences exist in terms of the nature of expectations as well as the number of expectations making up the role. It was noted, furthermore, that differences exist between the two school systems with respect to the effect of perceived role conflict on teachers' career satisfaction.

If examination of roles is important in understanding human organization, then self conscious investigation of the internal structure of these roles seems a desirable activity. It seems particularly appropriate in an investigation of this sort, where subtle but meaningful differences were sought in a comparison of roles that are nominally indistinguishable from one another.

## APPENDICES

## APPENDIX A

MOST CHOSEN RESPONSE CATEGORY AND  
CONFIDENCE LIMITS ABOUT THE MEAN:  
PAROCHIAL PARENTS THEMSELVES

ITEM	RESPONSES	CONFIDENCE LIMITS**	ITEM	RESPONSES	CONFIDENCE LIMITS
1	1,2&4,5	35-58	37	4,5	71-90*
2	1,2	69-88*	38	4,5	96-100*
3	4,5	91-100*	39	1,2	43-67
4	1,2	30-54	40	4,5	29-52
5	4,5	83-97*	41	4,5	93-100*
6	1,2	53-76*	42	4,5	63-83*
7	4,5	44-67	43	4,5	59-81*
8	1,2	76-93*	44	4,5	65-86*
9	4,5	91-100*	45	4,5	30-53
10	4,5	62-83*	46	1,2	27-50
11	4,5	46-69	47	1,2	38-62
12	7	17-38	48	4,5	29-52
13	4,5	57-79*	49	1,2&4,5	33-57
14	4,5	57-79*	50	4,5	52-74*
15	4,5	55-77*	51	4,5	74-92*
16	1,2	40-63	52	1,2	59-81*
17	1,2	62-83*	53	1,2	38-61
18	4,5	51-74*	54	1,2	74-92*
19	1,2	38-62	55	1,2	38-62
20	4,5	66-86*	56	4,5	81-96*
21	1,2	45-68	57	4,5	30-53
22	1,2	40-63	58	7	30-53
23	4,5	72-91*	59	3	22-44
24	1,2	43-67	60	4,5	40-64
25	1,2	69-88*	61	4,5	57-79*
26	4,5	53-76*	62	1,2	59-81*
27	4,5	60-81*	63	1,2	30-53
28	1,2	62-83*	64	4,5	77-94*
29	4,5	56-78*	65	4,5	91-100*
30	1,2	38-61	66	4,5	78-94*
31	1,2	20-43	67	1,2	62-83*
32	1,2	50-73*	68	4,5	44-67
33	4,5	81-96*	69	7	23-46
34	1,2	73-91*	70	1,2	69-89*
35	3	23-45	71	4,5	25-48
36	4,5	96-100*	72	1,2	37-62

(continued)

(continued)

ITEM	RESPONSES	CONFIDENCE		ITEM	RESPONSES	CONFIDENCE	
		LIMITS				LIMITS	
73	4,5	32-56		77	4,5	96-100*	
74	1,2	40-64		78	4,5	93-100*	
75	1,2	35-59		79	4,5	81-96*	
76	4,5	30-54		80	4,5	61-82*	

\*Included in the role.

\*\*All confidence limits at .05 level.



MOST CHOSEN RESPONSE CATEGORY AND  
CONFIDENCE LIMITS ABOUT THE MEAN:  
PAROCHIAL TEACHERS PERCEPTION OF OTHER TEACHERS

ITEM	RESPONSES	CONFIDENCE LIMITS**	ITEM	RESPONSES	CONFIDENCE LIMITS
1	1,2	38-59	41	4,5	100-100*
2	1,2	73-89*	42	4,5	58-78*
3	4,5	95-100*	43	4,5	85-97*
4	1,2	33-54	44	4,5	85-97*
5	4,5	83-95*	45	4,5	69-86*
6	1,2	52-73*	46	1,2	26-46
7	4,5	60-79*	47	1,2	42-63
8	1,2	37-58	48	4,5	42-63
9	4,5	91-100*	49	1,2	44-64
10	4,5	76-91*	50	4,5	44-65
11	4,5	36-57	51	4,5	91-100*
12	1,2	28-48	52	1,2	52-73*
13	4,5	42-63	53	1,2	34-55
14	4,5	65-83*	54	1,2	64-83*
15	1,2	33-54	55	1,2	34-55
16	4,5	55-75*	56	4,5	83-96*
17	1,2	61-80*	57	4,5	30-51
18	4,5	38-60	58	7	25-45
19	1,2	42-63	59	3	24-44
20	4,5	59-78*	60	1,2	52-73*
21	1,2	54-74*	61	4,5	61-80*
22	1,2	59-78*	62	1,2	44-64
23	4,5	74-90*	63	1,2	31-51
24	1,2	41-62	64	4,5	91-100*
25	1,2	74-90*	65	4,5	74-90*
26	4,5	57-77*	66	4,5	78-93*
27	4,5	48-69	67	1,2	71-88*
28	1,2	50-70*	68	4,5	41-62
29	4,5	48-68	69	4,5	27-49
30	4,5	63-81*	70	1,2	59-78*
31	1,2	32-55	71	4,5	27-48
32	1,2	70-87*	72	1,2	51-72*
33	4,5	78-93*	73	4,5	27-48
34	4,5	67-85*	74	4,5	32-53
35	3	30-51	75	1,2	38-59
36	4,5	91-100*	76	1,2	42-64
37	4,5	81-95*	77	4,5	97-100*
38	4,5	100-100*	78	4,5	88-99*
39	1,2	64-82*	79	4,5	75-91*
40	4,5	47-68	80	1,2	41-62

\*Included in the role.

\*\*All confidence limits at .05 level.

MOST CHOSEN RESPONSE CATEGORY AND  
CONFIDENCE LIMITS ABOUT THE MEAN:  
PAROCHIAL TEACHERS THEMSELVES

ITEM	RESPONSES	CONFIDENCE LIMITS**	ITEM	RESPONSES	CONFIDENCE LIMITS
1	1,2	46-66	41	4,5	100-100*
2	1,2	80-94*	42	4,5	60-79*
3	4,5	92-100*	43	4,5	93-100*
4	1,2	43-64	44	4,5	85-97*
5	4,5	79-93*	45	4,5	61-80*
6	1,2	47-67	46	4,5	23-43
7	4,5	52-72*	47	1,2	45-65
8	4,5	40-60	48	4,5	34-55
9	4,5	75-91*	49	1,2	59-78*
10	4,5	75-91*	50	4,5	44-65
11	1,2&4,5	36-56	51	4,5	85-97*
12	1,2	26-45	52	1,2	57-76*
13	4,5	35-56	53	1,2	40-60
14	4,5	52-72*	54	1,2	65-83*
15	1,2	36-56	55	1,2	41-62
16	4,5	56-76*	56	4,5	88-99*
17	1,2	60-79*	57	1,2	26-45
18	4,5	37-58	58	7	25-45
19	1,2	54-74*	59	1,2	25-44
20	4,5	64-82*	60	1,2	63-81*
21	1,2	53-75*	61	1,2	60-79*
22	1,2	56-75*	62	1,2	47-67
23	4,5	63-81*	63	1,2	31-51
24	1,2	47-67	64	4,5	95-100*
25	1,2	80-92*	65	4,5	71-87*
26	4,5	57-76*	66	4,5	81-95*
27	4,5	46-66	67	1,2	77-92*
28	1,2	54-74*	68	4,5	44-64
29	4,5	53-72*	69	7	27-48
30	4,5	63-81*	70	1,2	59-78*
31	1,2	30-51	71	1,2	28-48
32	1,2	74-90*	72	1,2	60-79*
33	4,5	75-90*	73	4,5	25-44
34	4,5	70-87*	74	4,5	35-56
35	4,5	29-48	75	1,2	37-58
36	4,5	95-100*	76	1,2	51-71*
37	4,5	83-96*	77	4,5	95-100*
38	4,5	100-100*	78	4,5	90-99*
39	1,2	71-88*	79	4,5	72-88*
40	4,5	47-67	80	1,2	53-73*

\*Included in the role.

\*\*All confidence limits at .05 level.

MOST CHOSEN RESPONSE CATEGORY AND  
CONFIDENCE LIMITS ABOUT THE MEAN:  
PAROCHIAL TEACHERS PERCEPTION OF PARENTS

ITEM	RESPONSES	CONFIDENCE LIMITS**	ITEM	RESPONSES	CONFIDENCE LIMITS
1	4,5	42-63	41	4,5	95-100*
2	1,2	48-68	42	4,5	67-85*
3	4,5	92-100*	43	4,5	70-87*
4	1,2	30-50	44	4,5	76-92*
5	4,5	74-90*	45	4,5	49-69
6	1,2	61-80*	46	1,2	52-73*
7	4,5	52-72*	47	1,2	35-55
8	1,2	63-82*	48	4,5	50-71*
9	4,5	91-100*	49	1,2	37-58
10	4,5	82-95*	50	4,5	52-73*
11	4,5	64-83*	51	4,5	66-84*
12	3	23-43	52	1,2	50-71*
13	4,5	69-86*	53	4,5	27-47
14	4,5	76-92*	54	1,2	52-73*
15	4,5	45-66	55	3	24-44
16	4,5	50-71*	56	4,5	78-93*
17	4,5	29-50	57	4,5	55-75*
18	4,5	49-70	58	3	28-49
19	1,2	65-83*	59	3	23-42
20	4,5	79-94*	60	4,5	40-61
21	4,5	30-50	61	4,5	67-85*
22	4,5	27-47	62	1,2	40-60
23	4,5	69-86*	63	1,2	26-46
24	4,5	27-48	64	1,2	74-90*
25	1,2	52-72*	65	4,5	75-91*
26	4,5	41-62	66	4,5	65-83*
27	4,5	34-54	67	1,2	54-74*
28	1,2	47-68	68	4,5	44-65
29	4,5	52-72*	69	4,5	31-53
30	4,5	40-61	70	1,2	64-83*
31	1,2	37-59	71	1,2	26-46
32	1,2	38-59	72	4,5	37-58
33	4,5	86-98*	73	4,5	49-69
34	4,5	72-89*	74	4,5	27-48
35	3	23-43	75	1,2	35-56
36	4,5	78-93*	76	1,2	35-57
37	4,5	64-82*	77	4,5	93-100*
38	4,5	100-100*	78	4,5	90-99*
39	1,2	40-60	79	4,5	83-96*
40	4,5	61-80*	80	4,5	49-70

\*Included in the role.

\*\*All confidence limits at .05 level.

MOST CHOSEN RESPONSE CATEGORY AND  
CONFIDENCE LIMITS ABOUT THE MEAN:  
PUBLIC PARENTS THEMSELVES

ITEM	RESPONSES	CONFIDENCE LIMITS**	ITEM	RESPONSES	CONFIDENCE LIMITS
1	1,2	38-63	41	4,5	87-100*
2	1,2	40-65	42	1,2	33-58
3	4,5	83-98*	43	4,5	83-98*
4	1,2	27-51	44	4,5	53-76*
5	4,5	85-99*	45	4,5	27-51
6	7	26-51	46	4,5	18-41
7	4,5	54-78*	47	1,2	39-64
8	1,2&4,5	36-61	48	4,5	41-66
9	4,5	47-71	49	4,5	39-64
10	4,5	48-72	50	4,5	28-53
11	4,5	49-73	51	4,5	52-76*
12	1,2	21-45	52	1,2	53-76*
13	4,5	72-92	53	4,5	36-61
14	7	33-58	54	1,2	77-94*
15	4,5	43-68	55	1,2	27-51
16	1,2	48-72	56	4,5	81-99*
17	1,2	45-70	57	1,2	30-54
18	1,2	48-72	58	7	24-47
19	1,2	28-52	59	7	27-51
20	4,5	63-85*	60	1,2	36-61
21	1,2	50-75*	61	4,5	51-75*
22	4,5	36-61	62	1,2	39-64
23	4,5	74-93*	63	1,2&7	22-46
24	1,2	35-60	64	4,5	81-97*
25	1,2	72-92*	65	4,5	83-98*
26	4,5	47-71	66	4,5	73-92*
27	4,5	42-67	67	1,2	31-56
28	1,2	55-79*	68	4,5	55-79*
29	1,2	28-52	69	4,5	32-58
30	4,5	31-56	70	4,5	39-64
31	7	33-58	71	4,5	34-59
32	1,2	38-62	72	1,2	39-64
33	7	30-54	73	4,5	22-46
34	4,5	28-53	74	1,2	40-65
35	3	33-58	75	4,5	47-72
36	4,5	87-100*	76	4,5	49-73
37	4,5	77-94*	77	4,5	100-100*
38	4,5	100-100*	78	4,5	22-46
39	1,2	33-58	79	4,5	31-56
40	4,5	35-60	80	4,5	75-93*

\*Included in the role.

\*\*All confidence limits at .05 level.

MOST CHOSEN RESPONSE CATEGORY AND  
CONFIDENCE LIMITS ABOUT THE MEAN:  
PUBLIC TEACHERS PERCEPTION OF OTHER TEACHERS

ITEM	RESPONSES	CONFIDENCE LIMITS**	ITEM	RESPONSES	CONFIDENCE LIMITS
1	4,5	54-80*	41	4,5	93-100*
2	1,2	53-79*	42	1,2	29-59
3	4,5	82-98*	43	4,5	76-97*
4	1,2	33-61	44	4,5	70-93*
5	4,5	81-98*	45	4,5	62-88*
6	4,5	25-52	46	4,5	20-48
7	4,5	39-67	47	1,2	46-74
8	1,2&3,4	32-60	48	4,5	30-59
9	1,2	20-46	49	1,2	53-80*
10	4,5	66-89*	50	1,2	32-60
11	1,2	39-67	51	4,5	44-72
12	1,2	39-67	52	1,2	61-87*
13	1,2	39-67	53	1,2	47-74
14	7	26-54	54	1,2	53-80*
15	1,2	36-62	55	1,2	53-80*
16	4,5	35-63	56	4,5	72-94*
17	4,5	30-58	57	1,2	34-62
18	1,2	55-81	58	1,2	28-56
19	4,5	28-56	59	3	38-66
20	4,5	60-84*	60	1,2	35-63
21	1,2	68-91*	61	4,5	36-64
22	1,2	68-91*	62	1,2	42-70
23	4,5	58-84*	63	1,2	38-66
24	1,2	52-79*	64	4,5	94-100*
25	1,2	65-89*	65	4,5	90-100*
26	4,5	42-71	66	4,5	68-91*
27	4,5	22-50	67	1,2	54-81*
28	1,2	49-76	68	4,5	48-76
29	1,2	24-51	69	7	24-51
30	4,5	44-72	70	4,5	37-65
31	7	+	71	4,5	43-71
32	1,2	44-72	72	1,2	50-77*
33	7	27-55	73	4,5	26-53
34	3&7	20-46	74	4,5	31-59
35	3	33-61	75	4,5	26-53
36	4,5	89-100*	76	1,2	50-77*
37	4,5	62-88*	77	4,5	100-100*
38	4,5	89-100*	78	1,2	25-52
39	1,2	67-92*	79	4,5	26-53
40	1,2	35-65	80	4,5	57-82*

\*Included in the role.

\*\*All confidence limits at .05 level.

+At least 50 percent responded "irrelevant."

MOST CHOSEN RESPONSE CATEGORY AND  
CONFIDENCE LIMITS ABOUT THE MEAN:  
PUBLIC TEACHERS THEMSELVES

ITEM	RESPONSES	CONFIDENCE LIMITS**	ITEM	RESPONSES	CONFIDENCE LIMITS
1	4,5	50-76*	41	4,5	100-100*
2	1,2	62-86*	42	1,2	32-60
3	4,5	83-99*	43	4,5	70-92*
4	1,2	39-65	44	4,5	68-91*
5	4,5	82-98*	45	4,5	60-86*
6	4,5	29-56	46	4,5	26-53
7	4,5	30-57	47	1,2	52-79*
8	4,5	38-64	48	4,5	31-59
9	4,5	28-55	49	1,2	68-91*
10	4,5	68-90*	50	4,5	25-52
11	1,2	39-65	51	4,5	44-71
12	1,2	42-69	52	1,2	57-83*
13	1,2	34-61	53	1,2	44-71
14	1,2	24-50	54	1,2	61-85*
15	1,2	40-67	55	1,2	61-85*
16	4,5	45-72	56	4,5	74-94*
17	1,2	37-67	57	1,2	29-56
18	1,2	52-78*	58	1,2	25-52
19	4,5	29-56	59	3	25-52
20	4,5	58-83*	60	1,2	52-79*
21	1,2	78-96*	61	4,5	42-69
22	1,2	62-86*	62	1,2	38-66
23	4,5	47-74	63	1,2	35-62
24	1,2	55-81*	64	4,5	95-100*
25	1,2	75-94*	65	4,5	80-97*
26	4,5	41-69	66	4,5	68-90*
27	4,5	25-52	67	1,2	62-86*
28	1,2	62-86*	68	4,5	58-83*
29	1,2	27-54	69	7	26-53
30	4,5	42-69	70	4,5	39-66
31	7	+	71	4,5	32-59
32	1,2	55-80*	72	1,2	58-82*
33	4,5	23-49	73	1,2	25-52
34	4,5	27-53	74	4,5	36-63
35	4,5	25-51	75	4,5	35-62
36	4,5	90-100*	76	1,2	47-74
37	4,5	68-91*	77	4,5	100-100*
38	4,5	100-100*	78	7	21-47
39	1,2	70-92*	79	4,5	41-68
40	1,2	30-58	80	4,5	51-77*

\*Included in the role.

\*\*All confidence limits at .05 level.

+At least 50 percent responded "irrelevant."

MOST CHOSEN RESPONSE CATEGORY AND  
CONFIDENCE LIMITS ABOUT THE MEAN:  
PUBLIC TEACHERS PERCEPTION OF PARENTS

ITEM	RESPONSES	CONFIDENCE LIMITS**	ITEM	RESPONSES	CONFIDENCE LIMITS
1	1,2	49-76	41	4,5	86-100*
2	4,5	56-81*	42	1,2	25-54
3	4,5	74-94*	43	4,5	33-63
4	1,2	30-58	44	4,5	52-80*
5	4,5	70-92*	45	3	40-69
6	1,2	21-47	46	1,2	49-78
7	4,5	43-71	47	1,2	32-61
8	1,2	45-73	48	4,5	34-64
9	1,2	23-50	49	4,5	37-66
10	4,5	71-93*	50	1,2	24-51
11	4,5	45-73	51	3	36-64
12	4,5	48-75	52	1,2	54-81*
13	4,5	57-82*	53	3	24-51
14	4,5	16-40	54	1,2	39-69
15	4,5	32-60	55	1,2	30-58
16	4,5	31-59	56	4,5	75-95*
17	4,5	49-76	57	4,5	44-72
18	1,2	36-64	58	3	18-44
19	1,2	40-67	59	3	34-62
20	4,5	76-96*	60	4,5	41-70
21	4,5	23-50	61	4,5	51-78*
22	3&7	18-44	62	1,2	32-60
23	4,5	50-78	63	1,2	26-53
24	4,5	45-73	64	4,5	61-86*
25	4,5	35-63	65	4,5	84-100*
26	4,5	42-71	66	4,5	52-79*
27	3	22-50	67	1,2	35-63
28	1,2	42-70	68	4,5	52-80*
29	1,2	26-53	69	7	22-49
30	3	28-56	70	3	23-50
31	7	34-64	71	4,5	31-59
32	4,5	42-70	72	4,5	35-63
33	3&7	20-46	73	4,5	63-87*
34	3&7	18-44	74	1,2	34-62
35	3	34-62	75	1,2	24-51
36	4,5	62-88*	76	4,5	39-67
37	4,5	33-63	77	4,5	90-100*
38	4,5	93-100*	78	1,2	25-53
39	4,5	33-63	79	4,5	22-49
40	4,5	47-76	80	4,5	81-98*

\*Included in the role.

\*\*All confidence limits at .05 level.

APPENDIX B

Figure 6. ACTUAL AND PERCEIVED TEACHER ROLE DESCRIPTIONS  
IN PUBLIC AND PAROCHIAL SCHOOLS\*

EXPECTATION**	TEACHERS THEMSELVES	PERCEPTION OF TEACHER AUDIENCE	PERCEPTION OF PARENT AUDIENCE	PARENTS THEMSELVES
I. Normative Expectations				
A. Classroom behavior				
1. Handling behavior problems:	AGREE	AGREE	AGREE	NO CONSENSUS
16. Handling behavior problems personally.	no consensus	no consensus	no consensus	no consensus
28. Reprimanding mis- behaving students in presence of other students.	DISAGREE LESS THAN PERCEP- TION OF OTHER TEACHERS AND LESS THAN PARENTS THEMSELVES	DISAGREE	NO CONSENSUS	DISAGREE
	disagree	no consensus	no consensus	disagree

\*Parochial school responses are shown in upper case. Public school responses are shown in lower case. Comparisons between school systems are shown in parentheses.

\*\*All differences indicated are significant at .05 level as computed by Student's t.



Figure 6. (continued)

EXPECTATION	TEACHERS THEMSELVES	PERCEPTION OF TEACHER AUDIENCE	PERCEPTION OF PARENT AUDIENCE	PARENTS THEMSELVES
32. Maintain complete control of class	DISAGREE MORE THAN PARENTS THEMSELVES	DISAGREE	NO CONSENSUS	DISAGREE
	disagree	no consensus	no consensus	no consensus
49. Assign extra school work as punishment.	DISAGREE	NO CONSENSUS	NO CONSENSUS	NO CONSENSUS
	disagree	disagree	no consensus	no consensus
2. Handling academic problems:				
23. Be familiar with students' past records in order to help him.	AGREE	AGREE	AGREE	AGREE
	no consensus	agree	agree	agree
36. Refer to professionals students who are having difficulty.	AGREE	AGREE	AGREE	AGREE
	agree more than perception of parents	agree	agree	agree
	(parochial teachers agree less than public teachers)			

Figure 6. (continued)

EXPECTATION	TEACHERS THEMSELVES	PERCEPTION OF TEACHER AUDIENCE	PERCEPTION OF PARENT AUDIENCE	PARENTS THEMSELVES
38. Discuss students problems with parents	AGREE	AGREE	AGREE	AGREE
	agree	agree	agree	agree
3. Teaching of values:				
9. Point out to students the existence of sin in the world.	AGREE	AGREE	AGREE	AGREE
	no consensus	no consensus	no consensus	no consensus
78. Teach the importance of religion.	AGREE	AGREE	AGREE	AGREE
	no consensus	no consensus	no consensus	no consensus
1. Teach students how to be orderly members of the community	NO CONSENSUS	NO CONSENSUS	NO CONSENSUS	NO CONSENSUS
	agree	agree	no consensus	no consensus
5. Teach that every- one deserves an equal chance.	AGREE	AGREE	AGREE	AGREE
	agree	agree	agree	agree
13. Teach students to always strive for a better job.	NO CONSENSUS	NO CONSENSUS	AGREE	AGREE
	no consensus	no consensus	agree	agree
				(parochial parents agree less than public parents)

Figure 6. (continued)

EXPECTATION	TEACHERS THEMSELVES	PERCEPTION OF TEACHER AUDIENCE	PERCEPTION OF PARENT AUDIENCE	PARENTS THEMSELVES
44. Teach students how to be politically and socially effective members of the community.	AGREE LESS THAN PERCEPTION OF OTHER TEACHERS AND MORE THAN PARENTS THEMSELVES.	AGREE	AGREE	AGREE
	agree	agree	agree	agree
61. Teach students to love their country.	AGREE	AGREE	AGREE	AGREE
	no consensus	no consensus	agree	agree
77. Teach an eagerness to acquire more and more knowledge.	AGREE	AGREE	AGREE	AGREE
	agree less than parents themselves.	agree	agree	agree
				(parochial parents agree less than public parents)
79. Teach pride in one's own religion	AGREE	AGREE	AGREE	AGREE
	no consensus	no consensus	no consensus	no consensus
4. Teaching of content:				
27. Teach history of world religions.	NO CONSENSUS	NO CONSENSUS	NO CONSENSUS	AGREE
	no consensus	no consensus	no consensus	no consensus

Figure 6. (continued)

EXPECTATION	TEACHERS THEMSELVES	PERCEPTION OF TEACHER AUDIENCE	PERCEPTION OF PARENT AUDIENCE	PARENTS THEMSELVES
43. Teach the fine arts.	AGREE MORE THAN PERCEPTION OF PARENTS AND MORE THAN PARENTS THEMSELVES.	AGREE	AGREE	AGREE
	agree	agree	no consensus	agree
	(parochial teachers agree more than public teachers)			(parochial parents agree less than public parents)
74. Teach social studies.	NO CONSENSUS	NO CONSENSUS	NO CONSENSUS	NO CONSENSUS
	no consensus	no consensus	no consensus	no consensus
80. Teach the three r's.	DISAGREE MORE THAN PARENTS THEMSELVES.	NO CONSENSUS	NO CONSENSUS	AGREE
	agree less than perception of parents and less than parents themselves.	agree	agree	agree
	(parochial teachers disagree; public teachers agree)			

Figure 6. (continued)

EXPECTATION	TEACHERS THEMSELVES	PERCEPTION OF TEACHER AUDIENCE	PERCEPTION OF PARENT AUDIENCE	PARENTS THEMSELVES
52. Teach proper method of child- rearing.	DISAGREE  disagree	DISAGREE  disagree	DISAGREE  disagree	DISAGREE  disagree.
68. Teach requirements for entering occupations.	NO CONSENSUS  agree	NO CONSENSUS  no consensus	NO CONSENSUS  agree	NO CONSENSUS  agree
5. Pedagogical techniques:	DISAGREE MORE THAN PARENTS THEMSELVES.	DISAGREE	NO CONSENSUS	DISAGREE
2. Make students work harder if they have academic problems.	disagree more than perception of parents  (parochial teachers disagree more than public teachers)	disagree	disagree	no consensus
15. Make and follow lesson plans.	NO CONSENSUS  no consensus	NO CONSENSUS  no consensus	NO CONSENSUS  no consensus	AGREE  no consensus
29. Use threat of punishment for getting better academic work.	DISAGREE MORE THAN PERCEPTION OF PARENTS	DISAGREE	DISAGREE	DISAGREE
39. Put emphasis on memorizing.	disagree DISAGREE  disagree	disagree DISAGREE  disagree	no consensus NO CONSENSUS  no consensus	disagree NO CONSENSUS  no consensus

Figure 6. (continued)

EXPECTATION	TEACHERS THEMSELVES	PERCEPTION OF TEACHER AUDIENCE	PERCEPTION OF PARENT AUDIENCE	PARENTS THEMSELVES
54. Devote larger time to "exceptionally able" student.	DISAGREE  disagree less than parents themselves	DISAGREE  disagree	DISAGREE  no consensus	DISAGREE  disagree
60. Communications primarily from teacher to student.	DISAGREE  disagree	DISAGREE  no consensus	NO CONSENSUS  no consensus	NO CONSENSUS  no consensus
64. Experiment with new techniques in class.	AGREE MORE THAN PERCEPTION OF PARENTS AND MORE THAN PARENTS THEMSELVES  agree more than perception of parents and more than parents themselves	AGREE  agree	AGREE  agree	AGREE  agree
72. Testing students' academic knowledge.	DISAGREE  disagree	DISAGREE  disagree	NO CONSENSUS  no consensus	NO CONSENSUS  no consensus
76. Assign homework regularly.	DISAGREE  no consensus	NO CONSENSUS  disagree	NO CONSENSUS  no consensus	NO CONSENSUS  no consensus

Figure 6. (continued)

EXPECTATION	TEACHERS THEMSELVES	PERCEPTION OF TEACHER AUDIENCE	PERCEPTION OF PARENT AUDIENCE	PARENTS THEMSELVES
B. Systems Behavior	AGREE LESS	AGREE	AGREE	AGREE
1. Control outside the classroom:	THAN PERCEPTION OF PARENTS			
20. Control behavior anywhere on school premises.	agree less than perception of parents	agree	agree	agree
22. Evaluate competency of fellow teachers.	DISAGREE	DISAGREE	NO CONSENSUS	NO CONSENSUS
	disagree	disagree	no consensus	no consensus
30. Evaluate competency of administration.	AGREE	AGREE	NO CONSENSUS	NO CONSENSUS
	no consensus	no consensus	no consensus	no consensus
2. Committee Work:	DISAGREE LESS	DISAGREE	NO CONSENSUS	DISAGREE
17. Devote time to fund-raising for school.	THAN PARENTS THEMSELVES			
	no consensus	no consensus	no consensus	no consensus
37. Serve on curriculum committee.	AGREE	AGREE	AGREE	AGREE
	agree less than parents themselves	agree	no consensus	agree
	(parochial teachers agree more than public teachers)			

Figure 6. (continued)

EXPECTATION	TEACHERS THEMSELVES	PERCEPTION OF TEACHER AUDIENCE	PERCEPTION OF PARENT AUDIENCE	PARENTS THEMSELVES
53. Serve on discipline and rules committee.	NO CONSENSUS	NO CONSENSUS	NO CONSENSUS	NO CONSENSUS
	no consensus	no consensus	no consensus	no consensus
3. Representative to community:	NO CONSENSUS	NO CONSENSUS	AGREE	NO CONSENSUS
40. Representative to community.	no consensus	no consensus	no consensus	no consensus
4. Professional groups:				
45. Participate in local teachers' union or association.	AGREE	AGREE	NO CONSENSUS	NO CONSENSUS
	agree	agree	no consensus	no consensus
51. Attend professional conventions.	AGREE MORE THAN PERCEPTION OF PARENTS AND MORE THAN PARENTS THEMSELVES	AGREE	AGREE	AGREE
	no consensus	no consensus	no consensus	agree
5. Occupational mobility:	NO CONSENSUS	NO CONSENSUS	NO CONSENSUS	NO CONSENSUS
55. Striving for higher position in education profession.	disagree	disagree	no consensus	no consensus



Figure 6. (continued)

EXPECTATION	TEACHERS THEMSELVES	PERCEPTION OF TEACHER AUDIENCE	PERCEPTION OF PARENT AUDIENCE	PARENTS THEMSELVES
C. Social Behavior:	AGREE LESS THAN PERCEP- TION OF PARENTS	AGREE	AGREE	AGREE
14. Attend church regularly.	no consensus	no consensus	no consensus	no consensus
11. Keep political views to self.	NO CONSENSUS	NO CONSENSUS	AGREE	NO CONSENSUS
	no consensus	no consensus	no consensus	no consensus
62. Participate in one of the major political parties.	NO CONSENSUS	NO CONSENSUS	NO CONSENSUS	DISAGREE
	no consensus	no consensus	no consensus	no consensus
19. Engage in part- time work during school months.	DISAGREE	NO CONSENSUS	DISAGREE	NO CONSENSUS
	no consensus	no consensus	no consensus	no consensus
21. Devote free time to development of academic abilities.	DISAGREE	DISAGREE	NO CONSENSUS	NO CONSENSUS
	disagree	disagree	no consensus	disagree
	(parochial teachers disagree less than public teachers)			
46. Be close friends with those who hold radical political views.	NO CONSENSUS	NO CONSENSUS	DISAGREE	NO CONSENSUS
	no consensus	no consensus	no consensus	no consensus

Figure 6. (continued)

EXPECTATION	TEACHERS THEMSELVES	PERCEPTION OF TEACHER AUDIENCE	PERCEPTION OF PARENT AUDIENCE	PARENTS THEMSELVES
<b>II. Status Attributes.</b>				
A. Ascribed:	NO CONSENSUS	NO CONSENSUS	NO CONSENSUS	NO CONSENSUS
31. Membership in a specific church.	irrelevant	irrelevant	no consensus	no consensus
33. Be a church member.	AGREE LESS THAN PARENTS THEMSELVES	AGREE	AGREE	AGREE
	no consensus	no consensus	no consensus	no consensus
47. Women better teachers than men.	NO CONSENSUS	NO CONSENSUS	NO CONSENSUS	NO CONSENSUS
	disagree	no consensus	no consensus	no consensus
57. Teachers and students of same ethnic group.	NO CONSENSUS	NO CONSENSUS	AGREE	NO CONSENSUS
	no consensus	no consensus	no consensus	no consensus
73. Teachers and students of same race.	NO CONSENSUS	NO CONSENSUS	NO CONSENSUS	NO CONSENSUS
	no consensus	no consensus	agree	no consensus
24. Older teachers better than younger.	NO CONSENSUS	NO CONSENSUS	NO CONSENSUS	NO CONSENSUS
	disagree	disagree	no consensus	no consensus
35. Younger teacher should be hired first.	NO CONSENSUS	NO CONSENSUS	NO CONSENSUS	NO CONSENSUS
	no consensus	no consensus	no consensus	no consensus
58. Teachers should be from middle class.	NO CONSENSUS	NO CONSENSUS	NO CONSENSUS	NO CONSENSUS
	no consensus	no consensus	no consensus	no consensus

Figure 6. (continued)

EXPECTATION	TEACHERS THEMSELVES	PERCEPTION OF TEACHER AUDIENCE	PERCEPTION OF PARENT AUDIENCE	PARENTS THEMSELVES
63. Teachers should have moved up from lower class.	NO CONSENSUS no consensus	NO CONSENSUS no consensus	NO CONSENSUS no consensus	NO CONSENSUS no consensus
69. Membership in specific political party.	NO CONSENSUS no consensus	NO CONSENSUS no consensus	NO CONSENSUS no consensus	NO CONSENSUS no consensus
B. Achieved:				
18. Teachers with parochial and public education are equal.	NO CONSENSUS agree	NO CONSENSUS agree	NO CONSENSUS no consensus	DISAGREE no consensus
50. College teacher graduated from is unimportant.	NO CONSENSUS no consensus	NO CONSENSUS no consensus	DISAGREE no consensus	DISAGREE no consensus
12. Teachers should have children of their own.	NO CONSENSUS no consensus	NO CONSENSUS no consensus	NO CONSENSUS no consensus	NO CONSENSUS no consensus
59. Teachers should be married.	NO CONSENSUS no consensus	NO CONSENSUS no consensus	NO CONSENSUS no consensus	NO CONSENSUS no consensus
71. Teachers should be financially secure.	NO CONSENSUS no consensus	NO CONSENSUS no consensus	NO CONSENSUS no consensus	NO CONSENSUS no consensus
3. Teachers should hold a teaching certificate.	AGREE MORE THAN PERCEPTION OF PARENTS agree more than perception of parents	AGREE agree	AGREE agree	AGREE agree

Figure 6. (continued)

EXPECTATION	TEACHERS THEMSELVES	PERCEPTION OF TEACHER AUDIENCE	PERCEPTION OF PARENT AUDIENCE	PARENTS THEMSELVES
III. Social-psychological Attributes.				
A. Beliefs:	NO CONSENSUS	AGREE	AGREE	AGREE
1. Religious:				
6. Belief that religion should not be subservient to government.	no consensus	no consensus	no consensus	no consensus
29. Belief that world's problems are due to sin.	AGREE	NO CONSENSUS	AGREE	AGREE
	no consensus	no consensus	no consensus	no consensus
34. Belief that students are "children of God."	AGREE	AGREE	AGREE	AGREE
	no consensus	no consensus	no consensus	no consensus
42. Belief that called by God to be a teacher.	AGREE	AGREE	AGREE	AGREE
	no consensus	no consensus	no consensus	no consensus
70. Belief that religion and education go together.	AGREE LESS THAN PARENTS THEMSELVES	AGREE	AGREE	AGREE
	no consensus	no consensus	no consensus	no consensus
2. Political:				
4. Belief that private enterprise can do better what government is doing.	NO CONSENSUS	NO CONSENSUS	NO CONSENSUS	NO CONSENSUS
	no consensus	no consensus	no consensus	no consensus

Figure 6. (continued)

EXPECTATION	TEACHERS THEMSELVES	PERCEPTION OF TEACHER AUDIENCE	PERCEPTION OF PARENT AUDIENCE	PARENTS THEMSELVES
8. Stand up for beliefs---even if contrary to school.	NO CONSENSUS	NO CONSENSUS	DISAGREE	DISAGREE
	no consensus	no consensus	no consensus	no consensus
26. Belief in strong centralized government.	AGREE	AGREE	NO CONSENSUS	AGREE
	no consensus	no consensus	no consensus	no consensus
75. Belief that individual should be subservient to group.	NO CONSENSUS	NO CONSENSUS	NO CONSENSUS	NO CONSENSUS
	no consensus	no consensus	no consensus	no consensus
3. Cultural:				
7. Belief in working for occupational advancement.	AGREE	AGREE	AGREE	NO CONSENSUS
	no consensus	no consensus	no consensus	agree
41. Ability to feel compassion.	AGREE	AGREE	AGREE	AGREE
	agree	agree	agree	agree
65. Belief that hard work results in success.	AGREE	AGREE	AGREE	AGREE
	agree	agree	agree	agree
66. Belief in the equality of races.	AGREE MORE THAN PERCEPTION OF PARENTS	AGREE	AGREE	AGREE
	agree more than perception of parents	agree	agree	agree

Figure 6. (continued)

EXPECTATION	TEACHERS THEMSELVES	PERCEPTION OF TEACHER AUDIENCE	PERCEPTION OF PARENT AUDIENCE	PARENTS THEMSELVES
67. Belief in knowledge for knowledge's sake.	DISAGREE MORE THAN PERCEPTION OF PARENTS AND MORE THAN PARENTS THEMSELVES	DISAGREE	DISAGREE	DISAGREE
	disagree	disagree	no consensus	no consensus
<b>B. Personality:</b>				
10. Easily make friends.	AGREE	AGREE	AGREE	AGREE
	agree	agree	agree	no consensus
48. Desire to be with other people.	NO CONSENSUS	NO CONSENSUS	AGREE	NO CONSENSUS
	no consensus	no consensus	no consensus	no consensus
56. Be open-minded.	AGREE	AGREE	AGREE	AGREE
	agree	agree	agree	agree

## APPENDIX C

## COVER LETTER FOR PARENT SAMPLES

Dear Parent:

We are conducting research on the teaching profession. We realize that the views of parents concerning the teaching profession often go unheard. Your cooperation, therefore, is being asked in order to fill this gap and to aid in a better understanding of the teaching profession.

Everyone who helps in this research will do so completely anonymously. Do not put your name on the questionnaire or on the return envelope. Group responses will be tabulated but no one, including the researchers, will identify individual responses.

A number of teachers in the Grand Rapids Christian School Association (Grand Rapids public school district) are responding to the same items, and a major goal of the research is to discover the degree of agreement between parents and teachers concerning the ideal characteristics of a teacher. It is felt that such knowledge can better facilitate, and help all of us understand parent-teacher relations.

Please take just ten minutes now to respond to the items on the following pages. When you have completed the questionnaire, simply place it in the stamped, self-addressed envelope that is provided and put it in the mail.

Thank you for your help.

Gordon DeBlaey  
Research Director

## COVER LETTER FOR TEACHER SAMPLES

Dear Teacher:

No one is more knowledgeable about the teaching profession than teachers themselves. We are asking your cooperation in this research so that a better understanding of the teaching profession can be achieved. To that end we hope you will take a few minutes to indicate your feelings about your profession.

Please be assured that your anonymity will be maintained. Do not put your name on the questionnaire. Group responses will be tabulated but no one, including the researchers, will identify individual responses.

A random sample of parents in the community is responding to the same items, and a major goal of the research is to discover the degree of agreement between teachers and parents concerning the ideal characteristics of teachers. It is felt that such knowledge can facilitate better, and help all of us understand, parent-teacher relations.

When you have completed the questionnaire, simply place it in the stamped, self-addressed envelope and mail it back to us.

The results of this research will be made available to you.

Thank you for your help.

Gordon DeBlaey  
Research Director



FIRST FOLLOW-UP LETTER  
FOR PARENT SAMPLES

Dear Parent:

About two weeks ago we sent out a questionnaire to a selected sample of parents in this community. The questionnaire was intended to understand your views of the ideal elementary school teacher. Many of you returned the completed questionnaire for which we are grateful. Some, however, apparently laid it aside and have, as yet, not returned it.

We hesitate to impose upon busy parents and heads of families but your views are absolutely necessary if parents' expectations of teachers are to be understood. There is no other source of information that can replace the parents' understanding of what he or she expects of the teachers in the school system in which his child is taught.

If you have not yet completed and returned the questionnaire, please help us by doing so now. If you have returned the questionnaire, we thank you again. Please be reminded that no individual will be identified.

Thanks for your help.

Gordon DeBlaey  
Research Director

FIRST FOLLOW-UP LETTER  
FOR TEACHER SAMPLES

Dear Teacher:

About two weeks ago we distributed a questionnaire to a selected sample of elementary school teachers in Grand Rapids. The questionnaire was intended to understand your views of the ideal elementary school teacher. Many of you returned the completed questionnaire, for which we are grateful. Some, however, apparently laid it aside and have, as yet, not returned it.

We hesitate to impose upon busy teachers but your views are absolutely necessary if teachers' expectations of the teaching profession are to be understood. There is no other source of information that can replace the teacher's understanding of his or her own profession.

If you have not yet completed and returned the questionnaire, please help us by doing so now. If you have returned the questionnaire, we thank you again. Please be reminded that no individual will be identified.

Thanks for your help.

Gordon DeBlaey  
Research Director

SECOND FOLLOW-UP LETTER  
FOR PARENT SAMPLES

Dear Parent:

Some time ago a questionnaire was sent to you for an expression of your views about expectations of the elementary school teacher. If you are one of the many who already returned the questionnaire, we want to thank you very much for your help.

Parents are, we know, very busy people and we apologize for our asking you again to contribute to understanding with your opinions. The information we seek is important and you are the only source of this information. What you think of school teachers is important for our understanding of what school teachers should be.

We are sending you an additional questionnaire (we know things get misplaced) and another stamped, self-addressed envelope for your convenience in returning it to us. Please fill out the questionnaire as soon as possible and return it to us.

All responses are anonymous and confidential. All responses will add to our knowledge of what you want in the way of school teachers.

Thank you for your time and cooperation.

Gordon DeBlaey  
Research Director

SECOND FOLLOW-UP LETTER  
FOR TEACHER SAMPLES

Dear Teacher:

Some time ago a questionnaire was sent to you for an expression of your views about expectations of the elementary school teacher profession. If you are one of the many who already returned the questionnaire, we want to thank you very much for your help.

Teachers are, we know, very busy people and we apologize for our asking you again to contribute to understanding with your opinions. The information we seek is important and you are the only source of this information. Your views of the teaching profession are important for our understanding of what school teachers should be.

We are sending you an additional questionnaire (we know things get misplaced) and another stamped, self-addressed envelope for your convenience in returning it to us. If you have not yet done so, please fill the questionnaire out now and mail it back to us.

All responses are anonymous and confidential. All responses will add to our knowledge of the teacher's view of his or her profession.

Thank you for your time and cooperation.

Gordon DeBlaey  
Research Director

## APPENDIX D

## QUESTIONNAIRE FOR PARENT SAMPLES

INSTRUCTIONS

Not everyone has exactly the same picture of the ideal elementary Christian School (public school) teacher. We are interested in knowing what your picture of the ideal elementary school teacher is. On this and the following pages are several statements which can be seen as describing the elementary Christian School (public school) teacher and what the teacher should do. For each item please indicate to what extent you agree or disagree that the statement describes what you feel is the ideal elementary Christian School (public school) teacher. If you feel the statement is irrelevant to being a teacher, indicate by circling the letter "I." Otherwise circle the letter that comes closest to your feeling. Please do not omit any items.

SA strongly agree  
 A agree  
 DM doesn't matter one way or the other  
 D disagree  
 SD strongly disagree  
 I irrelevant to teacher position

- 
- |   |    |   |    |   |    |   |
|---|----|---|----|---|----|---|
| 1. The most important task of a teacher should be teaching students how to be orderly members of the community.       | SA | A | DM | D | SD | I |
| 2. A teacher should respond to her students' academic problems by making that student work harder.                    | SA | A | DM | D | SD | I |
| 3. It should be expected that every teacher hold a valid teaching certificate.  | SA | A | DM | D | SD | I |
| 4. Teachers should believe that private enterprise could do better most of the things the government is now doing.    | SA | A | DM | D | SD | I |
| 5. Teachers should be obligated to teach students that everyone deserves an equal chance to get ahead in our society. | SA | A | DM | D | SD | I |

- |     |   |    |   |    |   |    |   |
|-----|---|----|---|----|---|----|---|
| 6.  | A teacher who believes that religion should be subservient to government is not an acceptable teacher.  | SA | A | DM | D | SD | I |
| 7.  | The belief in working for occupational advancement should be expected of a teacher.   | SA | A | DM | D | SD | I |
| 8.  | If a teacher's beliefs are not in harmony with the policies of the school the teacher should persist in standing up for what she believes.        | SA | A | DM | D | SD | I |
| 9.  | Teachers should not hesitate to point out to their students the existence of sin in the world.  | SA | A | DM | D | SD | I |
| 10. | Teachers should be the kind of people who can easily make friends in the community.   | SA | A | DM | D | SD | I |
| 11. | Teachers have an obligation to keep their political views to themselves.  | SA | A | DM | D | SD | I |
| 12. | The best teachers have children of their own.   | SA | A | DM | D | SD | I |
| 13. | Teachers should foster in students the ideal of not being satisfied just to get any job when they grow up, but to always strive for a better job. | SA | A | DM | D | SD | I |
| 14. | Part of being a really good teacher is to attend church regularly.  | SA | A | DM | D | SD | I |
| 15. | Teachers should be expected to make and follow carefully detailed lesson plans.   | SA | A | DM | D | SD | I |
| 16. | It is preferable that teachers should handle students' behavior problems personally without the assistance of anyone else.                        | SA | A | DM | D | SD | I |
| 17. | Teachers should be expected to devote time to the success of a drive to raise money (or millage) for the school.                                  | SA | A | DM | D | SD | I |

- |     |  |    |   |    |   |    |   |
|-----|--|----|---|----|---|----|---|
| 18. | There is really no difference in the appropriateness of teachers who are educated in parochial schools and those educated in public schools.   | SA | A | DM | D | SD | I |
| 19. | Teachers should not engage in part-time work during school months.   | SA | A | DM | D | SD | I |
| 20. | As a regular part of the teacher's duties, she should be responsible for controlling the behavior of students anywhere on the school premises. | SA | A | DM | D | SD | I |
| 21. | Much of a teacher's leisure time activities should be directly related to the development of her academic abilities.                           | SA | A | DM | D | SD | I |
| 22. | Teachers should be expected to participate in evaluating the competency of fellow teachers.  | SA | A | DM | D | SD | I |
| 23. | In order to be of greater help to students, teachers should be thoroughly familiar with the students' past records.                            | SA | A | DM | D | SD | I |
| 24. | A teacher who is older is likely to be a better teacher than one who is young.   | SA | A | DM | D | SD | I |
| 25. | Teachers should use the threat of punishment in order to get students to do better work.   | SA | A | DM | D | SD | I |
| 26. | A belief in strong centralized government should not disqualify a person from being a teacher.   | SA | A | DM | D | SD | I |
| 27. | The history of the major world religions should be taught by teachers.   | SA | A | DM | D | SD | I |
| 28. | A teacher should reprimand misbehaving students in the presence of other students as a means of student control.                               | SA | A | DM | D | SD | I |
| 29. | An understanding that the problems existing in the world are basically due to the sins of man enables a teacher to do her job better.          | SA | A | DM | D | SD | I |

30. The teacher's responsibilities should include evaluating the competency of the school's administrative staff. SA A DM D SD I
31. Personally, I think that membership in all churches is not equally desirable for teachers. SA A DM D SD I
32. The most important task of the teacher is maintaining complete control of the class. SA A DM D SD I
33. All teachers should be church members. SA A DM D SD I
34. A teacher who believes that her students are all "children of God" will be a better teacher for it. SA A DM D SD I
35. Other things being equal, I would rather see a younger teacher hired into my school system. SA A DM D SD I
36. A teacher should refer to the school psychologist or counselor (if available) students who are having particular difficulty. SA A DM D SD I
37. Serving on school committees to develop curriculum should be an important part of the teacher's duties. SA A DM D SD I
38. If a student is having academic problems, the teacher should take time to discuss these problems with the parents. SA A DM D SD I
39. An effective teacher puts emphasis on memorizing facts, formulas, terms, etc. SA A DM D SD I
40. Representing the school system on various community committees (as members, speakers, or consultants) is a reasonable expectation of teacher activities. SA A DM D SD I
41. An ability to feel compassion for people with problems is an important part of being a good teacher. SA A DM D SD I
42. The most effective teacher is the one who believes that God has called her to be a teacher. SA A DM D SD I



- |     |   |    |   |    |   |    |   |
|-----|---|----|---|----|---|----|---|
| 43. | It is very important that teachers teach students about the fine arts (poetry, music, etc.).                          | SA | A | DM | D | SD | I |
| 44. | How to be socially and politically effective members of the community should be taught to children by their teachers. | SA | A | DM | D | SD | I |
| 45. | A teacher should be expected to participate in the local teachers' union or association.                              | SA | A | DM | D | SD | I |
| 46. | It is unwise for teachers to be close friends with those who hold extreme or radical political views.                 | SA | A | DM | D | SD | I |
| 47. | Women are likely to be better school teachers than men.   | SA | A | DM | D | SD | I |
| 48. | A desire to be with other people is a sign of a good teacher.   | SA | A | DM | D | SD | I |
| 49. | A teacher should not assign extra school work as punishment for disobedient students.                                 | SA | A | DM | D | SD | I |
| 50. | It is unimportant to know what college a teacher graduated from.  | SA | A | DM | D | SD | I |
| 51. | In order to be a good teacher, one should take time to attend professional teachers' conventions.                     | SA | A | DM | D | SD | I |
| 52. | A major task of the teacher should be teaching students the proper method of rearing children.                        | SA | A | DM | D | SD | I |
| 53. | Any teacher should be obligated to serve on a school's "discipline and rules" committee.                              | SA | A | DM | D | SD | I |
| 54. | A teacher really should give a larger proportion of time to "exceptionally able" pupils.                              | SA | A | DM | D | SD | I |
| 55. | A teacher's regular activities should include striving for a higher position in the educational profession.           | SA | A | DM | D | SD | I |

56. Teachers should be slow to form hard and fast conclusions on any idea, but generally keep an open mind. SA A DM D SD I
57. Most teachers in a school should be of similar background as the majority of the students in that school. SA A DM D SD I
58. Generally, teachers should have a family background that was neither extremely rich nor poverty stricken. SA A DM D SD I
59. I think that married people make better teachers. SA A DM D SD I
60. A good teacher should see to it that classroom communications go primarily from teacher to student. SA A DM D SD I
61. A major task of the teacher should be teaching students to love their country. SA A DM D SD I
62. Political participation in one of the major parties should be expected of the teacher because she is a teacher. SA A DM D SD I
63. The experiences of moving up from poverty increase the effectiveness of a teacher. SA A DM D SD I
64. In the course of regular classroom teaching, teachers should experiment with new teaching techniques. SA A DM D SD I
65. A good teacher should hold the conviction that the best way to get ahead in this world is to diligently apply one's self to the task before him. SA A DM D SD I
66. In order to be an acceptable teacher, it is essential that one believe in equality of the races. SA A DM D SD I
67. A strong belief in "knowledge for knowledge's sake" is the mark of a good teacher. SA A DM D SD I
68. The teacher's job does not include teaching students about the specific requirements for entering various occupations. SA A DM D SD I

69. Personally, I feel that membership in all political parties is not equally desirable for teachers. SA A DM D SD I
70. A teacher who believes that religion and education are entirely separate will not make a top-notch educator. SA A DM D SD I
71. The teacher who is paid enough to be financially secure will be the best teacher. SA A DM D SD I
72. One of the most important tasks of a teacher is testing students' academic knowledge. SA A DM D SD I
73. Most teachers should be of the same race as the majority of the students in that school. SA A DM D SD I
74. A most important part of a teacher's job is teaching social studies. SA A DM D SD I
75. An important element in the really good teacher is her belief that the individual should never be subordinate to the group. SA A DM D SD I
76. Teachers should assign homework regularly. SA A DM D SD I
77. Teachers should impart in their students an eagerness to acquire more and more knowledge. SA A DM D SD I
78. A good teacher should make sure that her students learn the importance of religion. SA A DM D SD I
79. The teacher's job should include teaching students to be proud of their own religion. SA A DM D SD I
80. The most important task of a teacher is teaching students the basics of reading, writing and arithmetic. SA A DM D SD I
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## QUESTIONNAIRE FOR TEACHER SAMPLES

INSTRUCTIONS

Not everyone has exactly the same picture of the ideal elementary public school (Christian School) teacher. We are interested in knowing what your expectations for the ideal elementary school teacher are, what you think other teachers' expectations are, and what you think parents' expectations are. On the back of this page and on the following pages are several statements which can be seen as describing the elementary public school (Christian School) teacher and what the teacher should do.

For each item please indicate three things: 1) to what extent you agree or disagree that the statement describes what you feel is the ideal elementary public school (Christian School) teacher, 2) to what extent you think other teachers agree or disagree, and 3) to what extent you think parents agree or disagree. If you think the statement is irrelevant to the position of teacher, indicate by circling the letter "I" (do the same if you think other teachers and parents feel the statement is irrelevant). Otherwise, circle the letter that comes closest to your feeling. Please do not omit any items.

SA	strongly agree
A	agree
DM	doesn't matter one way or the other
D	disagree
SD	strongly disagree
I	irrelevant to teacher position

- 
- |   |    |   |    |   |    |   |          |
|---|----|---|----|---|----|---|----------|
| 1. The most important task of a teacher should be teaching students how to be orderly members of the community. | SA | A | DM | D | SD | I | self     |
|   | SA | A | DM | D | SD | I | teachers |
|   | SA | A | DM | D | SD | I | parents  |
| 2. A teacher should respond to her students' academic problems by making that student work harder.              | SA | A | DM | D | SD | I | self     |
|   | SA | A | DM | D | SD | I | teachers |
|   | SA | A | DM | D | SD | I | parents  |
| 3. It should be expected that every teacher hold a valid teaching certificate.                                  | SA | A | DM | D | SD | I | self     |
|   | SA | A | DM | D | SD | I | teachers |
|   | SA | A | DM | D | SD | I | parents  |

- |     |   |    |   |    |   |    |   |          |
|-----|---|----|---|----|---|----|---|----------|
| 4.  | Teachers should believe that private enterprise could do better most of the things the government is now doing.                                   | SA | A | DM | D | SD | I | self     |
|     |   | SA | A | DM | D | SD | I | teachers |
|     |   | SA | A | DM | D | SD | I | parents  |
| 5.  | Teachers should be obligated to teach students that everyone deserves an equal chance to get ahead in our society.                                | SA | A | DM | D | SD | I | self     |
|     |   | SA | A | DM | D | SD | I | teachers |
|     |   | SA | A | DM | D | SD | I | parents  |
| 6.  | A teacher who believes that religion should be subservient to government is not an acceptable teacher.  | SA | A | DM | D | SD | I | self     |
|     |   | SA | A | DM | D | SD | I | teachers |
|     |   | SA | A | DM | D | SD | I | parents  |
| 7.  | The belief in working for occupational advancement should be expected of a teacher.   | SA | A | DM | D | SD | I | self     |
|     |   | SA | A | DM | D | SD | I | teachers |
|     |   | SA | A | DM | D | SD | I | parents  |
| 8.  | If a teacher's beliefs are not in harmony with the policies of the school the teacher should persist in standing up for what she believes.        | SA | A | DM | D | SD | I | self     |
|     |   | SA | A | DM | D | SD | I | teachers |
|     |   | SA | A | DM | D | SD | I | parents  |
| 9   | Teachers should not hesitate to point out to their students the existence of sin in the world.  | SA | A | DM | D | SD | I | self     |
|     |   | SA | A | DM | D | SD | I | teachers |
|     |   | SA | A | DM | D | SD | I | parents  |
| 10. | Teachers should be the kind of people who can easily make friends in the community.   | SA | A | DM | D | SD | I | self     |
|     |   | SA | A | DM | D | SD | I | teachers |
|     |   | SA | A | DM | D | SD | I | parents  |
| 11. | Teachers have an obligation to keep their political views to themselves.  | SA | A | DM | D | SD | I | self     |
|     |   | SA | A | DM | D | SD | I | teachers |
|     |   | SA | A | DM | D | SD | I | parents  |
| 12. | The best teachers have children of their own.   | SA | A | DM | D | SD | I | self     |
|     |   | SA | A | DM | D | SD | I | teachers |
|     |   | SA | A | DM | D | SD | I | parents  |
| 13. | Teachers should foster in students the ideal of not being satisfied just to get any job when they grow up, but to always strive for a better job. | SA | A | DM | D | SD | I | self     |
|     |   | SA | A | DM | D | SD | I | teachers |
|     |   | SA | A | DM | D | SD | I | parents  |
| 14. | Part of being a really good teacher is to attend church regularly.  | SA | A | DM | D | SD | I | self     |
|     |   | SA | A | DM | D | SD | I | teachers |
|     |   | SA | A | DM | D | SD | I | parents  |

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|--|----|---|----|---|----|---|----------|
| 15. Teachers should be expected to make and follow carefully detailed lesson plans.  | SA | A | DM | D | SD | I | self     |
|  | SA | A | DM | D | SD | I | teachers |
|  | SA | A | DM | D | SD | I | parents  |
| 16. It is preferable that teachers should handle students' behavior problems personally without the assistance of anyone else.                     | SA | A | DM | D | SD | I | self     |
|  | SA | A | DM | D | SD | I | teachers |
|  | SA | A | DM | D | SD | I | parents  |
| 17. Teachers should be expected to devote time to the success of a drive to raise money (or millage) for the school.                               | SA | A | DM | D | SD | I | self     |
|  | SA | A | DM | D | SD | I | teachers |
|  | SA | A | DM | D | SD | I | parents  |
| 18. There is really no difference in the appropriateness of teachers who are educated in parochial schools and those educated in public schools.   | SA | A | DM | D | SD | I | self     |
|  | SA | A | DM | D | SD | I | teachers |
|  | SA | A | DM | D | SD | I | parents  |
| 19. Teachers should not engage in part-time work during school months.   | SA | A | DM | D | SD | I | self     |
|  | SA | A | DM | D | SD | I | teachers |
|  | SA | A | DM | D | SD | I | parents  |
| 20. As a regular part of the teacher's duties, she should be responsible for controlling the behavior of students anywhere on the school premises. | SA | A | DM | D | SD | I | self     |
|  | SA | A | DM | D | SD | I | teachers |
|  | SA | A | DM | D | SD | I | parents  |
| 21. Much of a teacher's leisure time activities should be directly related to the development of her academic activities.                          | SA | A | DM | D | SD | I | self     |
|  | SA | A | DM | D | SD | I | teachers |
|  | SA | A | DM | D | SD | I | parents  |
| 22. Teachers should be expected to participate in evaluating the competency of fellow teachers.  | SA | A | DM | D | SD | I | self     |
|  | SA | A | DM | D | SD | I | teachers |
|  | SA | A | DM | D | SD | I | parents  |
| 23. In order to be of greater help to students, teachers should be thoroughly familiar with the students' past records.                            | SA | A | DM | D | SD | I | self     |
|  | SA | A | DM | D | SD | I | teachers |
| 24. A teacher who is older is likely to be a better teacher than one who is young.   | SA | A | DM | D | SD | I | self     |
|  | SA | A | DM | D | SD | I | teachers |
|  | SA | A | DM | D | SD | I | parents  |

25. Teachers should use the threat of punishment in order to get students to do better work.	SA	A	DM	D	SD	I	self
	SA	A	DM	D	SD	I	teachers
	SA	A	DM	D	SD	I	parents
26. A belief in strong centralized government should not disqualify a person from being a teacher.	SA	A	DM	D	SD	I	self
	SA	A	DM	D	SD	I	teachers
	SA	A	DM	D	SD	I	parents
27. The history of the major world religions should be taught by teachers.	SA	A	DM	D	SD	I	self
	SA	A	DM	D	SD	I	teachers
	SA	A	DM	D	SD	I	parents
28. A teacher should reprimand misbehaving students in the presence of other students as a means of student control.	SA	A	DM	D	SD	I	self
	SA	A	DM	D	SD	I	teachers
	SA	A	DM	D	SD	I	parents
29. An understanding that the problems existing in the world are basically due to the sins of man enables a teacher to do her job better.	SA	A	DM	D	SD	I	self
	SA	A	DM	D	SD	I	teachers
	SA	A	DM	D	SD	I	parents
30. The teacher's responsibilities should include evaluating the competency of the school's administrative staff.	SA	A	DM	D	SD	I	self
	SA	A	DM	D	SD	I	teachers
	SA	A	DM	D	SD	I	parents
31. Personally, I think that membership in all churches is not equally desirable for teachers.	SA	A	DM	D	SD	I	self
	SA	A	DM	D	SD	I	teachers
	SA	A	DM	D	SD	I	parents
32. The most important task of the teacher is maintaining complete control of the class.	SA	A	DM	D	SD	I	self
	SA	A	DM	D	SD	I	teachers
	SA	A	DM	D	SD	I	parents
33. All teachers should be church members.	SA	A	DM	D	SD	I	self
	SA	A	DM	D	SD	I	teachers
	SA	A	DM	D	SD	I	parents
34. A teacher who believes that her students are all "children of God" will be a better teacher for it.	SA	A	DM	D	SD	I	self
	SA	A	DM	D	SD	I	teachers
	SA	A	DM	D	SD	I	parents
35. Other things being equal, I would rather see a younger teacher hired into my school system.	SA	A	DM	D	SD	I	self
	SA	A	DM	D	SD	I	teachers
	SA	A	DM	D	SD	I	parents



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|--|----|---|----|---|----|---|----------|
| 36. A teacher should refer to the school psychologist or counselor (if available) students who are having particular difficulty.                             | SA | A | DM | D | SD | I | self     |
|  | SA | A | DM | D | SD | I | teachers |
|  | SA | A | DM | D | SD | I | parents  |
| 37. Serving on school committees to develop curriculum should be an important part of the teacher's duties.  | SA | A | DM | D | SD | I | self     |
|  | SA | A | DM | D | SD | I | teachers |
|  | SA | A | DM | D | SD | I | parents  |
| 38. If a student is having academic problems, the teacher should take time to discuss these problems with the parents.                                       | SA | A | DM | D | SD | I | self     |
|  | SA | A | DM | D | SD | I | teachers |
|  | SA | A | DM | D | SD | I | parents  |
| 39. An effective teacher puts emphasis on memorizing facts, formulas, terms, etc.  | SA | A | DM | D | SD | I | self     |
|  | SA | A | DM | D | SD | I | teachers |
|  | SA | A | DM | D | SD | I | parents  |
| 40. Representing the school system on various community committees (as members, speakers, or consultants) is a reasonable expectation of teacher activities. | SA | A | DM | D | SD | I | self     |
|  | SA | A | DM | D | SD | I | teachers |
|  | SA | A | DM | D | SD | I | parents  |
| 41. An ability to feel compassion for people with problems is an important part of being a good teacher.   | SA | A | DM | D | SD | I | self     |
|  | SA | A | DM | D | SD | I | teachers |
|  | SA | A | DM | D | SD | I | parents  |
| 42. The most effective teacher is the one who believes that God has called her to be a teacher.  | SA | A | DM | D | SD | I | self     |
|  | SA | A | DM | D | SD | I | teachers |
|  | SA | A | DM | D | SD | I | parents  |
| 43. It is very important that teachers teach students about the fine arts (poetry, music, etc.).   | SA | A | DM | D | SD | I | self     |
|  | SA | A | DM | D | SD | I | teachers |
|  | SA | A | DM | D | SD | I | parents  |
| 44. How to be socially and politically effective members of the community should be taught to children by their teachers.                                    | SA | A | DM | D | SD | I | self     |
|  | SA | A | DM | D | SD | I | teachers |
|  | SA | A | DM | D | SD | I | parents  |
| 45. A teacher should be expected to participate in the local teachers' union or association.   | SA | A | DM | D | SD | I | self     |
|  | SA | A | DM | D | SD | I | teachers |
|  | SA | A | DM | D | SD | I | parents  |

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|---|----|---|----|---|----|---|----------|
| 46. It is unwise for teachers to be close friends with those who hold extreme or radical political views.       | SA | A | DM | D | SD | I | self     |
|   | SA | A | DM | D | SD | I | teachers |
|   | SA | A | DM | D | SD | I | parents  |
| 47. Women are likely to be better school teachers than men.   | SA | A | DM | D | SD | I | self     |
|   | SA | A | DM | D | SD | I | teachers |
|   | SA | A | DM | D | SD | I | parents  |
| 48. A desire to be with other people is a sign of a good teacher.   | SA | A | DM | D | SD | I | self     |
|   | SA | A | DM | D | SD | I | teachers |
|   | SA | A | DM | D | SD | I | parents  |
| 49. A teacher should not assign extra school work as punishment for disobedient students.                       | SA | A | DM | D | SD | I | self     |
|   | SA | A | DM | D | SD | I | teachers |
|   | SA | A | DM | D | SD | I | parents  |
| 50. It is unimportant to know what college a teacher graduated from.  | SA | A | DM | D | SD | I | self     |
|   | SA | A | DM | D | SD | I | teachers |
|   | SA | A | DM | D | SD | I | parents  |
| 51. In order to be a good teacher, one should take time to attend professional teachers' conventions.           | SA | A | DM | D | SD | I | self     |
|   | SA | A | DM | D | SD | I | teachers |
|   | SA | A | DM | D | SD | I | parents  |
| 52. A major task of the teacher should be teaching students the proper method of rearing children.              | SA | A | DM | D | SD | I | self     |
|   | SA | A | DM | D | SD | I | teachers |
|   | SA | A | DM | D | SD | I | parents  |
| 53. Any teacher should be obligated to serve on a school's "discipline and rules" committee.                    | SA | A | DM | D | SD | I | self     |
|   | SA | A | DM | D | SD | I | teachers |
|   | SA | A | DM | D | SD | I | parents  |
| 54. A teacher really should give a larger proportion of time to "exceptionally able" pupils.                    | SA | A | DM | D | SD | I | self     |
|   | SA | A | DM | D | SD | I | teachers |
|   | SA | A | DM | D | SD | I | parents  |
| 55. A teacher's regular activities should include striving for a higher position in the educational profession. | SA | A | DM | D | SD | I | self     |
|   | SA | A | DM | D | SD | I | teachers |
|   | SA | A | DM | D | SD | I | parents  |
| 56. Teachers should be slow to form hard and fast conclusions on any idea, but generally keep an open mind.     | SA | A | DM | D | SD | I | self     |
|   | SA | A | DM | D | SD | I | teachers |
|   | SA | A | DM | D | SD | I | parents  |

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|--|----|---|----|---|----|---|----------|
| 57. Most teachers in a school should be of similar background as the majority of the students in that school.  | SA | A | DM | D | SD | I | self     |
|  | SA | A | DM | D | SD | I | teachers |
|  | SA | A | DM | D | SD | I | parents  |
| 58. Generally, teachers should have a family background that was neither extremely rich nor poverty stricken.  | SA | A | DM | D | SD | I | self     |
|  | SA | A | DM | D | SD | I | teachers |
|  | SA | A | DM | D | SD | I | parents  |
| 59. I think that married people make better teachers.  | SA | A | DM | D | SD | I | self     |
|  | SA | A | DM | D | SD | I | teachers |
|  | SA | A | DM | D | SD | I | parents  |
| 60. A good teacher should see to it that classroom communications go primarily from teacher to student.  | SA | A | DM | D | SD | I | self     |
|  | SA | A | DM | D | SD | I | teachers |
|  | SA | A | DM | D | SD | I | parents  |
| 61. A major task of the teacher should be teaching students to love their country.   | SA | A | DM | D | SD | I | self     |
|  | SA | A | DM | D | SD | I | teachers |
|  | SA | A | DM | D | SD | I | parents  |
| 62. Political participation in one of the major parties should be expected of the teacher because she is a teacher.                                  | SA | A | DM | D | SD | I | self     |
|  | SA | A | DM | D | SD | I | teachers |
|  | SA | A | DM | D | SD | I | parents  |
| 63. The experiences of moving up from poverty increases the effectiveness of a teacher.  | SA | A | DM | D | SD | I | self     |
|  | SA | A | DM | D | SD | I | teachers |
|  | SA | A | DM | D | SD | I | parents  |
| 64. In the course of regular classroom teaching, teachers should experiment with new teaching techniques.  | SA | A | DM | D | SD | I | self     |
|  | SA | A | DM | D | SD | I | teachers |
|  | SA | A | DM | D | SD | I | parents  |
| 65. A good teacher should hold the conviction that the best way to get ahead in this world is to diligently apply one's self to the task before him. | SA | A | DM | D | SD | I | self     |
|  | SA | A | DM | D | SD | I | teachers |
|  | SA | A | DM | D | SD | I | parents  |
| 66. In order to be an acceptable teacher, it is essential that one believe in equality of the races.   | SA | A | DM | D | SD | I | self     |
|  | SA | A | DM | D | SD | I | teachers |
|  | SA | A | DM | D | SD | I | parents  |
| 67. A strong belief in "knowledge for knowledge's sake" is the mark of a good teacher.   | SA | A | DM | D | SD | I | self     |
|  | SA | A | DM | D | SD | I | teachers |
|  | SA | A | DM | D | SD | I | parents  |

68. The teacher's job does not include teaching students about the specific requirements for entering various occupations.	SA	A	DM	D	SD	I	self
	SA	A	DM	D	SD	I	teachers
	SA	A	DM	D	SD	I	parents
69. Personally, I feel that membership in all political parties is not equally desirable for teachers.	SA	A	DM	D	SD	I	self
	SA	A	DM	D	SD	I	teachers
	SA	A	DM	D	SD	I	parents
70. A teacher who believes that religion and education are entirely separate will not make a top-notch educator.	SA	A	DM	D	SD	I	self
	SA	A	DM	D	SD	I	teachers
	SA	A	DM	D	SD	I	parents
71. The teacher who is paid enough to be financially secure will be the best teacher.	SA	A	DM	D	SD	I	self
	SA	A	DM	D	SD	I	teachers
	SA	A	DM	D	SD	I	parents
72. One of the most important tasks of a teacher is testing students' academic knowledge.	SA	A	DM	D	SD	I	self
	SA	A	DM	D	SD	I	teachers
	SA	A	DM	D	SD	I	parents
73. Most teachers should be of the same race as the majority of the students in that school.	SA	A	DM	D	SD	I	self
	SA	A	DM	D	SD	I	teachers
	SA	A	DM	D	SD	I	parents
74. A most important part of a teacher's job is teaching social studies.	SA	A	DM	D	SD	I	self
	SA	A	DM	D	SD	I	teachers
	SA	A	DM	D	SD	I	parents
75. An important element in the really good teacher is her belief that the individual should never be subordinate to the group.	SA	A	DM	D	SD	I	self
	SA	A	DM	D	SD	I	teachers
	SA	A	DM	D	SD	I	parents
76. Teachers should assign homework regularly.	SA	A	DM	D	SD	I	self
	SA	A	DM	D	SD	I	teachers
	SA	A	DM	D	SD	I	parents
77. Teachers should impart in their students an eagerness to acquire more and more knowledge.	SA	A	DM	D	SD	I	self
	SA	A	DM	D	SD	I	teachers
	SA	A	DM	D	SD	I	parents
78. A good teacher should make sure that her students learn the importance of religion.	SA	A	DM	D	SD	I	self
	SA	A	DM	D	SD	I	teachers
	SA	A	DM	D	SD	I	parents

79. The teacher's job should include teaching students to be proud of their own religion. SA A DM D SD I self teachers parents
80. The most important task of a teacher is teaching students the basics of reading, writing and arithmetic. SA A DM D SD I self teachers parents

Please indicate your degree of satisfaction with each of the following items by placing the appropriate response number in the box following each item. Use the following response numbers:

- 7 - Very satisfied  
 6 - Moderately satisfied  
 5 - Slightly satisfied  
 4 - Indifferent or neutral  
 3 - Slightly dissatisfied  
 2 - Moderately dissatisfied  
 1 - Very dissatisfied

1. The state of teaching as a "profession." ( )  
 2. The top salary available for teachers. ( )  
 3. Chances for receiving salary increases as a teacher. ( )  
 4. The amount of progress which I think I will be able to make in my professional career. ( )  
 5. The amount of recognition which teachers are given by society for their efforts and contributions. ( )  
 6. The capabilities of most of the people who are in teaching. ( )  
 7. The effect of a teacher's job on his family life. ( )  
 8. The effect of a teacher's job on his social life. ( )  
 9. The amount of recognition which teachers are given by members of other professions. ( )  
 10. The opportunity which teachers have for associating with other professional people. ( )  
 11. The feeling of personal accomplishment found in teaching. ( )  
 12. The feeling of service found in teaching. ( )

To better understand the information you have so helpfully provided, we would like to know a little about you.

In what age category do you fall? less than 20 \_\_\_\_\_ 40-44 \_\_\_\_\_  
 20-24 \_\_\_\_\_ 45-49 \_\_\_\_\_  
 25-29 \_\_\_\_\_ 50-54 \_\_\_\_\_  
 30-34 \_\_\_\_\_ 55-59 \_\_\_\_\_  
 35-39 \_\_\_\_\_ 60 + \_\_\_\_\_

How much formal schooling have you had up to now?

- B.A. degree \_\_\_\_\_
- Some graduate work \_\_\_\_\_
- Master's degree \_\_\_\_\_
- Some hours beyond M.A. \_\_\_\_\_
- Specialist degree \_\_\_\_\_

What college or university did you graduate from? \_\_\_\_\_

How many years of teaching experience do you have? \_\_\_\_\_

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