

CROSS-CULTURAL INTERPRETATIONS
OF THE CONCEPT OF TEACHER

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by

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Abstract

The main purpose of this study was to determine if the concept of teacher varied across cultures. The hypothesis stated that the participating Indian cultural group would select a child-oriented teacher and that the participating non-Indian cultural group would select a task-oriented teacher.

A COTOS scale (Child-Oriented-Task-Oriented Scale) was devised that consisted of 16 statements that described a task-oriented teacher and 16 statements that described a child-oriented teacher. The respondents rated the importance of each statement by circling numbers from (1) to (9). Unimportance was indicated by circling (1), while circling (9) meant the statement was extremely important.

According to the ANOVA, the Indian cultural group on the whole indicated a preference for a task-oriented teacher. The adult Indians showed an inclination towards a child-oriented teacher, but the young male Indians preferred a task-oriented teacher while the young Indian females indicated a strong tendency towards a task-oriented teacher.

The non-Indian cultural group, on the whole indicated a preference for a child-oriented teacher and the young females indicated a preference for a child-oriented teacher. The young males preferred a task-oriented teacher.

From the results it was concluded that the concept of teacher varied in the Indian and non-Indian samples involved in this study. A teacher preference in one culture may not be the teacher preference in another culture.

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The Problem

Introduction

Prior to European contact, the Indian people of Canada had their own informal system of education. Thus, they thrived for centuries educating their youth as experience and traditions enshrined in their values dictated.

Since the arrival of the non-Indian, the Indian has been faced with an alien approach to education. The non-Indian, along with his European values, has attempted to force his system of education on to the Indian. The Indian, on the whole, has refused to accept this intrusion and has developed adaptive patterns in order to maintain some degree of identity and autonomy.

Statement of the Problem

The non-Indian should have realized that what has worked well with one culture may not have worked well for another, and on the contrary may have produced negative results. The non-Indians are just now discovering that the Indians should have a right to control their own destiny.

A culture's traditions, mores, and values are taught or passed on to youth through education. If a culture's values are to be part of an institutionalized educational program, members of the culture should have their ideas implanted in the organization and philosophy of the school.

There is a greater need for community involvement and parental opinion. The parents of Indian children are demanding that they be granted the jurisdiction over the future of their children's education.

The success or failure of any school's educational program rests largely with the classroom teacher. Therefore if the education of Indian children is to succeed the community (parents and children) must decide one way or another what kind of teacher would be best suited to instruct within their schools.

Previous literature (Havighurst, 1957; Mead, 1961; Thompson, 1964; Wax, 1964; Hawthorn, 1967; Lyon, 1969; Condie, 1971; St. John, 1971; Kleinfeld, 1972) has indicated that child-oriented teachers, defined as sympathetic, warm and friendly were best suited as instructors for Indian children, as opposed to task-oriented teachers, defined as efficient, conscientious and reliable. Child-oriented teachers, it was felt, allowed the Indian child to develop within his own culture. Task-oriented teachers were claimed to be better suited for the middle-class white child, as cultural training and values prepared him for teachers who were efficient, conscientious and reliable.

The concept of teacher either transcends a culture or it is culturally specific. This study was made to determine whether certain cultures preferred task-oriented teachers or child-oriented teachers.

Significance of the Problem

If a different type of teacher was selected for Indian children; different from the teacher chosen for middle-class white children in the dominant culture and if these teacher preferences were identified, schools could modify instruction in ways which would be helpful to

Indian children and thus assist in removing their educational disadvantage.

A study such as this is useful in improving criteria that is used to select teachers of Indian children. Also, teacher training programs could benefit from the outcomes by structuring their programs to produce the type of instructional behaviors which teachers could use to become more effective. If different teaching strategies are indicated for different cultural groups, integrated schooling could become an institution of the past.

It is obvious that the success of a school's educational endeavour depends mostly on the classroom teacher, but identification of the effective classroom teacher has yet to be solved. Few facts are now established about teacher effectiveness and many former findings have been disproved. However, few problems are more crucial in education and efforts to understand teacher effectiveness must be continued.

Delimitation of the Problem

There are many different cultures existing in the world today. This study, however, was involved with two specific cultures. For the purposes of this research, forty Indians and forty non-Indians represented the total sample. All participants were able to read English efficiently enough to understand the COTOS scale.

The Indian respondents involved in this study were selected from residents of a Cree Indian Reserve (Pop. approx. 500) in Northern Saskatchewan. Welfare assistance, a source of income for many families, was supplemented by gains from employment in forestry, fishing, hunting and trapping (Schweitzer, 1972).

On the reserve, a five room school provided educational facilities for students in kindergarten to grade eight. Other community facilities consisted of a trailer court, an assembly hall, a library, an Anglican church, and two general stores (Schweitzer, 1972).

Communications were provided by post office, high frequency radio, television and pay phone. Scheduled transportation services were furnished by truck and bus. Water was supplied by a nearby lake, and in some cases by wells. Heat for the homes was provided by oil and wood (Schweitzer, 1972).

The non-Indian respondents involved in this study were selected from residents of a suburb (Pop. approx. 1,000) in the city of Saskatoon. Approximately 50% of the population was made up of people from the British Isles. People of German and Ukrainian descent comprised nearly 25% of the total population, while the remaining 25% originated from France, the Netherlands, Russia, Scandinavia and Poland (Census Tracts, 1966).

Approximately 33.3% of the wage earners were employed as craftsmen. The remaining 66.6% (approx.) of the wage earning population were employed in occupations that were classed as either managerial, professional and technical, clerical, sales, services and recreation, transport and communications, or labourer (Census Tracts, 1961).

In this area a sixteen teacher school provided educational facilities for students from kindergarten to grade eight. Other facilities were provided by nearby recreation halls, libraries and shopping complexes.

Approximately 50% of the population worshipped at the United Church of Canada. The Roman Catholic Church and the Anglican Church

served the needs of approximately 25% of the population. The remaining 25% of the population attended services in either the Baptist Church, the Greek Orthodox Church, the Lutheran Church, the Presbyterian Church, or the Ukrainian Catholic Church (Census Tracts, 1961).

Most of the homes in this area were constructed between 1959 and 1962. All were fully modern and were equipped with furnace heating, flush toilets, bath or showers, refrigerator, television and automobile (Census Tracts, 1966).

Limitations

The information obtained from this study should only be applied to the two specific cultural groups that participated in the study. The data obtained concerning the type of teacher that the particular cultural groups selected does not imply that what has been found is best or true once and for all. The type of teacher selected by one cultural group could be selected differently at another time or in another cultural setting.

Each individual person participating in the study had his own concept of a teacher. The way in which each person made selection depended on the acculturation, past experience, and the value attitudes that person had come to accept. A person's choice of teacher could also have been affected by the aspects of teaching which were foremost in the individual's mind at a given time. Great caution was taken, for what was referred to as effective teaching may have varied greatly among the communities involved. Generalizations could only be made to populations which were believed to be similar.

Definition of terms

Child-oriented teacher - a teacher who is democratic, responsive, understanding, kindly and optimistic.

democratic - a democratic teacher exchanges ideas with pupils, encourages them to make their own decisions, enters into activities without domination.

kindly - goes out of his way to be pleasant and/or to help pupils; friendly, gives pupils deserved compliments, finds good things in pupils to call attention to, seems to show sincere concern for a pupil's personal problem.

optimistic - emphasizes potential "good" within students.

responsive - approachable to all pupils, speaks to pupils as equals, gives encouragement, recognizes individual differences.

understanding - shows awareness of a pupil's personal emotional problems and needs, is tolerant of error on part of the pupil, is patient with a pupil beyond ordinary limits of patience, shows what appears to be sincere sympathy with a pupil's viewpoint.

Concept - something conceived in the mind, an abstract idea generalized from particular instances.

Culture - the total pattern of human behavior and its products embodied in thought, speech, action and artifacts and dependent upon man's capacity for learning and transmitting knowledge to succeeding generations through the use of tools, language, and systems of abstract thought. The two cultures involved in this study were the cultures that existed among the parents and students

involved in the study at the Indian Reserve and the culture that existed among the parents and students involved in the study in Saskatoon.

Indian - any person of Canadian Indian ancestry who lives within the social, cultural, and economic referants of a given Canadian Indian group.

Non-Indian - any person of Euro-Canadian ancestry who lives within the social, cultural, and economic referants of a given Euro-Canadian group.

Task-Oriented Teacher - a teacher who is responsible, steady, stimulating, systematic.

responsible - painstaking; careful, controls a difficult situation, gives definite directions, calls attention to standards of quality, thorough.

steady - calm; controlled, maintains progress toward objective, stable, consistent, predictable.

stimulating - highly interesting presentations, gets and holds attention without being flashy, assignments challenging, brings lesson successfully to a climax.

systematic - well prepared, systematic about procedure of class.

Teacher - a person who goes about doing whatever is required of teachers, particularly those activities which are concerned with the guidance or direction of the learning of others.

Statement of the Hypothesis

The hypothesis was stated as follows:

The Saskatchewan Indian Reserve culture involved in this study should choose teachers that are child-oriented and conversely the Saskatoon non-Indian culture should choose teachers that are task-oriented.

This hypothesis led to the following questions:

1. Will the children of the Indian Reserve culture choose a child-oriented teacher?
2. Will the parents of the Indian Reserve culture choose a child-oriented teacher?
3. Will the children of the non-Indian culture choose a task-oriented teacher?
4. Will the parents of the non-Indian culture choose a task-oriented teacher?
5. Will the differences among the choices of the Indian culture and the non-Indian culture be significant?
6. Will the differences among the choices of the parents and the children of the Indian culture be significant?
7. Will the differences among the choices of the parents and the children of the non-Indian culture be significant?

Review of the Literature

Sputnik I Sparks Educational Change

In 1971 Kong alleged that Sputnik I touched off a general scepticism of the public towards education. The need for training in the new technologies was obvious. Schreiber (1969) indicated that at the time of Sputnik I it was felt that society would have to change and organize educational training programs in order to produce many thousands of computer programmers and technical specialists.

The extraordinary expansion of the technology and the international race for management of the world's resources, Fliegler (1961) claimed, were presented quite convincingly as reasons for special scholarship aid to those students who demonstrated power in mathematics and science subjects and for reduction in activities calculated to cultivate human growth.

High Demands for Task-Oriented Teachers

Hodenfield (1961), Garrett (1964), Anderson (1966), Allan (1970), Kong (1970), Popham (1970) and Hyman (1971) pointed out the need for a more highly developed technology of teaching. Popham (1970) wrote:

We must set out systematically to improve the degree to which teachers can attain prespecified objectives with learners. The teacher who becomes more skilled with this task becomes more professionally competent (p. 17).

Hodenfield (1961) added that the chief task of education was to upgrade drastically the intellectual competence of teachers.

Garrett (1964), Anderson (1966) and Popham (1970) devoted their

writings to instructional style. Garrett (1964) concentrating on the teaching task, compiled the list of Do's in Teaching:

1. Observe the interest span.
2. Distribute your questions.
3. Go from application to principle.
4. Teach the material in the context in which it is to be used.
5. Encourage the timid and the diffident.
6. Overlearn material for recall.
7. Make definite assignments.
8. Provide knowledge of results.
9. Analyze errors.
10. Space rather than concentrate learning sessions.
11. Place reviews at strategic points to get best results (p. 49).

Socio-Economic Class Determines Teacher Type

Kong (1970) ascribed that teachers were products of a middle-class value system. They were educated in schools that were geared to prepare them for a technological society. They had learned to compete, to debate issues with eloquence, to solve hypothetical problems efficiently and quickly, and to rely upon direct experience rather than actual involvement as their source of information. They had learned to be objective and to relate themselves to things and people in a detached impersonal way.

The middle-class child, according to Deutsch (1967), was more likely to accept this "detached impersonal" teacher because the child had been continuously prodded intellectually by his parents and rewarded for correct answers.

The middle-class child is likely to have experienced in the behavior of adults in his environment, the essential ingredients implicit in the role of teacher. The middle-class child comes to school prepared for the most part, to meet the demands made on him. The expectations of his teachers are that he will succeed. As he confronts material that is congruent with his underlying skills, he is able to succeed (Deutsch, 1967, p. 33).

On the other hand, Deutsch (1967) had reasoned:

in the main, the lower class child's parents had seldom subjected him to the pressure of a formal adult child learning situation. For the lower-class child relating to the teacher and school officials requires a new kind of behavior for which he has not necessarily been prepared (p. 33).

Furthering his argument Deutsch (1967) said:

The lower-class child on the other hand experiences the middle-class oriented school as discontinuous with his home environment, and further comes to it unprepared in the basic skills on which the curriculum is founded. The school becomes a place which makes puzzling demands, and where failure is frequent and feelings of competence are subsequently not generated. Motivation decreases, and the school loses its effectiveness (p. 66).

Frost (1970) declared:

... if we want to help lower-class children we will have to reorient our thinking and philosophy. We will have to adopt fundamental reforms, radical and crucial in nature, so that the school as an institution will be more nearly in conformity with the cultural and behavioral patterns of this lower-class (p. 75).

Hess and Tannenbaum (1970) claimed that teacher education programs were doing very little that was different to train teachers to work with the children of the economically deprived. He felt that changes must come quickly in order to:

Produce teachers who have had thorough exposure to psychological, sociological, and anthropological theory and data concerning the relationship between race and intelligence and the effect of culture upon behavior. It is impossible to expect teachers to understand children who are "different" unless they are allowed to come in contact with contemporary thought about race and intelligence, culture and behavior (p. 68).

McMurrin (1971) felt that the teaching of disadvantaged children required special skills and capabilities. Indications were that teachers possessing these qualifications were in short supply. A plea was made for a national effort to attract to the teaching profession well-qualified and highly motivated young people and to equip

them to work effectively with disadvantaged students.

Different Cultures Require Different Teachers

Several suggestions in the literature (Kleinfeld, 1972 and St. John, 1971) have also indicated that a different type of teacher was required to teach Indian children; different from the teacher required of non-Indian children in the dominant culture.

Although it was felt that a different type of teacher was needed for the Indian student, Kleinfeld (1972) found that little information on effective teachers for Indian students was available. Biddle (1964) pointed out that, "Few, if any facts are now deemed established about teacher effectiveness and many former findings have been repudiated (p. 2)." However, Williamson (1969) continued, "few, if any, problems are more crucial in education and despite the paucity of definitive findings, efforts to understand teacher effectiveness must continue (p. 85)."

If the effective teacher for Indian students was defined, a change in integrated schooling could evolve, as Kleinfeld (1972) pointed out, "Clearly, if different teaching strategies are optimal for different cultural groups the social implications for integrated schooling could be disturbing (p. 1)."

Task-Oriented Teachers Versus Child-Oriented Teachers

Hawthorn (1967) reported that the non-Indian entered school already prepared for the task-oriented academic world, whereas the Indian child did not. Kleinfeld (1972) claimed that, "Indian students are not familiar with impersonal social arrangements where anonymity and fragmented task relationships are the norm (p. 8)." But, when

the native child went to school he did not find a child-oriented teacher, one who let him decide what he wanted to do, etc. He was confronted with a task-oriented teacher, one who claimed that he must conform, adapt to a schedule, participate whether he was interested or not. Kleinfeld (1972) wrote that:

Middle-class white teachers, reflecting the dominant achievement orientation of their culture, tend to focus on academic tasks and to compartmentalize the task and the interpersonal aspects of the situation so that personal feelings will not interfere with the primary mission of task accomplishment (p. 5).

Because the Indian child was forced to exist under the jurisdiction of a task-oriented teacher, he, according to Hawthorn (1967) was faced with frustration and conflict most of his school life. Zintz (1969) reported that too many teachers were inadequately prepared to understand or accept the dissimilar cultural values of the Indian student. These teachers came from homes where they had been "pushed" to achieve success, where "work for work's sake" was rewarded and where they spent a large amount of time preparing for the future. The teacher's value system, Zintz (1969) believed was middle-class oriented, and unless a teacher was aware of this bias and could understand and appreciate other value systems, he, too, would find only frustration and dissatisfaction in teaching children whose backgrounds were unlike his own.

Hawthorn (1967) affirmed that the data were increasingly conclusive that the task-oriented whiteman's learning came hard to Indians. Chretien (1972) in referring to figures compiled in 1968, indicated that between grades 1 and 12 there was a 94% to 96% loss of Indian students, compared with the national rate of drop out of 12%.

Hawthorn (1967) noted that teachers were concerned, but they took unsuccessful steps to reduce academic failure. They kept children after school. Special classes were set up. Punishments were used. Those students who were behind academically lost certain privileges. There was often talk of hiring more truant officers to force the dropouts to return to school.

It was obvious that when children rejected education and failed to learn the skills necessary, there was evidence of maladjustment. Just who was at fault? Was it the child or was it the system and the teacher?

Lyon (1969) proposed "that the classroom need not become the battle ground for value changes (p. 27)." Lyon (1969) claimed that the work of a teacher of Indian children existed in the personality and the character of each child that was being taught. If a teacher provided the experiences necessary for individual Indian children in an atmosphere that promoted self confidence, self respect, and a faith in individual ability, Indian character would remain strong.

Havighurst (1957), in keeping with the idea that the teacher must respect the individuality of students wrote that:

The school needs to perform the dual function of enlarging the child's life space and of helping him feel secure in that life space. To do this the school must provide a rich curriculum and a psychological atmosphere that lends itself to cultivating happiness and security within the child... It is important for the teacher at least to know that the life space does have different meanings for different children and to know something of the nature of these meanings (pp. 172-173).

Thompson (1964) in discussing Indian education maintained that a competent teacher must teach more than subject matter. The teacher must teach in such a way that she helps each Indian child maintain

the solid values of his own way of life. Hawthorn (1967) stated that, "The object is to eliminate the formalism of the teacher, the restraint of fixed programs, the passivity of the child (p. 172)."

Jean Chretien, Minister of Indian Affairs and Northern Development on June 23, 1972 stressed that education must be concerned with the individual. He said, "The trend in recent years has been toward individual instruction, allowing the child to progress at his own pace (p. 11)." Margaret Mead (1961) wrote:

Our future depends... on developing with the help of prophets and poets who have yet to raise their voices, underwritten by the sciences of human behavior, a new conception of the individual in which each seeks fulfillment not in breeding replicas of himself and herself, but in the nurturance of human children, wherever they are, and the realization of what each individual can contribute individually to a world that desperately needs every ounce of creativity we can free for productive thought and social action (p. 27).

The young Indian child arrived at school as an individual. According to Hawthorn (1967),

He has an identity as an individual and as a member of a specific group. His cultural orientation and values will have prepared him to value some things and not others; to perceive things in certain ways and to internalize goals for specific reasons shared with his community (p. 122).

Condie (1971) claimed that there was a "need for a kind of education that will make of the tradition-directed Indian an inner directed individual (p. 89)." As Hawthorn (1967) said, "'activist pedagogy' always tries to begin with the child, with his interests, with his play, with his imagination, in order to develop in him curiosity and personal initiative (p. 172)."

Kleinfeld (1972) in a study involving instructional style and the intellectual performance of Indian and Eskimo students reported that:

Those teachers who assumed the role of personal friend rather than specialized professional, dissipated students' terror in the classroom by avoiding the impersonal professionalism that village students interpreted as disinterest or hostility and by repeatedly disconfirming students' expectancies of danger in an unfamiliar situation (p. 14).

A similar study made by St. John (1971) found that black students' reading achievement gains were higher when they were involved with interpersonally friendly teachers, defined as kindly, optimistic, responsive, understanding, democratic and adaptable. In the same study task-oriented teachers were described as fluent, broad, stimulating and confident.

Wax (1964) described how successful teachers differed from less successful instructors in that they showed respect for their pupils. By this, it was meant that "they treated them as if something of respect was already there (p. 75)."

A child-oriented teacher had affection for children. Thompson (1964) stated:

I strongly believe that no education employee can perform at the quality level in his work with children unless he or she has a deepseated love for children and youth. I believe further that this feeling must be genuine, not something put on like a cloak. It must, in my opinion come from the heart... (p. 53).

To further this argument Thompson (1964) went on to say that:

Teachers who genuinely are concerned with students' personal problems and happiness, who put emphasis on educating the heart while they educate the head, create without really knowing how they do it an atmosphere that welcomes students (p. 43).

Determining the Competent Teacher

In order to determine the competent teacher many methods have been employed, such as: parental evaluation (Biddle, 1964), student evaluation (Veldman, 1967), trained observation (Kleinfeld, 1972; Ryans,

1960), expert opinion (Ryans, 1960), and pupil growth as measured by achievement tests (St. John, 1971).

Ryans (1960) employing trained observers defined an "Xo" teacher characteristic pattern as democratic, responsive, understanding, kindly and optimistic. Ryans (1960) also defined a "Yo" teacher characteristics pattern which was described as responsible, steady, poised, systematic and another teacher characteristics pattern labelled "Zo" which was described as stimulating and original.

Kleinfeld (1972) employing expert opinion felt such opinions were not to be considered reliable because the opinions may have been based on the educational theories that the expert happened to hold.

Another way to determine the effective teacher was to measure pupil growth by such indicators as achievement tests. This method was difficult to use as indicated by Kleinfeld (1972):

At the secondary level where each subject is taught by a different teacher, it is difficult to compare student gains across subject areas. Also, different teachers may have different objectives within a particular subject (p. 7).

Veldman (1967) felt that pupil's observation reports of student teacher behavior could provide reliable and valid information for use in research which compared groups. Veldman (1967) wrote:

Unlike ratings of observed behavior by adult judges, pupil evaluations have the advantage of averaging a large number of individual biases. They are also the product of observing the teacher on many occasions under "normal" conditions and hence avoid many of the obvious problems encountered in typical "one-shot" classroom observations. With the availability of automated data-processing procedures, it would appear that the use of pupil evaluations as one facet of a comprehensive assessment battery for teachers is very much warranted (p. 23).

Parental evaluation was highly recommended by Biddle (1964) when

he wrote, "Standing always in the background are the ubiquitous parents whose opinion must be considered if the school is to function effectively (p. 15).

The use of rating scales have long been used to evaluate effective teaching. Biddle (1964) felt that if one "can assume an honest, motivated, self-conscious respondent, any conceivable psychological property can be assessed by designing the proper instrument (p. 23)."

The content of a rating scale can be assumed to be equally applicable in two different cultures. But, Ryans (1971) pointed out, it must be recognized that similar appearing content may have dissimilar meanings in different cultures and dissimilar appearing content may have similar meaning. Ryans (1971) continued:

And when a single test or inventory is administered to two populations if (i) the item content can be assumed to be equally applicable, if (ii) the test is satisfactorily reliable in each population and if (iii) when similar procedures for judging validity are applied and the test satisfactorily meets the agreed-upon validity criteria in each population, then it may be assumed the two populations can be compared with respect to the psychological construct the test intended to reflect. Utilizing tests that have been thus constructed, the performance of students in School A may be compared with the performance of students in School B (p. 47).

Validity of Response

Biddle (1964) suggested that the type of teacher selected by one cultural group may be selected differently at another time or in another cultural setting. Therefore any information obtained from a particular culture can be applied only to that culture at a given time. The data obtained concerning the type of teacher that a particular cultural group has selected does not imply that what has been found is "best" or "true" once and for all.

There may not be honest responses, for as Ryans (1971) pointed out, one may be faced with respondent biases relating to "reservation", or "caution" when comparison with other groups are known to be involved. A respondent from a particular culture may be afraid to give high ratings or low ratings to particular statements because he or she may feel that the researcher is invading on his or her personal opinions.

Each individual person participating in the determination of a desired teacher may have his own concept of a teacher. Ryans (1960) indicated that selection is dependent on acculturation, past experience, and the value attitudes a person has come to accept. The person's choice of teacher may also be affected by the aspects of teaching which may be foremost in the individual's mind at a given time. Ryans (1971) pointed out that when one speaks of effective teaching great caution must be taken for that which is referred to as effective teaching may vary greatly from one community to another. Generalizations can only be made to populations which are believed to be similar.

Teacher behavior is good or bad, right, or wrong, effective or ineffective only to the extent that such behavior conforms or fails to conform to a particular culture's value system or set of objectives relating to the activities expected of a teacher and the kinds of pupil learning desired and the methods of teaching to be employed to bring about learning (Ryans, 1960, p. 15).

Ryans (1971) questioned how one could determine how valid a set of responses comprising a score, may be in one as compared with another culture.

The difficulties involved in determining behavior and/or response equivalence across cultures seem almost impossible to resolve; and these difficulties are multiplied for the behavioral scient-

ist, by the fact he is dealing with psychological constructs which seldom are invariant (with regard to meanings attached to any particular construct, e.g., persistence) within a given culture and construct invariance necessarily increases as one moves from one culture to another (Ryans, 1971, p. 48).

Experimental Design

The Sample

Involved in this study were two sexes, two cultures (Indian and non-Indian) and two age groups (young and adult). The total sample was made up of 80 people. The three factors (sex, race and age) were categorized by a randomized groups design as follows:

	C ₁	C ₂	Σ	
	<hr/>			
A ₁	B ₁	10 10	20	
	B ₂	10 10	20	
A ₂	B ₁	10 10	20	
	B ₂	10 10	20	
	Σ	40 40	80	*
	<hr/>			

* A₁ ≐ male, A₂ ≐ female.

B₁ ≐ Indian, B₂ ≐ non-Indian.

C₁ ≐ young, C₂ ≐ adult.

One factor was sex, and this factor was designated as A and the two levels as A₁, corresponding to male, and A₂, corresponding to female. A second factor was race (B) and this factor was also varied in two ways. The B factor had two levels, B₁ corresponding to Indian and B₂ corresponding to non-Indian. Still, a third factor was the age of the participants. Age was designated as the C factor and C₁ corresponded

to young (age 10 to 16) and C_2 corresponded to adult (age 20 and over).

A given group was obtained by selecting one level from each of the three factors. For example, one group was $A_1B_1C_1$ and it represented (A_1) male, (B_1) Indian, (C_1) young or young male Indians.

The total number of different groups were $2 \times 2 \times 2 = 8$, and they were as follows:

Group	Sex	Race	Age
$A_1B_1C_1$	male	Indian	young
$A_1B_1C_2$	male	Indian	adult
$A_1B_2C_1$	male	non-Indian	young
$A_1B_2C_2$	male	non-Indian	adult
$A_2B_1C_1$	female	Indian	young
$A_2B_1C_2$	female	Indian	adult
$A_2B_2C_1$	female	non-Indian	young
$A_2B_2C_2$	female	non-Indian	adult

It must be stressed that the 40 respondents from the Indian culture did not represent the total Indian culture and the 40 respondents from the non-Indian culture did not represent the total non-Indian culture. The data collected were representative of the two small cultural groupings involved.

The socio-economic status of the respondents may have influenced their rating of the various statements describing teachers. This variable was difficult to control as it was impossible to find two exclusive cul-

tural groups with the same economic and social status, especially if the two cultural groups belonged to different races.

Construction of the COTOS (Child-Oriented-Task-Oriented Scale)

St. John (1971) in a study to determine whether minority group children were responsive to teachers with interpersonal skill, rather than subject-competence, described child-oriented teachers as kindly, optimistic, responsive, understanding, democratic, and adaptable. In the same study task-oriented teachers were described as fluent, broad, stimulating, and confident.

Ryans (1960) defined an "Xo" teacher characteristic pattern as democratic, responsive, understanding, kindly and optimistic. Ryans' (1960) "Xo" description was very much like that of the child-oriented description given by St. John (1970). Ryans' (1960) also had a teacher characteristics pattern labelled "Yo" which was described as responsible, steady, poised, systematic, and another teacher characteristics pattern labelled "Zo", which was described as stimulating and original. Ryans' (1960) "Yo" and "Zo" teacher characteristic patterns, when combined, had similar descriptors and was compared with St. John's (1971) description of a task-oriented teacher.

The COTOS scale was constructed using Ryans' (1960) "Xo" pattern of teacher characteristics for child-oriented teachers. Ryans' (1960) "Yo" and "Zo" patterns were used as characteristics for task-oriented teachers. (Cf. Appendix A)

For the purposes of constructing the COTOS scale all statements were given a number. The number in front of each statement indicated where each statement was taken from.

Example:

8861 Guided pupils without being mandatory.

The two digits "88" meant that the statement was taken from page 88 in Ryans' (1960) book. The digit "6" meant it was taken from the Democratic Teacher Behavior category and the digit "1" meant that it was the first statement in that category. (Cf. Appendix A)

Twenty-eight statements describing child-oriented teachers and 35 statements describing task-oriented teachers were used. These statements were written on 5" x 8" cards. To allow for easy scoring, the number that corresponded with each statement was written on the back of each card. All totalled, there were 63 cards.

Twenty people, 9 males and 11 females from the Indian and Northern Education program, were asked to sort the 63 statements into two piles. People of Indian ancestry were not involved in constructing the COTOS scale. Had it been possible Indian people would have been asked to sort the cards to determine if there was a difference in the way in which Indians and non-Indians sorted the cards into task-oriented and child-oriented piles. The non-Indian sorters were asked to read the statement on each card, and to decide if the statement described a task-oriented or a child-oriented teacher. The sorter placed the cards into one of two piles designated as either task-oriented or child-oriented. The sorters used their own personal opinions to determine if the statements described task-oriented or child-oriented teachers.

An exact record showing how each person sorted the cards was kept. After the twenty sorters had completed the sorting process,

two graphs were made that showed the number of times each statement was chosen. (Cf. Appendix B)

It is obvious when looking at the graphs, that some statements were thought to be very strong descriptors and some statements were thought to be very weak descriptors. Some statements were chosen twenty times out of twenty and others were chosen only a few times. (Cf. Appendix B)

The task-oriented graph indicated that 14 statements were chosen 16 times or more. The child-oriented graph indicated that 18 statements were chosen 16 times or more. For the purposes of the COTOS scale it was best if there were an equal number of statements in both categories. The average number of statements between the task-oriented and the child-oriented categories was 16 ($14 + 18$ divided by $2 = 16$). Therefore, the COTOS scale was made up of 16 statements describing child-oriented teachers. (Cf. Appendix B)

To bring the number of task-oriented statements up to 16, statement 89104 and 90144 were added to the list in order to meet the required number of 16. Since there were 18 statements in the child-oriented list, thereby exceeding the required number by 2, two had to be removed. 8863 had to be removed because it was the only statement in the democratic category that was not chosen 16 times. 8895 was removed because its meaning was somewhat unclear. (Cf. Appendix C)

The statements were rewritten in easier English (Cf. Appendix D) to diminish the possibility of misunderstanding by the children and the parents. To see if the easier English had not changed the basic

meaning of the original statements, ten students from the Indian and Northern Education Program sorted the 32 statements into the two categories -- task-oriented and child-oriented teachers. The 16 statements designated to describe task-oriented teachers were almost always placed in the task-oriented pile. The 16 statements designated to describe child-oriented teachers were almost always placed in the child-oriented pile. There were no significant differences.

The selected statements were numbered from 1 to 32 and a table of random numbers was used to designate the order in which the statements would be placed on the COTOS scale.

The next step was to determine which method would be best to rate the importance of the 32 selected statements. Four different scales were made. (Cf. Appendix E)

Six copies were made of each different scale. Three copies of each different scale were administered to 12 females, and 3 copies of each different scale were administered to 12 males. All participants belonged to the College of Education.

The ratings of each scale were tabulated to determine which scale had the greatest range of selection. (Cf. Appendix F)

The Likart Scale (1 2 3 4 5) had the smallest range of selection. Most of the statements were rated as important to extremely important. The scales using seven choices (1 2 3 4 5 6 7), (0 0 0 0 0 0 0) also had small ranges of selection.

The scale with nine rating choices (1 2 3 4 5 6 7 8 9) had the greatest overall range. The ratings ranged from unimportant to extremely important for most of the statements. The (1 2 3 4 5 6 7 8 9)

scale was selected as the one to be used to collect the data. (Cf. Appendix G)

The content of the COTOS scale was assumed to be equally applicable in both cultures, but it must be remembered that similar appearing content may have dissimilar meaning in different cultures, and dissimilar appearing content may have similar meaning.

The participants were asked not to think of their present or past teachers when rating the descriptive statements. They were asked to think of the teacher that they felt would be best. It was assumed that this request would help to eliminate the possible response influences made by their teachers.

Procedure for Data Collection

All candidates were asked to read the directions on the first page of the scale. If there was confusion the researcher gave directions. If the participants did not understand the terms or words used, necessary explanations were given. The researcher was most careful not to influence the respondent's rating of the statements. There was no time limit.

There may not have been an honest response when candidates were rating each statement. It may have been known that comparisons with other cultures were involved and as a result there may have been respondent biases relating to "reservation" or "caution".

Statistical Analysis and Interpretation

It must be pointed out here that the difficulties involved in determining response equivalence across the two cultures (Indian and non-Indian) were almost impossible to resolve. Assuming the content of the COTOS scale was understood by both cultures, the results of the performance by the Indian culture could be compared with the results of the non-Indian culture.

A 2x2x2 Factorial Experiment

The data obtained from administering the COTOS scale is presented in Table 1 and was analyzed by a 2x2x2 Analysis of Variance (ANOVA), Factorial Design (Edwards, 1965). The three factors that were considered were Sex (A), Race (B), and Age (C). Negative (-) scores indicate task-orientation while positive (+) scores indicate child-orientation.

Table 1. Outcomes of a 2x2x2 Factorial Experiment with a Randomized Groups design

	A_1				A_1			
	B_1		B_2		B_1		B_2	
	C_1	C_2	C_1	C_2	C_1	C_2	C_1	C_2
	-15	0	-3	1	3	19	-5	20
	6	20	10	35	-10	-19	-24	47
	-19	16	5	1	-13	4	1	12
	-18	-8	9	-6	-17	25	9	16
	30	0	-17	24	-13	0	5	5
	-14	4	-15	-2	10	8	6	-5
	21	0	-1	7	-13	-5	-7	31
	-15	-4	9	10	-12	-4	17	-2
	-9	1	-20	-6	-40	10	6	2
	-6	4	-22	29	2	-6	14	-5
Σ	-39	33	-45	93	-103	32	22	121
ΣX^2	2825	769	1695	2869	2753	1604	1314	4053

The data were analyzed to see if there were differences in the choice of teacher made by the parents and the choice of teacher made by the children in the Indian and non-Indian cultures.

The summary of the complete Analysis of Variance is presented in Table 2.

Table 2. Complete Analysis of Variance for the Factorial Experiment

	Source	d.f.	Sum of Squares	Mean Square	F
A:	Sex	1	11	11	.07
B:	Race	1	898	898	*6.02
C:	Age	1	2299	2299	**15.42
AB:	Sex x Race	1	320	320	2.14
AC:	Sex x Age	1	7	7	.04
BC:	Race x Age	1	11	11	.07
ABC:	Sex x Race x Age	1	3439	3439	**23.08
Error:	Within groups	72	10,735	149	
	Total	79	17,720		

*p<.05

**p<.01

Meaning of the Main Effects

From the table of F, it was found that for 1 and 72 d.f., a value of F which was approximately equal to 3.98 would be significant at the 5 percent level and a value of F which was approximately equal to 7.01 would be significant at the 1 percent level (Snedecor, 1956).

For the main effects, A is insignificant. The A mean square corresponds to a comparison between the males and females averaged over the two levels of B and the two levels of C. The mean for the males or the first level of A was obtained from Table 3 and is equal to $42/40 = 1.05$. The mean for the females or the second level of A was obtained from Table 3 and is equal to $72/40 = 1.8$. The fact that the A

mean square is insignificant leads to the conclusion that these two means are insignificant. There is an insignificant difference in the choice of teacher between the males and the females.

Table 3. The Two-Way Tables for the AxB, AxC, and BxC Interaction

(a) Two-Way Table for A and B

	B ₁	B ₂	Σ
A ₁	- 6	48	42
A ₂	-71	143	72
Σ	-77	191	114

(b) Two-Way Table for A and C

	C ₁	C ₂	Σ
A ₁	-84	126	42
A ₂	-81	153	72
Σ	-165	279	114

(c) Two-Way Table for B and C

	C ₁	C ₂	Σ
B ₁	-142	65	-77
B ₂	-23	214	191
Σ	-165	279	114

The main effect of B represents a comparison between the means for B₁, the Indian group, and B₂, the non-Indian group, averaged over the

two levels of A (male and female), and the two levels of C (young and adult). The mean for B_1 was obtained from Table 3 and is equal to $-77/40 = -1.92$ and corresponds to the mean for the Indian group. The mean for B_2 is equal to $191/40 = 4.78$ and corresponds to the mean for the non-Indian group. Since the mean square for B is significant in the Analysis of Variance, it is concluded that the means for B_1 and B_2 differ significantly. The Indian group has a greater leaning towards task oriented teacher while the non-Indian group tends to prefer the child-oriented teacher.

The main effect of C represents a comparison between the means for C_1 , young people, and C_2 , adult people, averaged over the two levels of A (male and female) and the two levels of B (Indian and non-Indian). These two means were obtained from Table 3. The mean for C_1 is equal to $-165/40 = -4.13$ and corresponds to the mean for the young people. The mean for C_2 is equal to $279/40 = 6.98$ and corresponds to the mean for the adult people. Since the C mean square of the Analysis of Variance is significant it is concluded that these two means differ significantly. The children, on the average in both groups prefer a task-oriented teacher while the adults on the average in both groups prefer a child-oriented teacher.

The Interaction Effects

AxB interaction. The AxB interaction mean square is not significant. The fact that this interaction is not significant indicates that the difference between the means of the A_1 (male) and A_2 (female) for the first level of B (Indian) is not significantly different from the difference between the means of A_1 (male) and A_2 (female) for the

second level of B (non-Indian). With a non-significant AxB interaction, it can be said that the A effect, the difference between A_1 (males) and A_2 (females), is independent of B (race), that is, there is approximately the same difference between A_1 and A_2 regardless of the two levels of B (Indian and non-Indian).

Dividing each of the cell sums of Table 3(a) by 20, we have as the mean difference between A_1 and A_2 for B_1

$$B_1: \quad A_1 - A_2 = \frac{-6}{20} - \frac{-71}{20} = -.3 - -3.55 = -3.85$$

and for the mean difference between A_1 and A_2 for B_2 , we have

$$B_2: \quad A_1 - A_2 = \frac{48}{20} - \frac{143}{20} = 2.4 - 7.15 = -4.75$$

and it is the fact that these two differences are much the same that results in a nonsignificant AxB interaction

AxC interaction. The AxC interaction mean square is not significant. The difference between the means of A_1 (male) and A_2 (female) for the first level of C (young) is not significantly different from the difference between the means of A_1 and A_2 for the second level of C (adult).

Dividing each of the cell entries of Table 3(b) by 20, we have as the difference between the mean of A_1 and A_2 for C_1

$$C_1: \quad A_1 - A_2 = \frac{-84}{20} - \frac{-81}{20} = -4.2 - -4.05 = -.15$$

and as the difference between the means for A_1 and A_2 for C_2

$$C_2: \quad A_1 - A_2 = \frac{12}{20} - \frac{153}{20} = 6.3 - 7.65 = -1.35$$

and it is the fact that these two differences are much the same that results in a nonsignificant AxC interaction.

BxC interaction. The BxC interaction mean square is not significant. The fact that this interaction mean square is not significant indicates that the difference between the means of C_1 (young) and C_2 (adult) for the first level of B (Indian) is not significantly different from the difference between the means of C_1 (young) and C_2 (adult) for the second level of B (non-Indian).

Dividing each of the cell entries of Table 3(c) by 20, we have as the difference between the means of C_1 and C_2 for B_1

$$B_1: \quad C_1 - C_2 = \frac{-142}{20} - \frac{-23}{20} = -7.1 - -1.6 = -5.50$$

and for the difference between the means of C_1 and C_2 for B_2

$$B_2: \quad C_1 - C_2 = \frac{65}{20} - \frac{214}{20} = 3.25 - 10.70 = -7.45$$

and it is the fact that these two differences are much the same that results in a nonsignificant BxC Interaction.

AxBxC interaction. The AxBxC interaction mean square is significant. But to examine the nature of the AxBxC interaction, we consider the BxC interaction separately for each level of A_1 as shown in Table 4.

Table 4. Two-Way Table of Means for B and C for each Level of A

	A_1		A_2	
	B_1	B_2	B_1	B_2
C_1	-3.9	-4.5	-10.3	2.2
C_2	3.3	9.3	3.2	12.1

The graphs for B_1 and B_2 against C for A_1 are shown in Figure 1(a) and the graphs for B_1 and B_2 against C for A_2 are shown in Figure 1(b).

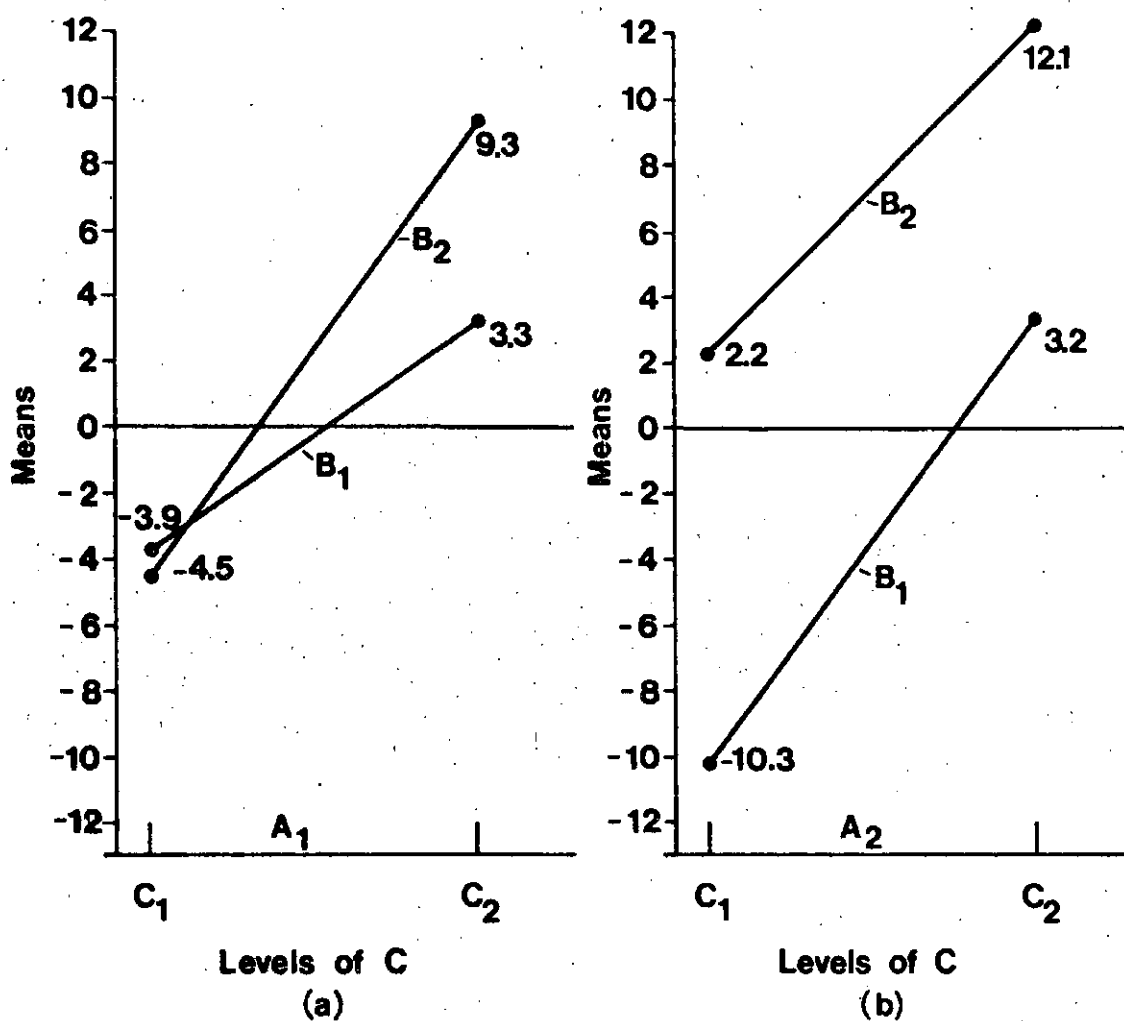


Figure 1 (a) Means for levels of B at each level of C for A₁. B₁ and B₂ correspond to Indian and non-Indian respectively. C₁ and C₂ correspond to young and adult, respectively. A₁ is the male group. Original data given in table 4. (b) Means for levels of B at each level of C for A₂. B₁ and B₂ correspond to Indian and non-Indian respectively. C₁ and C₂ correspond to young and adult respectively. A₂ is the female group. Original data given in table 4.

The significant AxBxC interaction indicates that the BxC interaction is not the same for the different levels of A. The forms of the graphs in Figure 1(a) and Figure 1(b) are not similar and this finding is consistent with the significance of AxBxC interaction means square.

The significant AxBxC interaction indicates that the young males prefer the task-oriented teacher and adult males prefer the child-oriented teacher. The adult females prefer the child-oriented teacher and the young non-Indian female somewhat prefers the child-oriented teacher, but the young Indian female is extremely in favor of the task-oriented teacher. Being the young Indian female indicated an extreme preference for the task-oriented teacher, while the young non-Indian female showed a preference for the child-oriented teacher, a BxC interaction has resulted for the different levels of A.

It was thought that the young female Indians' strong response to a task-oriented teacher may have affected the total Indian group mean, but if Figure 1 is examined, it can be seen that the whole Indian group had a stronger tendency to "task-orientation" than did the non-Indian group.

Summary of the Results

The A mean square is insignificant. Examination of the means indicates that there is an insignificant difference in the choice of teacher between the males and females. The significant B mean square points out that the means for B_1 (Indian) and B_2 (white) averaged over the two levels of A (sex) and C (age) differ significantly. Examination of these two means indicates that the Indian group has a greater leaning towards a task-oriented teacher, while the non-Indian group tends to

prefer a child-oriented teacher.

The significant mean square for C tells that the means for C_1 (young) and C_2 (adult) averaged over the levels of A (sex) and B (race) differ significantly. The children in both groups preferred a task-oriented teacher while the adults in both groups preferred a child-oriented teacher.

The AxB interaction is not significant. The difference between the A_1 (male) and the A_2 (female) is not dependent upon the particular race (B_1 or B_2) involved. The average mean of the male Indians indicated they preferred a task-oriented teacher and the average mean of the male non-Indians indicated they preferred a child-oriented teacher. The average mean of the female Indians showed that they selected a task-oriented teacher and the average mean of the female non-Indian showed that they selected a child-oriented teacher. On the average the female Indians indicated a stronger preference for a task-oriented teacher than did the male Indians. The female non-Indians were more inclined to a child-oriented teacher than were the male non-Indians.

The AxC interaction mean square is not significant. The difference between the A_1 (male) and the A_2 (female) is not dependent upon the particular age (C_1 or C_2) involved. In other words, the young females selected a task-oriented teacher and the adult females selected a child-oriented teacher. The young males also chose a task-oriented teacher, while the adult males selected a child-oriented teacher.

The BxC interaction mean square is not significant. Therefore the B effect, the difference between B_1 and B_2 or Indian and non-Indian, is not dependent upon the particular age (C) involved. In other terms,

the adults in each level of B (race) selected or preferred a child-oriented teacher, but the adult non-Indians showed a stronger inclination towards a child-oriented teacher than did the adult Indians. The young people selected a task-oriented teacher, but the young Indians indicated a stronger preference for a task-oriented teacher than did the young non-Indians.

The $AxBxC$ interaction was discussed by considering the BxC interaction separately for each level of A. The significant $AxBxC$ interaction indicates that the BxC interaction is not the same for the different levels of A. Being the young Indian females indicated an extreme "task-orientation", when the young Indian males indicated an intermediate "task orientation", there was a BxC interaction for the different levels of A.

Discussion of the Results

Results of the Indian Group

The original hypothesis was proven to be incorrect and therefore it was concluded that generally, the Indian cultural group, at the time the scale was administered, preferred a task-oriented teacher as defined in the COTOS scale. This result was contrary to the predictions of the literature, indicating that the Indian cultural group should have selected a child-oriented teacher. Perhaps, the Indian group felt they had never had a real chance to attain the so called "good things" of life, and therefore they thought the task-oriented teacher concentrating on getting subject matter across, giving definite directions, being consistent, and being punctual, etc. would better prepare the young to meet the rigorous demands placed on them in the dominant technological society. Conceivably, the Indian group was so used to seeing the school as the institution that prepared youth for the "jobs" in "white" society that they could not see the school as the institution that respected individuality and eventually reinforced Indian identity.

Although it was true that generally the Indian cultural group indicated a preference for a task-oriented teacher, there were significant differences among the choices of the adult Indians and the young Indian people. The adult Indians although not nearly as strongly as the non-Indian adults, indicated a preference for a child-oriented teacher. This preference can supposedly be explained by the fact the

adult Indians had lived longer than the young Indian people and had come to realize, through life experiences, that love, understanding and individual expression were very important basic human needs. In all likelihood, the adult Indians had witnessed the demands placed on society by the advancing technology and had realized in the daily struggle for existence, they, as parents may have been too involved to provide their children with the humanistic attributes necessary for life.

Too, the adult Indians, when compared with the young Indian people, were possibly more entrenched, in Indian values. The Indian values stressed "self reliance, respect for personal freedom, generosity, respect for nature, and wisdom, all of which have a special place in the Indian way of life (National Indian Brotherhood, 1972, p. 3)." These values may have been more relevant to the adult Indian way of thinking and therefore the adult Indian identified more readily with the child-oriented statements, which stressed self reliance, respect for personal freedom, etc.

The young Indian people favored a task-oriented teacher as defined on the COTOS scale. This may have been an indication that the young Indian people, competing in the dominant culture, preferred to have situations clearly structured so that they could feel secure when working towards defined objectives.

The young Indian females showed a strong preference for a task-oriented teacher. This indication may have been the result of the young Indian girls' perception of themselves in relation to their total culture. Perhaps, the young Indian girls were still expected to follow the traditional role of the female, one that was very de-

finitely defined. As a result, the average young Indian girls may have felt more secure with the task-oriented statements and therefore gave them higher ratings.

The young Indian males indicated a preference for task-oriented teachers, but they were not nearly as inclined towards task-oriented teachers as the young Indian females. Traditionally, the young males were allowed more freedom than the young female Indians. The young female Indians were expected to help their mothers perform the daily chores, whereas the young males were allowed to "play at" being the hunter image of their fathers. This could also have been the case at the time of the study; the young males still may have been allowed more freedom than the young females and therefore they had inclinations towards a child-oriented teacher.

Results of the non-Indian Group

The original hypothesis was proven to be incorrect and it was concluded that the non-Indian cultural group, at the time the scale was administered preferred a child-oriented teacher as defined in the COTOS scale. This may have been an indication of dissatisfaction with the existing educational system. The non-Indian cultural group may have felt that the school should be the place where individuals develop compassion and sensitivity to the needs of other human beings. They perhaps had realized they had become the cogs in a huge technological machine and because of this had lost the humanistic experience in their own lives.

Consequently, they may have had an overwhelming passion to rid the dehumanizing practices that were possibly prevalent in their

school such as: testing, the grading system, rigorous timetabling and overcrowding. The non-Indian group perhaps visualized the child-oriented teacher, defined as kindly, optimistic, responsive and understanding, as the ideal teacher to cultivate the school atmosphere that promoted self confidence, self respect and faith in individual ability.

Although, it has been pointed out that the non-Indian group on the average preferred a child-oriented teacher there were significant differences among the non-Indian adults and the young non-Indian people. The non-Indian females showed a mild preference for a child-oriented teacher. The young non-Indian males, on the other hand, expressed a need for a task-oriented teacher.

The young non-Indian males' preference for a task-oriented teacher as defined on the COTOS scale may have been an indication that the young non-Indian males preferred to have their school work situations highly structured so that they could achieve their educational aims.

At the time of the study, in non-Indian society, perhaps the male child, strongly identified with the father image. The young non-Indian male saw the father as the bread winner, the one who consistently left for work in the morning; the one who followed a schedule. Therefore the young non-Indian male could have identified with the task-oriented teacher, the one who was most like his father.

The young non-Indian males' selection of a task-oriented teacher may have been affected by the high number of female teachers that were on staff at the school. The young non-Indian males may have thought

that the statements describing child-oriented teachers were too "babyish" and perhaps suited a description of a teacher for girls.

The young non-Indian females indicated a mild preference for a child-oriented teacher. Conceivably, this preference could have been related to the mother image. Perhaps the mother was pictured as the most loving and understanding of the two parents, therefore the statements describing the child-oriented teacher, which may have been identified and related to the mother image, were chosen most frequently by the young non-Indian females.

Factors Affecting the Results

The results of this study were assumed to be representative of the Indian and non-Indian samples. The reliability of the COTOS scale was determined by the Kuder-Richardson procedure (Thorndike, 1969). The $K-R_{20}$ reliability coefficient of the sixteen task-oriented statements incorporated in the COTOS scale was .83, whereas the reliability of the sixteen child-oriented statements was .85. This meant that the sixteen task-oriented statements were as equally reliable as the sixteen child-oriented statements when they were being used to define a particular teacher.

The participants who were asked to rate the importance of the statements, listed on the COTOS scale, appeared to be honest and very interested. They had an attitude that seemed to say, "At last we are going to get the chance to express our feelings on the kind of teachers we want in our schools."

A person's rating of the statements on the COTOS scale could have been affected by the aspects of teaching that were foremost in

the individual's mind at a given time, but being that the respondents were instructed not to think of their present or past teachers this helped to some degree to eliminate this possible response influence. Some respondents may have been afraid to rate the statements according to their feelings for they may have been afraid that their responses would be used as the hiring and firing code for the teachers in their community.

It was assumed that the COTOS scale was equally understood in both cultures, as the respondents had the ability to read English. If any participants indicated that the material was too difficult to comprehend, they were asked to discontinue and their rating were considered invalid.

Although all participants appeared to understand the content of the COTOS scale, it must be remembered that similar appearing content may have dissimilar meanings in different cultures and dissimilar appearing content may have similar meaning.

The socio-economic status may have been a factor that affected the response of the two cultural groups. According to the literature, the task-oriented teachers of middle-class "white" society were not meeting the demands of the lower socio-economic classes. A plea was made for child-oriented teachers to instruct the lower socio-economic classes of both Indian and non-Indian society.

The fact that the Indian cultural group selected a task-oriented teacher, when the literature indicated that a child-oriented teacher would best suit the lower socio-economic class perhaps indicated that what applied to the socio-economic classes of one culture could not

equally be applied to the same socio-economic classes of another culture.

The non-Indian cultural group involved in this study indicated they preferred child-oriented teachers even though the literature supported the idea that the middle socio-economic class of "white" society was in need of task-oriented teachers to prepare the students for the demands of technology. This apparent "switch" can perhaps be accounted for by the current philosophies of the free school movement, advocating that the child must be allowed to develop as an individual following the courses which he, the child, feels most beneficial. Too, the recent literature, written by such authors as Dr. Spock, requesting the need for more humanism while educating the child may be a factor that has caused the parents and the children of the non-Indian group to select a child-oriented teacher.

Summary, Recommendations and Conclusions

The original purpose of this study was to determine if the concept of teacher varied across cultures. It was conceded that if proven that a different type of teacher was needed to teach Indian children, different from the teacher required of middle-class white children in the dominant culture, teaching strategies would have to be altered to suit the needs of the Indian children.

The information obtained from this study can only be applied to the participants of the two cultural groups involved and in no way can the information be considered the absolute truth.

The following hypothesis was stated:

The Indian participants in this study should choose a child-oriented teacher and conversely the non-Indian participants should choose a teacher that is task-oriented.

The review of the literature began by explaining that the educational system had been affected by Sputnik I and the advance in technology. Schools concentrated on the sciences and mathematics and forgot about the broad development of human behavior. Teacher training Institutes concentrated on producing teachers professionally skilled in teaching subject matter so that students could be better prepared for a technological society.

The literature purported that the middle-class child came to school prepared to meet the demands made on him, but it was also found that the lower-class child was not at all used to the conditions that he was

placed under at school. The school was a place where the lower-class child lost all confidence and feelings of competence.

It was decided that something should be done for those children who came to school from low socio-economic backgrounds. A plea was made to teacher training institutes to re-orient their philosophy and provide programs that trained teachers to work with the children of the economically deprived.

Furthermore educationalists started to realize that other cultures were existing in the world and something should be done to see that the children of these various cultures were given educations consistent with the values of their particular culture. It was felt that a different type of teacher was needed for the Indian student.

The literature indicated that task-oriented teachers were suitable for the children of middle-class white society, and child-oriented teachers were more suitable for children of Indian ancestry.

Further citings of literature discussed the problems of determining the effective teacher. Many methods had been employed, such as: parental evaluation, student evaluation, expert opinion, and pupil growth as measured by achievement tests. Parental and student evaluation were highly recommended.

The use of rating scales was discussed and it was claimed that this method of searching for the competent teacher was conceivable if a proper instrument was designed.

The instrument (COTOS) used to collect the data was composed of 32 statements. Child-oriented and task-oriented statements were described by 16 statements each. The respondents (40 Indians from

a Saskatchewan Indian Reserve and 40 non-Indians from Saskatoon) were asked to rate each statement by circling a number from (1) to (9). The numbers rated the importance of the statement.

All participants were told to rate the statements according to their own feelings.

The data obtained from administering the COTOS scale were analyzed by a 2x2x2 Analysis of Variance (ANOVA), Factorial Design. The three factors considered were sex, race, and age. The analysis indicated the differences in the choice of teacher made by the parents and the children in both cultural groups.

According to the ANOVA the following results were significant:

The Indian cultural grouping on the whole indicated a preference for a task-oriented teacher. The adult Indians showed an inclination towards child-oriented teachers, but the young male Indians preferred a task-oriented teacher and the young female Indians indicated a strong tendency towards a task-oriented teacher.

The non-Indian cultural group on the whole indicated a preference for a child-oriented teacher. The adults were highly in favor of a child-oriented teacher and the young non-Indian females indicated a preference for a child-oriented teacher. The young non-Indian males preferred a task-oriented teacher.

Recommendations and Conclusions

The results of this study definitely indicated that the Indian cultural sample and the non-Indian cultural sample had different feelings towards task-oriented teachers and child-oriented teachers as defined on the COTOS scale. It can be concluded, as far as these

two cultural groupings are concerned, that the concept of teacher does vary across these two unique cultural groups. This indicated that the preferred teacher in one culture may not be the preferred teacher in another.

The two samples involved in this study have indicated certain preferences in teacher type. These preferences may have changed by now, and if a similar study was to be done with the same samples it may be that the teacher preferences could have changed. The preferred teacher today may not be the preferred teacher tomorrow.

The search for the effective teacher must be a continuous process.

The National Indian Brotherhood (1972) has stated that the two basic principles of education in a democratic country are parental responsibility and local control.

Parental responsibility and local control of the school are necessary in any unique culture that comprises a total community. If the fundamental attitudes, values, and traditions of a culture are to be passed on to its youth the community must decide on the kind of education the children are to receive. The teacher plays the greatest role in the school and must impart the fundamental attitudes, values, and traditions inherent in a particular culture.

There is a need for teacher training institutes to reform their programs. Teacher education must be compatible with the philosophy of education and the rapidly changing needs of the schools and communities. Programs must be adopted that prepare teachers to work with people of other cultures. Teachers must understand that "dif-

ferent" cultures produce "different" children with basic values that should be preserved and strengthened.

Recommendations for Further Research

1. Studies should be conducted to see if different Indian groups have similar or dissimilar ideas on the effective teacher.
2. Research studies should be conducted in all different cultural groups to see if ideas on teacher preferences are related to a culture's value structure.
3. Actual child-oriented teachers and actual task-oriented teachers should be sought and then placed in the classrooms of various cultural groups. It could then be possible to determine which teacher is most effective with the various cultural groups.
4. Strategies that have been successful in modifying teaching behavior could be identified and evaluated so that teachers, who are working with different cultures, could be better prepared to serve the needs of the "different" people.
5. Studies should be conducted to see if the varying socio-economic levels of different cultures require "different" teachers.
6. Investigations should be conducted to see if the preferred teacher is the one that best prepares youth to meet the demands placed on them in society. What is the relationship between preference and effectiveness?

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Appendix A

Ryans' "Xo" Pattern

democratic

- 8861 Guided pupils without being mandatory.
- 8862 Exchanged ideas with pupils.
- 8863 Encouraged pupil opinion.
- 8864 Encouraged pupils to make own decisions.
- 8865 Entered into activities without domination.

responsive

- 8871 Approachable to all pupils.
- 8872 Participated in class activity.
- 8873 Responded to reasonable requests and/or questions.
- 8874 Spoke to pupils as equals.
- 8875 Commended effort.
- 8876 Gave encouragement.
- 8877 Recognized individual differences.

understanding

- 8881 Showed awareness of a pupil's personal emotional problems and needs.
- 8882 Was tolerant of error on part of pupil.
- 8883 Patient with a pupil beyond ordinary limits of patience.
- 8884 Showed what appeared to be sincere sympathy with a pupil's viewpoint.

kindly

- 8891 Went out of way to be pleasant and/or to help pupils; friendly.
- 8892 Gave a pupil a deserved compliment.
- 8893 Found good things in pupils to call attention to.

8894 Seemed to show sincere concern for a pupil's personal problem.

8895 Showed affection without being demonstrative.

8896 Disengaged self from a pupil without bluntness.

optimistic

91201 Cheerful; good-natured.

91202 Genial.

91203 Joked with pupils on occasion.

91204 Emphasized potential "good".

91205 Looked on bright side; spoke optimistically of the future.

91206 Called attention to good points; emphasized the positive.

Ryan's "Yo and Zo" Pattern

stimulating

- 89101 Highly interesting presentation; got and held attention without being flashy.
- 89102 Clever and witty, though not smart-alecky or wisecracking.
- 89103 Enthusiastic; animated.
- 89104 Assignments challenging.
- 89105 Took advantage of pupil interests.
- 89106 Brought lesson successfully to a climax.
- 89107 Seemed to provoke thinking.

original

- 89111 Used what seemed to be original and relatively unique devices to aid instruction.
- 89112 Tried new materials or methods.
- 89113 Seemed imaginative and able to develop presentation around a question or situation.
- 89114 Resourceful in answering questions; had many pertinent illustrations available.

responsible

- 90141 Assumed responsibility; made decisions as required.
- 90142 Conscientious.
- 90143 Punctual.
- 90144 Painstaking; careful.
- 90145 Suggested aids to learning.
- 90146 Controlled a difficult situation.
- 90147 Gave definite directions.

90148 Called attention to standards of quality.

90149 Attentive to class.

901410 Thorough.

steady

90151 Calm; controlled

90152 Maintained progress toward objective.

90153 Stable, consistent, predictable.

poised

90161 Seemed at ease at all times.

90162 Unruffled by situation that developed in classroom, dignified without being formal.

90163 Unhurried in class activities; spoke quietly and slowly.

90164 Successfully diverted attention from a stress situation in classroom.

systematic

91181 Evidence of a planned though flexible procedure.

91182 Well prepared.

91183 Careful in planning with pupils.

91184 Systematic about procedure of class.

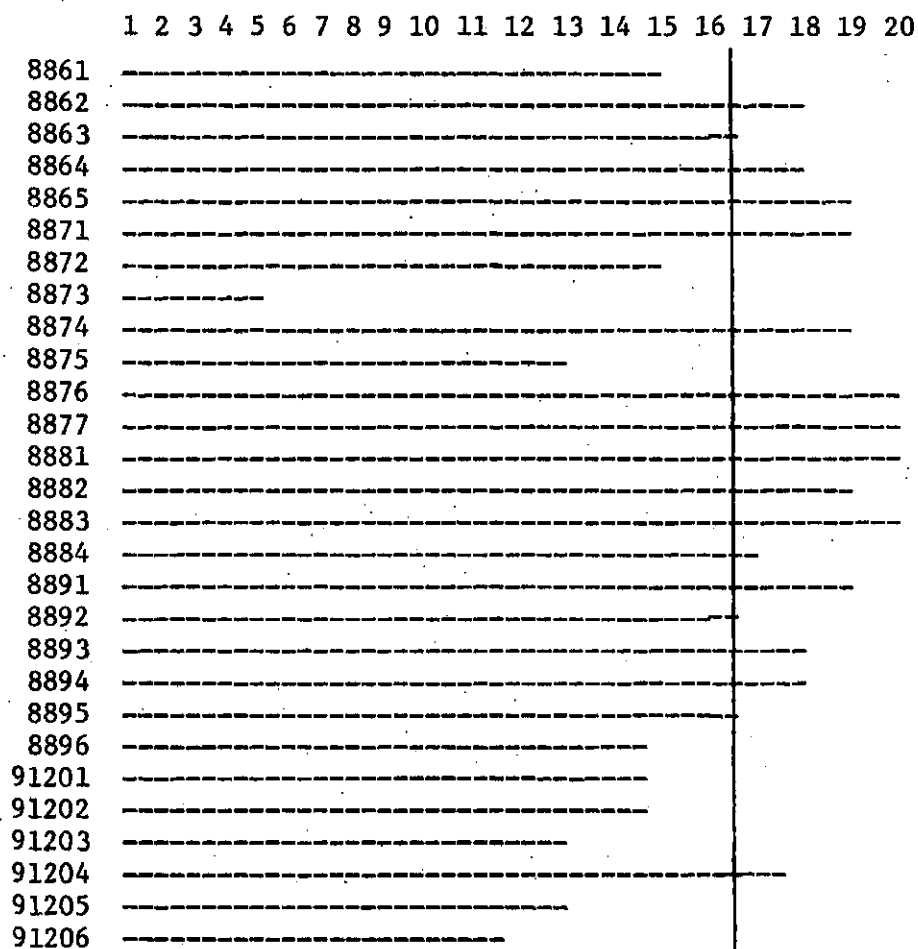
91185 Had anticipated needs.

91186 Provided reasonable explanations.

91187 Held discussion together; objectives apparent.

Appendix B

Graph of Child-Oriented Statements



*

* All statements that were chosen 16 times or more were used to construct the COTOS scale.

Appendix C

Selected Child-Oriented Statements

democratic

- 8862 Exchanged ideas with pupils.
- 8864 Encouraged pupils to make own decisions.
- 8865 Entered into activities without domination.

responsive

- 8871 Approachable to all pupils.
- 8874 Spoke to pupils as equals.
- 8876 Gave encouragement.
- 8877 Recognized individual differences.

understanding

- 8881 Showed awareness of a pupil's personal emotional problems and needs.
- 8882 Was tolerant of error on part of pupil.
- 8883 Patient with a pupil beyond ordinary limits of patience.
- 8884 Showed what appeared to be sincere sympathy with a pupil's viewpoint.

kindly

- 8891 Went out of way to be pleasant and/or to help pupils; friendly.
- 8892 Gave a pupil a deserved compliment.
- 8893 Found good things in pupils to call attention to.
- 8894 Seemed to show sincere concern for a pupil's problem.

optimistic

- 91204 Emphasized potential "good".

Selected Task-Oriented Statements

stimulating

- 89101 Highly interesting presentation, got and held attention without being flashy.
- 89104 Assignments challenging.
- 89106 Brought lesson successfully to a climax.

responsible

- 90141 Assumed responsibility; made decisions as required.
- 90142 Conscientious.
- 90143 Punctual.
- 90144 Painstaking; careful.
- 90146 Controlled a difficult situation.
- 90147 Gave definite directions.
- 90148 Called attention to standards of quality.
- 901410 Thorough.

steady

- 90151 Calm; controlled.
- 90152 Maintained progress toward objective.
- 90153 Stable, consistent, predictable.

systematic

- 91182 Well prepared.
- 91184 Systematic about procedure of class.

Appendix D

Simplified Child-Oriented Statements

democratic

17. shares ideas with pupils.
18. wants pupils to decide things by themselves.
19. does activities with the class without being the leader.

responsive

20. all pupils can speak to.
21. speaks to pupils as equals.
22. encourages the student.
23. realizes that every student is an individual.

understanding

24. realizes that some pupils have personal problems and that this may affect their schoolwork.
25. realizes pupils can make mistakes.
26. is very patient and never becomes angry with a student.
27. shows sincere sympathy with a pupil's viewpoint.

kindly

28. is friendly and helpful.
29. compliments a pupil if he deserves it.
30. finds the "good things" in pupils and calls attention to them.
31. is concerned about a pupil's personal problem.

optimistic

32. sees that everyone has some "good points" and tries to make each student develop in the student's own way.

Simplified Task-Oriented Statements

stimulating

1. gives very interesting lessons.
2. gives assignments that make the pupil work and think hard.
3. finishes each lesson by going over the main ideas that were covered.

responsible

4. is responsible for the class and decides what is to be done.
5. thinks carefully before doing something.
6. is on time; never late.
7. is painstaking; careful.
8. controls the class even when there is trouble.
9. tells the pupil exactly how to do his work.
10. likes work to be well done.
11. covers a topic completely.

steady

12. is calm and controlled.
13. never goes off the topic when a lesson is being taught.
14. never changes.

systematic

15. knows exactly what is going to be taught and has all the material (aids, etc.) ready.
16. follows a daily timetable.

Appendix E

(1 2 3 4 5) Scale

The statements on the following pages describe teachers. The importance of these statements will be determined by you. You will circle the number that rates, according to your feelings the importance of a particular statement.

EXAMPLE

Below are a few examples that were used to determine the importance of certain activities. This person scored his personal feelings as follows:

unimportant, somewhat important, important, very important, extremely important

1 2 3 4 5

... playing the radio ① 2 3 4 5

This person felt that playing the radio was an unimportant activity, so he circled ①

... going to the movies 1 ② 3 4 5

This person felt that going to the movies was somewhat important, so he circled ②

... going to dances 1 2 ③ 4 5

This person felt that going to dances was important, so he circled ③

... going camping 1 2 3 ④ 5

This person felt that going camping was very important, so he circled ④

... reading books 1 2 3 4 ⑤

This person felt that reading books was extremely important, so he circled ⑤

Turn the page, and begin scoring in a manner similar to the examples above. Be sure to read each statement carefully.

A TEACHER IS ONE WHO:

- | | |
|--|-----------|
| ... is responsible for the class and decides what is to be done. | 1 2 3 4 5 |
| ... is concerned about a pupil's personal problem | 1 2 3 4 5 |
| ... is very patient and never becomes angry with a student. | 1 2 3 4 5 |
| ... realizes that every student is a different person. | 1 2 3 4 5 |
| ... likes work to be well done. | 1 2 3 4 5 |
| ... is calm and controlled. | 1 2 3 4 5 |
| ... shares ideas with pupils. | 1 2 3 4 5 |
| ... is friendly and helpful. | 1 2 3 4 5 |
| ... encourages pupils. | 1 2 3 4 5 |
| ... finds good things in pupils and calls attention to them. | 1 2 3 4 5 |
| ... tells the pupil exactly what to do in his work. | 1 2 3 4 5 |
| ... controls the class even when there is trouble. | 1 2 3 4 5 |
| ... is painstaking; careful. | 1 2 3 4 5 |
| ... realizes that pupils have personal problems and that this may affect their schoolwork. | 1 2 3 4 5 |
| ... thinks carefully before doing something. | 1 2 3 4 5 |
| ... wants pupils to decide things by themselves. | 1 2 3 4 5 |
| ... knows exactly what is going to be taught and has all the material on hand. | 1 2 3 4 5 |
| ... all pupils can speak to. | 1 2 3 4 5 |
| ... finishes each lesson by going over the main ideas that were covered during the lesson. | 1 2 3 4 5 |
| ... is on time; never late. | 1 2 3 4 5 |
| ... realizes pupils can make mistakes. | 1 2 3 4 5 |
| ... does activities with the class without being the boss. | 1 2 3 4 5 |

A TEACHER IS ONE WHO:

- | | |
|--|-----------|
| ... shows sincere sympathy with a pupil's viewpoint. | 1 2 3 4 5 |
| ... gives very interesting lessons. | 1 2 3 4 5 |
| ... follows a daily timetable. | 1 2 3 4 5 |
| ... never goes off the topic when a lesson is being taught. | 1 2 3 4 5 |
| ... sees that everyone has some good points and tries to make each student develop in his own way. | 1 2 3 4 5 |
| ... never changes. | 1 2 3 4 5 |
| ... gives assignments that make the pupil work and think hard. | 1 2 3 4 5 |
| ... compliments a pupil if he deserves it. | 1 2 3 4 5 |
| ... covers a topic completely. | 1 2 3 4 5 |
| ... speaks to pupils as equals. | 1 2 3 4 5 |

(0 0 0 0 0 0 0) Scale

The statements on the following pages describe teachers. The importance of these statements will be determined by you. You will place a check mark in a circle that rates, according to your feelings, the importance of a particular statement.

EXAMPLE

Below are a few examples that were used to determine the importance of certain activities. This person scored his personal feelings as follows:

	unimportant		important		very important	
... playing the radio	✓	0	0	0	0	0

This person felt that playing the radio was an unimportant activity, so he checked the first circle.

... going to the movies	0	0	✓	0	0	0
-------------------------	---	---	---	---	---	---

This person felt that going to the movies was unimportant in one sense but important in another sense, so he checked somewhere in between unimportant and important.

... going to dances	0	0	0	✓	0	0
---------------------	---	---	---	---	---	---

This person felt that going to dances was important so he checked the middle circle.

... going camping	0	0	0	0	✓	0
-------------------	---	---	---	---	---	---

This person felt that going camping was somewhere in between important and very important, so he checked between the two.

... reading books	0	0	0	0	0	✓
-------------------	---	---	---	---	---	---

This person felt that reading books was very important, so he checked the last circle.

Turn the page, and begin scoring in a similar manner to the examples above. Be sure to read each statement carefully.

A TEACHER IS ONE WHO:

... is responsible for the class and decides what is to done.	0 0 0 0 0 0 0
... is concerned about a pupil's personal problem.	0 0 0 0 0 0 0
... is very patient and never becomes angry with with a student.	0 0 0 0 0 0 0
... realizes that every student is a different person.	0 0 0 0 0 0 0
... likes work to be well done.	0 0 0 0 0 0 0
... is calm and controlled.	0 0 0 0 0 0 0
... shares ideas with pupils.	0 0 0 0 0 0 0
... is friendly and helpful.	0 0 0 0 0 0 0
... encourages pupils.	0 0 0 0 0 0 0
... finds good things in pupils and calls attention to them.	0 0 0 0 0 0 0
... tells the pupil exactly what to do in his work.	0 0 0 0 0 0 0
... controls the class even when there is trouble.	0 0 0 0 0 0 0
... is painstaking; careful.	0 0 0 0 0 0 0
... realizes that pupils have personal problems and that this may affect their schoolwork.	0 0 0 0 0 0 0
... thinks carefully before doing something.	0 0 0 0 0 0 0
... wants pupils to decide things by themselves.	0 0 0 0 0 0 0
... knows exactly what is going to be taught and has all the material ready.	0 0 0 0 0 0 0
... all pupils can speak to.	0 0 0 0 0 0 0
... finishes each lesson by going over the main ideas that were covered during the lesson.	0 0 0 0 0 0 0
.. is on time; never late.	0 0 0 0 0 0 0
... realizes pupils can make mistakes.	0 0 0 0 0 0 0

A TEACHER IS ONE WHO:

- | | |
|--|---------------|
| ... does activities with the class without being the boss. | 0 0 0 0 0 0 0 |
| ... shows sincere sympathy with a pupil's viewpoint. | 0 0 0 0 0 0 0 |
| ... gives very interesting lessons. | 0 0 0 0 0 0 0 |
| ... follows a daily timetable. | 0 0 0 0 0 0 0 |
| ... never goes off the topic when a lesson is being taught. | 0 0 0 0 0 0 0 |
| ... sees that everyone has some good points and tries to make each student develop in his own way. | 0 0 0 0 0 0 0 |
| ... never changes. | 0 0 0 0 0 0 0 |
| ... gives assignments that make the pupil work and think hard. | 0 0 0 0 0 0 0 |
| ... compliments a pupil if he deserves it. | 0 0 0 0 0 0 0 |
| ... covers a topic completely. | 0 0 0 0 0 0 0 |
| ... speaks to pupils as equals. | 0 0 0 0 0 0 0 |

(1 2 3 4 5 6 7) Scale

The statements on the following pages describe teachers. The importance of these statements will be determined by you. You will circle the number that rates, according to your feelings, the importance of a particular statement.

EXAMPLE

Below are a few examples that were used to determine the importance of certain activities. This person scored his personal feelings as follows:

	unimportant		important		very important
... playing the radio	(1)	2	3	4	5 6 7

This person felt that playing the radio was an unimportant activity, so he circled (1).

... going to the movies	1	2	(3)	4	5 6 7
-------------------------	---	---	-----	---	-------

This person felt that going to the movies was unimportant in one sense but important in another sense, so he circled (3) which is in between unimportant and important.

... going to dances	1	2	3	(4)	5 6 7
---------------------	---	---	---	-----	-------

This person felt that going to dances was important, so he circled (4).

... going camping	1	2	3	4	(5)	6 7
-------------------	---	---	---	---	-----	-----

This person felt that going camping was somewhere in between important and very important, so he circled (5).

... reading books	1	2	3	4	5 6	(7)
-------------------	---	---	---	---	-----	-----

This person felt that reading books was very important, so he circled (7).

Turn the page, and begin scoring in a manner similar to the examples above. Be sure to read each statement carefully.

A TEACHER IS ONE WHO:

- | | |
|--|---------------|
| ... is responsible for the class and decides what is to be done. | 1 2 3 4 5 6 7 |
| ... is concerned about a pupil's personal problem. | 1 2 3 4 5 6 7 |
| ... is very patient and never becomes angry with a student. | 1 2 3 4 5 6 7 |
| ... realizes that every student is a different person. | 1 2 3 4 5 6 7 |
| ... likes work to be well done. | 1 2 3 4 5 6 7 |
| ... is calm and controlled. | 1 2 3 4 5 6 7 |
| ... shares ideas with pupils. | 1 2 3 4 5 6 7 |
| ... is friendly and helpful. | 1 2 3 4 5 6 7 |
| ... encourages pupils. | 1 2 3 4 5 6 7 |
| ... finds good things in pupils and calls attention to them. | 1 2 3 4 5 6 7 |
| ... tells the pupil exactly what to do in his work. | 1 2 3 4 5 6 7 |
| ... controls the class even when there is trouble. | 1 2 3 4 5 6 7 |
| ... is painstaking; careful. | 1 2 3 4 5 6 7 |
| ... realizes that pupils have personal problems and that this may affect their schoolwork. | 1 2 3 4 5 6 7 |
| ... thinks carefully before doing something. | 1 2 3 4 5 6 7 |
| ... wants pupils to decide things by themselves. | 1 2 3 4 5 6 7 |
| ... knows exactly what is going to be taught and has all the material (aids, etc.) ready. | 1 2 3 4 5 6 7 |
| ^{whom} ... all pupils can speak to. | 1 2 3 4 5 6 7 |
| ... finishes each lesson by going over the main ideas that were covered during the lesson. | 1 2 3 4 5 6 7 |
| ... is on time; never late. | 1 2 3 4 5 6 7 |
| ... realizes pupils can make mistakes. | 1 2 3 4 5 6 7 |

- ... does activities with the class without being the boss. 1 2 3 4 5 6 7
- ... shows sincere sympathy with a pupil's viewpoint. 1 2 3 4 5 6 7
- ... gives very interesting lessons. 1 2 3 4 5 6 7
- ... follows a daily timetable. 1 2 3 4 5 6 7
- ... never goes off the topic when a lesson is being taught. 1 2 3 4 5 6 7
- ... sees that everyone has some good points and tries to make each student develop in his own way. 1 2 3 4 5 6 7
- ... never changes. 1 2 3 4 5 6 7
- ... gives assignments that make the pupil work and think hard. 1 2 3 4 5 6 7
- ... compliments a pupil if he deserves it. 1 2 3 4 5 6 7
- ... covers a topic completely. 1 2 3 4 5 6 7
- ... speaks to pupils as equals. 1 2 3 4 5 6 7

(1 2 3 4 5 6 7 8 9) Scale

The statements of the following pages describe teachers. The importance of these statements will be determined by you. You will circle the number that rates, according to your feelings, the importance of a particular statement.

EXAMPLE

Below are a few examples that were used to determine the importance of certain activities. This person scored his personal feelings as follows:

unimportant, somewhat important, important, very important, extremely
 1 2 3 4 5 6 7 8 9
important

... playing the radio

① 2 3 4 5 6 7 8 9

This person felt playing the radio was an unimportant activity, so he circled ①.

... going to the movies

1 2 ③ 4 5 6 7 8 9

This person felt that going to the movies was somewhat important so he circled ③.

... going to dances

1 2 3 4 ⑤ 6 7 8 9

This person felt that going to dances was important, so he circled ⑤.

... reading books

1 2 3 4 5 6 7 ⑧ 9

This person felt that reading books was more than very important, but not quite extremely important so he circled ⑧.

Begin scoring in a similar manner as explained in the example.

Read each statement carefully. Circle only one number.

unimportant, somewhat important, important, very important, extremely
important

A TEACHER IS ONE WHO:

... is responsible for the class and decides what is to be done.

1 2 3 4 5 6 7 8 9

... is concerned about a pupil's personal problem.

1 2 3 4 5 6 7 8 9

... is very patient and never becomes angry with a student.

1 2 3 4 5 6 7 8 9

... realized that every student is a different person.

1 2 3 4 5 6 7 8 9

... likes work to be well done.

1 2 3 4 5 6 7 8 9

... is calm and controlled.

1 2 3 4 5 6 7 8 9

... shares ideas with pupils.

1 2 3 4 5 6 7 8 9

.. is friendly and helpful.

1 2 3 4 5 6 7 8 9

.. encourages his pupils.

1 2 3 4 5 6 7 8 9

... finds good things in pupils and calls attention to them.

1 2 3 4 5 6 7 8 9

... tells the pupil exactly what to do in his work.

1 2 3 4 5 6 7 8 9

A TEACHER IS ONE WHO:

... controls the class even when there is trouble.

1 2 3 4 5 6 7 8 9

... is painstaking; careful.

1 2 3 4 5 6 7 8 9

... realizes that pupils have personal problems and that this may affect their schoolwork.

1 2 3 4 5 6 7 8 9

... thinks carefully before doing something.

1 2 3 4 5 6 7 8 9

... wants pupils to decide things by themselves.

1 2 3 4 5 6 7 8 9

... knows exactly what is going to be taught and has all the material (aids, etc.) ready.

1 2 3 4 5 6 7 8 9

... all pupils can speak to.

1 2 3 4 5 6 7 8 9

... finishes each lesson by going over the main idea that were covered during the lesson.

1 2 3 4 5 6 7 8 9

... is on time; never late.

1 2 3 4 5 6 7 8 9

... realizes pupils can make mistakes.

1 2 3 4 5 6 7 8 9

... does activities with the class without being the boss.

1 2 3 4 5 6 7 8 9

... shows sincere sympathy with a pupil's viewpoint.

1 2 3 4 5 6 7 8 9

A TEACHER IS ONE WHO:

... gives very interesting lessons.

1 2 3 4 5 6 7 8 9

... follows a daily timetable.

1 2 3 4 5 6 7 8 9

... never goes off the topic when a lesson is being taught.

1 2 3 4 5 6 7 8 9

... sees that everyone has some good points and tries to make each student develop in his own way.

1 2 3 4 5 6 7 8 9

... never changes.

1 2 3 4 5 6 7 8 9

... gives assignments that make the pupil work and think hard.

1 2 3 4 5 6 7 8 9

... compliments a pupil if he deserves it.

1 2 3 4 5 6 7 8 9

... covers a topic completely.

1 2 3 4 5 6 7 8 9

... speaks to pupils as equals.

1 2 3 4 5 6 7 8 9

Appendix F

Ratings of (1 2 3 4 5) Scale

Statement	Ratings						Range
	1	2	3	4	5	6	
1	5	3	4	3	3	4	3-5
2	5	3	3	4	2	5	2-5
3	5	4	5	3	3	3	3-5
4	5	5	5	5	5	5	5
5	5	2	2	4	5	3	2-5
6	5	2	5	4	4	3	2-5
7	4	4	5	5	3	3	3-5
8	5	4	5	5	4	4	4-5
9	5	3	5	5	4	5	3-5
10	5	3	5	4	4	3	3-5
11	4	1	4	2	2	3	1-4
12	5	2	5	3	5	5	2-5
13	4	1	5	3	3	5	1-5
14	5	4	5	4	4	5	4-5
15	4	3	5	4	4	4	3-5
16	5	4	3	4	3	3	3-5
17	4	3	4	3	4	5	3-5
18	5	3	5	5	4	5	3-5
19	5	3	4	3	3	5	3-5
20	4	3	3	4	4	2	2-4
21	5	3	5	5	5	5	3-5
22	5	4	4	4	3	3	3-5
23	5	4	5	3	5	4	3-5
24	5	2	5	3	5	5	2-5
25	4	2	4	3	4	2	2-4
26	3	1	4	1	2	2	1-4
27	5	3	5	5	4	5	3-5
28	3	1	2	1	1	1	1-3
29	3	2	2	3	2	2	2-3
30	5	3	5	4	5	5	3-5
31	5	2	5	2	2	5	2-5
32	5	4	5	4	5	3	3-5

Ratings of (0 0 0 0 0 0 0) Scale

Statement	Ratings						Range
	1	2	3	4	5	6	
1	4	4	3	5	2	3	2-5
2	6	7	5	6	7	3	3-7
3	5	3	5	6	5	4	3-6
4	7	7	6	7	7	7	6-7
5	5	6	6	5	5	3	3-6
6	5	6	6	6	5	3	3-6
7	6	7	7	7	7	5	5-7
8	7	7	7	7	6	5	5-7
9	6	7	7	7	7	7	6-7
10	5	7	5	7	7	7	5-7
11	2	3	3	3	2	2	2-3
12	5	7	4	5	5	3	3-7
13	4	5	3	4	6	3	3-6
14	7	7	5	6	7	7	5-7
15	6	7	5	7	4	3	3-7
16	7	4	6	7	5	5	4-7
17	4	6	4	7	4	3	3-7
18	7	7	7	5	6	5	5-7
19	4	7	4	5	3	3	3-7
20	5	6	4	4	3	3	3-6
21	6	7	6	7	6	7	6-7
22	7	4	6	5	4	7	5-7
23	5	5	6	6	5	7	5-7
24	4	7	7	7	5	7	4-7
25	2	4	4	4	4	3	3-4
26	1	2	1	3	2	3	1-3
27	7	6	7	7	7	7	6-7
28	1	1	2	1	2	2	1-7
29	6	5	4	3	7	3	3-7
30	5	5	6	6	6	7	5-7
31	4	7	3	6	5	4	3-7
32	4	4	7	7	6	5	4-7

Ratings of (1 2 3 4 5 6 7) Scale

Statement	Ratings						Range
	1	2	3	4	5	6	
1	6	2	6	3	7	6	2-7
2	6	6	6	5	4	5	4-7
3	6	4	6	4	4	7	4-6
4	7	7	7	7	7	5	5-7
5	5	6	4	3	5	6	3-6
6	6	6	7	6	7	7	6-7
7	7	7	7	3	6	6	3-7
8	7	7	7	5	6	7	5-7
9	6	7	7	5	7	7	5-7
10	6	7	7	5	5	7	5-7
11	4	2	6	2	4	7	2-7
12	6	1	6	6	5	7	1-7
13	5	3	6	5	4	2	2-6
14	6	6	7	3	5	6	3-7
15	6	7	7	5	7	7	5-7
16	6	5	7	3	6	6	3-7
17	7	7	6	3	6	7	3-7
18	7	6	7	4	6	7	4-7
19	5	7	7	3	5	7	3-7
20	4	1	6	1	6	7	1-7
21	7	6	4	6	6	7	4-7
22	6	6	6	4	6	7	4-7
23	7	6	5	4	4	6	4-7
24	6	6	4	3	5	7	3-7
25	5	4	3	3	3	6	3-6
26	5	1	1	1	3	1	1-5
27	7	7	6	5	7	4	4-7
28	3	1	4	1	1	6	1-6
29	5	3	6	1	6	7	1-7
30	5	5	6	7	7	7	5-7
31	5	6	3	3	7	7	3-7
32	7	6	7	5	7	7	5-7

Ratings of (1 2 3 4 5 6 7 8 9) Scale

Statement	Ratings						Range
	1	2	3	4	5	6	
1	6	3	4	9	3	8	3-9
2	4	5	9	9	3	9	3-9
3	7	4	2	5	4	6	2-7
4	8	6	9	9	2	8	2-9
5	6	5	2	3	4	8	2-8
6	7	7	1	7	3	6	1-7
7	7	6	6	6	7	7	6-7
8	8	6	9	6	4	9	4-9
9	8	8	9	9	3	8	3-9
10	8	7	9	9	2	8	2-9
11	3	6	1	3	1	3	1-6
12	7	5	7	5	4	4	4-7
13	6	3	1	1	4	5	1-6
14	6	6	9	6	4	6	4-9
15	6	6	6	6	3	9	3-9
16	5	4	9	7	8	2	2-9
17	7	7	4	5	5	8	4-8
18	7	7	9	5	3	8	3-9
19	5	6	3	3	1	6	1-6
20	7	2	1	3	3	3	1-7
21	7	6	9	9	1	4	1-9
22	2	2	7	5	9	5	2-9
23	6	7	9	7	1	6	1-9
24	5	4	4	5	3	3	3-5
25	5	3	2	3	2	1	1-5
26	6	3	1	3	2	1	1-6
27	6	6	9	9	1	2	1-9
28	2	1	1	1	2	1	1-2
29	3	4	6	2	7	3	2-7
30	7	6	6	9	9	1	1-9
31	6	6	3	1	3	1	1-7
32	3	7	4	7	4	1	1-6

Appendix G

COTOS Scale

Parent _____ Student _____ Male _____ Female _____

The statements of the following pages describe teachers. The importance of these statements will be determined by you. Circle the number that rates, according to your feelings, the importance of a particular statement.

EXAMPLES:

Below are a few examples that were used to determine the importance of certain activities. If the rater felt the activity was unimportant he circled (1); or perhaps (2), if he felt it was not totally unimportant. The rater circled (3) if he felt the activity was somewhat important; or (4) if he felt the activity was closer to being important. Number (5) was circled if the activity was considered important. If the rater felt an activity was very important he circled (7), or perhaps (6) if he felt it was not quite very important, but still better than important. Finally, he circled (9) if he felt an activity was extremely important; but, if he felt the activity was not quite extremely important and still better than very important he circled (8).

unimportant		somewhat important		important		very important		extremely important
-------------	--	-----------------------	--	-----------	--	-------------------	--	------------------------

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

... playing the radio

(1) 2 3 4 5 6 7 8 9

This person felt that playing the radio was an unimportant activity, so he circled (1).

... going to dances

1 2 3 4 (5) 6 7 8 9

This person felt that going to dances was important so he circled (5).

... reading books

1 2 3 4 5 6 7 (8) 9

This person felt that reading books was more than very important, but not quite extremely important, so he circled (8).

Begin scoring in a similar manner as explained in the samples.

Read each statement carefully. Circle only one number.

A TEACHER IS ONE WHO:

- | | |
|---|-------------------|
| ... is responsible for the class and decides what is to be done. | 1 2 3 4 5 6 7 8 9 |
| ... is concerned about a pupil's personal problem. | 1 2 3 4 5 6 7 8 9 |
| ... is very patient and never becomes angry with a student. | 1 2 3 4 5 6 7 8 9 |
| ... realizes that every student is an individual. | 1 2 3 4 5 6 7 8 9 |
| ... likes work to be well done. | 1 2 3 4 5 6 7 8 9 |
| ... is calm and controlled. | 1 2 3 4 5 6 7 8 9 |
| ... shares ideas with pupils. | 1 2 3 4 5 6 7 8 9 |
| ... is friendly and helpful. | 1 2 3 4 5 6 7 8 9 |
| ... encourages the student. | 1 2 3 4 5 6 7 8 9 |
| ... finds the "good things" in pupils and calls attention to them. | 1 2 3 4 5 6 7 8 9 |
| ... tells the pupil exactly how to do his work. | 1 2 3 4 5 6 7 8 9 |
| ... controls the class even when there is trouble. | 1 2 3 4 5 6 7 8 9 |
| ... is painstaking; careful. | 1 2 3 4 5 6 7 8 9 |
| ... realizes that some pupils have personal problems and that this may affect their schoolwork. | 1 2 3 4 5 6 7 8 9 |
| ... thinks carefully before doing something. | 1 2 3 4 5 6 7 8 9 |
| ... wants pupils to decide things by themselves. | 1 2 3 4 5 6 7 8 9 |
| ... knows exactly what is going to be taught and has all the material (aids, etc.) ready. | 1 2 3 4 5 6 7 8 9 |

A TEACHER IS ONE WHO:

- | | |
|--|-------------------|
| ... all pupils can speak to. | 1 2 3 4 5 6 7 8 9 |
| ... finishes each lesson by going over the main ideas that were covered during the lesson. | 1 2 3 4 5 6 7 8 9 |
| ... is on time; never late. | 1 2 3 4 5 6 7 8 9 |
| ... realizes pupils can make mistakes. | 1 2 3 4 5 6 7 8 9 |
| ... does activities with the class without being the leader. | 1 2 3 4 5 6 7 8 9 |
| ... shows sincere sympathy with a pupil's viewpoint. | 1 2 3 4 5 6 7 8 9 |
| ... gives very interesting lessons. | 1 2 3 4 5 6 7 8 9 |
| ... follows a daily timetable. | 1 2 3 4 5 6 7 8 9 |
| ... never goes off the topic when a lesson is being taught. | 1 2 3 4 5 6 7 8 9 |
| ... sees that everyone has some "good points" and tries to make each student develop in the student's own way. | 1 2 3 4 5 6 7 8 9 |
| ... never changes. | 1 2 3 4 5 6 7 8 9 |
| ... gives assignments that make the pupil work and think hard. | 1 2 3 4 5 6 7 8 9 |
| ... compliments a pupil if he deserves it. | 1 2 3 4 5 6 7 8 9 |
| ... covers a topic completely. | 1 2 3 4 5 6 7 8 9 |
| ... speaks to pupils as equals. | 1 2 3 4 5 6 7 8 9 |