

THE UNIVERSITY OF CALGARY  
A COMPARATIVE STUDY OF VALUE-DIFFERENTIAL  
BETWEEN STUDENTS AND TEACHERS  
IN AN URBAN SETTING

by  
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The undersigned certify that they have read,  
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Value-Differential Between Students and Teachers in an  
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## ABSTRACT

The purpose of this study was to investigate the question of a possible value-differential between students and teachers in an urban school setting. More specifically, the sample included grade eight teachers and their students from four junior high schools in the Calgary Public School System. Two of the schools represented lower socio-economic areas and the other two higher socio-economic areas. Both respondent groups were administered the same value scale in an effort to obtain the required data.

An analysis of the data revealed that there was no significant value-differential between students and teachers in the higher socio-economic schools in any of the categories tested. However, in the lower socio-economic schools when the total group of teachers was compared to the total group of students a tendency towards a value-differential was indicated. Further, when female students from these schools were compared on value preference with male teachers, older teachers, and less experienced teachers significant value-differentials were found.

The results of this study indicated that it was appropriate to make the following recommendations:

1. It might be advantageous to investigate the areas of student-teacher rapport, student attendance rates, student retention rates,

and the students' general academic achievement in relation to the value-differential between students and teachers in the lower socio-economic districts in the Calgary Public School System.

2. An investigation to determine the relationship between female students and their teachers in the lower socio-economic schools could be most beneficial.
3. An identification of the specific values held by teachers and students could prove most enlightening.

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## CHAPTER I

### INTRODUCTION

Jean Louise Moore in her study of the value-orientations of four groups of adolescents in the city of Calgary, derived the following as one of the implications of her investigation.

"The school as personified by administrators and teachers, tends to emphasize middle-class values which may not be compatible with those of the students. In order to develop each student's potential, then, it may be necessary to utilize or at least consider the students' value orientations."<sup>1</sup>

#### I. THE PROBLEM

The purpose of this study was to investigate the question of a possible value-differential between teachers and students in an urban school setting. More specifically the problem was:

1. to assess the value preference of teachers in lower socio-economic and higher socio-economic schools.
2. to assess the value preference of their students.
3. to compare the findings in an effort to determine the degree of value-differential which may exist between the teacher and the student.

The questions this study attempted to answer were:

1. Is there a difference between the values held by teachers in lower socio-economic schools and the values held by their students?
2. Is there a difference between the values held by teachers in higher socio-economic schools and the values held by their students?
3. Is there a relationship between a student's sex and the degree of value-differential which may exist between the student and the teacher?
4. Is there a relationship between a teacher's age, sex, teaching experience, and the degree of value-differential which may exist between the teacher and the student?

## II. RATIONALE BEHIND THE STUDY

Much of the research dealing with urban education is concerned with a growing gap between students and teachers. It has become apparent to the investigator, through his personal experience and reading, that this problem is centered in lower socio-economic communities. The nature of the large urban center is such that schools tend to serve a specific community, and as a result, the students are rather homogeneous in their educational and cultural background. This applies particularly to

elementary and junior high schools where the use of the neighborhood school is predominant, with the result that these schools frequently serve a specific social class.

Each social class has its own expectations for, and a set of values as to, the role of education. Students representing each social class bring particular values, reflective of their social class, to the educational setting.<sup>2</sup> A great percentage of teachers, on the other hand, either have middle-class values or eventually adopt middle-class values<sup>3</sup> and in many cases are trained at university by professors with similar values. Many authors feel that our whole educational system is bound to a middle-class value system.<sup>4</sup> Most teachers, as a result, are in a better position to work with students from middle-class communities but find the lower socio-economic student extremely difficult to teach.<sup>5</sup> In the latter case, the frustration, lack of success, and strained relations between teacher and student, may be, in part, a result of the lack of knowledge and understanding on the part of the teacher concerning the expectations, attitudes, and values held by the student. Nevertheless, as was pointed out earlier, a difference in the values held by the teacher and the student appears to be the basis for the gap.<sup>6</sup> In summary then:

1. There appears to be a gap between teachers and students.



2. This gap appears to be greatest in the lower socio-economic communities.
3. A review of the literature reveals that this gap is likely related to a difference in the values held by teachers and students.

With the above as the rationale, an investigation into this area was carried out using values as the index of measurement.

### III. NEED FOR THE STUDY

This study was confined to the grade eight teachers and students in four junior high schools within the Calgary Public School System. Its findings may very well be only applicable to the four junior high schools tested. However, the résumé of the literature points out that the gap between teachers and students is common to many schools and school systems.

It is hoped that the insights gained through the investigation of the value preference of teachers and students, particularly in lower socio-economic areas, will be used by educators when they are evaluating their effectiveness in the following areas:

1. Teaching Methods. The setting of objectives, the selection of materials and content, the attitude toward the student and the approach to discipline, could all be adjusted to

better suit the lower socio-economic student.

2. In-Service and Orientation Programs. After teachers have been selected or apply to teach in the lower socio-economic community, in-service and/or orientation programs could be provided to give the teachers background information about their district.
3. Teacher Selection and Placement. A policy could be developed for selecting teachers for the lower socio-economic schools who demonstrate an interest in, and have the characteristics required to teach in, that type of community.
4. Teacher Education. Teacher training programs could include specific courses for teachers interested in teaching lower socio-economic students.

In summary, the possible alterations suggested above in the areas of teaching methods, in-service and orientation programs, teacher selection and placement, and teacher education, should result in a better educational setting for the teacher and the lower socio-economic student.

#### IV. DEFINITION OF TERMS

##### Values

The survey of the literature revealed a number of

definitions for the term "value". Louis E. Rath's definition appears to be representative of the opinions expressed and for the purpose of this study, the investigator accepted that definition.

"Persons have experience; they grow and learn. Out of experience may come certain general guides to behavior. These guides tend to give direction to life and may be called values. Our values show what we tend to do with our limited time and energy."<sup>7</sup>

### Value-Differential

For the purpose of this study the term "value-differential" was defined as the degree of agreement and disagreement by teachers and students in regards to the thirty items contained in John P. Clark and Eugene P. Wenninger's<sup>8</sup> value scale. The scale included Robin Williams' fifteen major values,<sup>9</sup> Walter B. Miller's six lower-class vocal concerns,<sup>10</sup> and Albert K. Cohen's nine middle-class standards.<sup>11</sup>

### Teacher

For the purpose of this study, the term "teacher" included persons employed by the Calgary Public School System at the junior high school level, who came in contact with grade eight students within the educational setting.

### Junior High School

For the purpose of this study, the term "junior

high school" referred to any school in the Calgary Public School System with grades seven, eight, and nine exclusively.

#### Higher Socio-Economic Schools

For the purpose of this study, "higher socio-economic schools" were identified by the occupational status of the student respondent's father as determined by the Blishen Occupational Class Scale.<sup>12</sup> (For procedure see page 47 )

#### Lower Socio-Economic Schools

For the purpose of this study, "lower socio-economic schools" were identified by the occupational status of the student respondent's father as determined by the Blishen Occupational Class Scale.<sup>13</sup> (For procedure see page 47 )

#### Higher Socio-Economic Students

For the purpose of this study, "higher socio-economic students" were those students attending the schools identified as higher socio-economic. (For procedure see page 47 )

#### Lower Socio-Economic Students

For the purpose of this study, "lower socio-economic students" were those students attending the schools identified as lower socio-economic. (For

procedure see page 47 )

## V. DELIMITATIONS OF THE STUDY

1. This study was arbitrarily confined to four junior high schools within the Calgary Public School System. Two of the schools were selected from higher socio-economic areas and two from lower socio-economic areas as determined by the student respondents' fathers' occupations. (See Blishen Occupational Class Scale, Appendix B)
2. The study was confined to a survey of the grade eight students and the teachers of these students to ascertain value-differential.
3. It is recognized that there are many indices such as student achievement, student attendance rates, student drop-out rates, teacher mobility rate, and teacher characteristics, which can be used to ascertain if there is a gap between the teacher and the student. However, for the purpose of this study, values was the index used.
4. Values are important to this study in that they were used as the vehicle for investigating the stated problem but no attempt was made to identify the values of a particular

category .

5. The description of the related literature was limited to the three areas which are of major concern to the investigation. They are:
  - a. Values, in a general sense, and a comparison between Canadian and United States values.
  - b. Occupation as a determinant of social class and social class as a source of values.
  - c. The teacher and the disadvantaged student.

## VI. LIMITATIONS OF THE STUDY

1. The implications and conclusions which can be drawn from the investigation were limited by several factors, among which are the following:
  - a. The conclusions and implications made were limited in the extent of their general applicability because the study was confined to the grade eight teachers and students of four junior high schools within the Calgary Public School System.

- b. The number of teacher and student respondents contained in the sample limited the extent of any general application of results to areas other than the one in which the study took place.
- c. It was recognized by the investigator, that in studies where questionnaires are used, certain factors are beyond his control. Foremost among these is that there is no way of knowing if the participants responded honestly to all items contained in the questionnaire.
- d. Finally, it was recognized by the investigator, that Clark and Wenninger's value scale has not been used extensively and that the validity of the instrument may have limited the findings which emanated from this study.



## FOOTNOTES TO CHAPTER I

<sup>1</sup>Jean Louise Moore, "Value Orientations of Four Groups", (unpublished Master's thesis, University of Calgary, 1968), p. 66.

<sup>2</sup>James Olsen, "Challenge of the Poor to the Schools", Phi Delta Kappan, XLVII (Oct. 1965), 79.

<sup>3</sup>Otto Dehike, Values in Culture and Class, (New York: Harper and Brothers, 1958), p. 387.

<sup>4</sup>Staten W. Webster, "The Teacher as an Alien", Educating the Disadvantaged Learner, Part III, ed. Staten W. Webster, (San Francisco: Chandler Publishing Co., 1966), p. 458.

<sup>5</sup>John Morlan and Robert Ramonda, "The Disadvantaged Child and his Culture", Teaching the Disadvantaged Child, ed. Sidney W. Tiedt, (New York: Oxford University Press, 1968), p. 16.

<sup>6</sup>James Olsen, op. cit., pp. 79-83.

<sup>7</sup>Louis E. Rath, Merrill Harmin, Sidney B. Simon, Values and Teaching, (Columbus, Ohio: Charles E. Merrill Books Inc., 1966), p. 9.

<sup>8</sup>John P. Clark and Eugene P. Wenninger, "Goal Orientations and Illegal Behavior Among Juveniles", Social Forces, 42 (October, 1963), 54-55.

<sup>9</sup>Robin M. Williams, Jr., American Society - A Sociological Interpretation, (New York: Alfred A. Knopf, 1960), pp. 415-468.

<sup>10</sup>Walter B. Miller, "Lower Class Culture as a Generating Milieu of Gang Delinquency", Journal of Social Issues, 14:3 (1958), 5-19.

<sup>11</sup>Albert K. Cohen, Delinquent Boys: The Culture of the Gang, (Glencoe, Illinois: The Free Press, 1955), pp. 84-94.

<sup>12</sup>H. Zentner, "Religious Affiliation, Social Class and the Achievement-Aspiration Relationship Among Male High School Students", The Alberta Journal of Educational Research, II (December, 1965), 233.

<sup>13</sup>Ibid., p. 233.

## CHAPTER II

### RÉSUMÉ OF THE RELATED LITERATURE AND RESEARCH

#### INTRODUCTION

When we think of the school in the community today we cannot help but think of the problems for education which have developed in large urban centers.

"One major problem is increased socio-economic and racial segregation of the population. As the total population of a megalopolis grows, the slum left around the central business district becomes thicker. This is a result not only of the growth in total population but also of the concentration of lower-class people in areas of poorest housing, which are usually older parts of the city...Thus the ever growing total population divides itself into a lower-class conglomerate at the centre, with successively high socio-economic groups at greater distances and the upper-middle class and the upper class largely in the suburbs."<sup>1</sup>

The survey of the literature pointed out that these problems are more prominent in the larger urban areas such as Chicago, but Harry N. Rivlin indicated that it would not be long before all urban areas would have these problems.

"At present, the problems are most acute in the big city, especially in the inner city. But our population is so mobile and social movements show little respect for city limits that the problems now so prominent in the inner city will soon become problems of almost all American education."<sup>2</sup>

The list of major United States' cities which

have special programs for the disadvantaged student is most extensive. It includes such cities as Cincinnati, Tucson, San Diego, San Francisco, Cleveland, New York, St. Louis, Washington, Philadelphia, Indianapolis, and Chicago. The city of Chicago has nine major projects functioning at the present time covering grades one through twelve. (See Table I) The purposes of these projects range from value sharing in the elementary school area to the counselling of drop-outs in high school.

The problem of educating the disadvantaged child is not restricted to the United States. In Hamilton, Ontario, there has been a realization that some adjustment in their approach to education must be made if the children from certain sections of the inner city are to receive a fruitful education. Their program is entitled the E.N.O.C. Program. "E.N.O.C. is the name that has been attached to the special compensatory programme being offered in four Hamilton elementary schools serving students whom we consider to be environmentally handicapped. The word is derived from the first letter of the words Educational Needs of the Older City."<sup>3</sup> Originally the study was undertaken to compare the students from grades four and six of a junior elementary school in a middle-class district, which was a relatively new area, with similar students from two schools in a slum area. The results

TABLE I

SPECIAL CHICAGO PROJECTS<sup>4</sup>

Name of Project	Purpose	Age Group Served	Board of Education Personnel Involved
The Doolittle Project	Value Sharing	Elementary Parents	District Superintendent Principal Project Director Selected Staff
Chicago Project: Great Cities School Improvement Program	Total Involvement in Disadvantaged Community	11-13; 14-17 17-21 Parents	District Superintendent Principal Selected Staff Social Worker
Urban Youth: Double C Double E Double T	Counseling Employment Training	Youth 16-21	Principals Counsellors Teachers
Counseling and School Placement	Early Registration	Elementary	District Superintendent Principal Teacher Clerk
Back-to-school Program	Home Contact in August	Elementary High School Parents	Principals Attendance Officers
High School Orientation Day	Introduction to High School Program and Facilities	High School 9B's New Students Parents	Principal Selected Staff
Manpower Program	Job Training	Adults and Youth 16-21	Teachers
President's Program to Prevent Drop-Outs	Counseling of Drop-outs early in September	High School	Principals Counsellors Div. Teachers
Impact	Attack on Attendance and Chronic Truancy	Elementary	District Superintendent Principals Selected Staff

of this study showed that "between school districts there was a great variation in the educational environment and the atmosphere for learning. To offer the same programme to all schools, therefore, was to guarantee certain failure to many students. Equality of educational opportunity demanded that there be different programmes in different schools."<sup>5</sup> Gordon E. Price, Director of Education for the city of Hamilton, stressed that any success that is achieved will be related primarily to the quality and attitudes of the staff.

In the city of Calgary, there also appears to be some concern about the educative process of the students in lower socio-economic areas. The staff and administration of Ramsey Elementary School, which is operated by the Calgary Public School System, and is located in what is generally considered to be a lower socio-economic area of the city, have devised "The Ramsey School Project". One of the objectives of this plan is to allow released time from the classroom during the school day so that teachers are free to meet and plan for better instruction. The students are taken by volunteers during this time period and offered a number of culturally enriching programs.

The following quotation serves as an excellent conclusion. It also serves as a solid stepping stone to the remaining survey of the literature which has covered the areas of values, occupation and social class, and the

teacher and the disadvantaged student.

"It is common knowledge that much of public education is in the hands of educators who come from various strata of the middle-class segment of society. We believe that this fact poses a problem for the process of education in socially disadvantaged areas. These differences between the prior subcultural experiences of the teacher and those of his students serve to produce conflicts in the areas of attitudes, values, and desired social and academic behaviors."<sup>6</sup>

## I. VALUES

The research into the area of values concentrated on values in a general sense. The articles and texts written by some of the major theorists have been reviewed and a number of definitions for the term value have been outlined. The relationship between Canadian and United State's values has been discussed in an effort to develop a point of view as to their congruency.

The survey of the literature disclosed a number of definitions for the term value. Talcott Parsons regards "...values as the generalized principles from which more specific rules and evaluations can be derived."<sup>7</sup> C. C. Anderson in his article "The Origin and Modification of Values" said..."Values are usually defined as conceptions of the desirable, or...the sort of objects, conditions or events which are reinforcing to man either immediately or in the long run."<sup>8</sup> Louis E. Rath<sup>9</sup> on the other hand, feels that it is impossible to achieve some agreement as to the definition of values but continues on

to state that the only area of congruency appears to be that values represent something important to human existence. He does, however, venture his own definition:

"Persons have experiences; they grow and learn. Out of experiences may come certain general guides to behavior. These guides tend to give direction to life and may be called values. Our values show what we tend to do with our limited time and energy."<sup>10</sup>

Raths qualifies his definition by stating that for something to be a value it must be based on three processes:

- "Choosing: 1. freely
- 2. from alternatives
- 3. after thoughtful consideration of the consequences of each alternative
- Prizing: 4. cherishing, being happy with choice
- 5. willing to affirm the choice publicly
- Acting: 6. doing something with the choice
- 7. repeatedly, in some pattern of life."<sup>11</sup>

The foregoing processes collectively define valuing with the results of the valuing process being what are termed as values. The process is actually used by Raths as a strategy for helping students develop their own values. He feels his value classification theory is excellent for the disadvantaged student in helping him clarify his values.

In the text, American Society, Robin M. Williams Jr. defined the term value as something that "...refers to any aspect of a situation, event, or object that is invested with a preferential interest as being 'good', 'bad', 'desirable', and the like."<sup>12</sup> Again the author



qualified his definition by circumscribing the boundaries of the term value.

"What are experienced by individuals as values have these qualities:

- (1) They have a conceptual element - they are more than pure sensations, emotions, reflexes, or so-called needs. Values are abstractions drawn from the flux of the individual's immediate experience.
- (2) They are effectively charged: they represent actual or potential emotional mobilization.
- (3) Values are not the concrete goals of action, but rather the criteria by which goals are chosen.
- (4) Values are important, not 'trivial' or of slight concern."<sup>13</sup>

Williams discussed three classes of values; cultural values, social values, and ethical or moral values. Linton's treatment of all shared values as being cultural values was adhered to by Williams.<sup>14</sup> Social values are thought to be values that are shared by a number of individuals and are "regarded as matters of collective welfare by an effective consensus of the group."<sup>15</sup> The two classes of values discussed above are not necessarily the same as the values that are designated as ethical or moral values. The third class of values involves "...relatively systematic ideas of the good as apart from sheer interest, desirability, or expediency."<sup>16</sup> The author is content to accept Clyde Kluckhohn's theory, that values are effective conceptions of the desirable. That is conceptions "...of the desirable qualities of objects, behavior, or social structures and systems."<sup>17</sup> Values emerge from the experience of people evaluating

that which they desire and from this one can conclude that values are found in the relationship between people and the things which are of concern to them.

Williams also pointed out that the action of choosing becomes important if people are to decide on the desirable from a number of alternatives which appear as a result of their relationship with the objects around them.<sup>18</sup> The process of choosing may, then, cause certain values to be more important to some individuals than to others. An individual's pattern or grouping of value choices can be derived from a number of sources. These sources are: observation of spontaneous behavior, testimony of witnesses, and self reporting. The following is a list of procedures or techniques which can be employed when identifying an individual's value choices:

1. observation of the directions of interests.
2. focusing directly on what people say their values are.
3. observation of the reward - punishment system of a group or society and noticing what behavior is rewarded and praised, or censured and punished.

The major difficulty is using choice as an index of values lies in the vast number of value choices an individual must make.

"Yet we do have evidence that cultural standardization so defines and limits choices that we can expect to find in any given group or social system a regularity of choices in recurrent situations that under systematic study reveal a pattern of value."<sup>19</sup>

Williams continued by discussing dominant and subordinate values which are derived from a group or a social system as a whole. He maintained that values can be ordered by the use of certain criteria.<sup>20</sup> Values should be subjected to the following four concrete tests. The extensiveness of the value in the total activity of the social system should be tested. Also, the duration of time that the value has been important to a group is a key to its acceptance. In conjunction with the preceeding criteria, the intensity with which the value is sought or maintained by members within the group indicates how important that value is for that particular group. Finally, the prestige of the value carriers give an indication of the value's worth to a social system or society.

Williams used the above criteria when selecting his fifteen major values which he postulates cover the gambit of the American value system. This list includes the following values: Achievement and Success, Activity and Work, Moral Orientation, Humanitarian Mores, Efficiency and Practicality, Progress, Material Comfort, Equality, Freedom, External Conformity, Science and

Secular Rationality, Nationalism - Patriotism, Democracy, Individual Personality, and Racism and Related Group-Superiority Themes. The foregoing are discussed in great detail by the author in his text American Society.<sup>21</sup>

Williams went into much detail in an effort to related these major values to American Society. However, he did qualify his value theory by stating, "Of course, 'American Values' are not values necessarily exclusive to or even peculiar to, the United States."<sup>22</sup>

Another prominent theorist in this area is Florence Rockwood Kluckhohn. Kluckhohn in conjunction with Fred L. Strodbeck dealt with the theory of value orientation in the text, Variations in Value-Orientations. Both authors in this case attacked the question of values by identifying what they call value-orientations.

"Value-orientations are complex but definitely patterned (rank-ordered) principles, resulting from the transactional interplay of three analytically distinguishable elements of the evaluative process - the cognitive, the affective, and the directive element - which give order and direction to the ever-flowing stream of human acts and thoughts as these relate to the solution of 'common human' problems."<sup>23</sup>

Five value-orientations were identified and within each are three values. One of these values is a dominant value while the other two are variant. The value of Kluckhohn's theory is that a value system or pattern can be identified for particular cultures.<sup>24</sup> (See Table II )

A number of value studies have been carried out

TABLE II

THE FIVE VALUE ORIENTATIONS AND  
THE RANGE OF VARIATIONS  
POSTULATED FOR EACH\*\*

Orientation	Postulated Range of Variation		
Human Nature	Evil		Good
Man-nature	Subjugation to-nature	Harmony-with- nature	Mastery- over- nature
Time	Past	Present	Future
Activity	Being	Being-in- Becoming	Doing
Relational	Lineality	Collaterality	Individualism

\*\* Adapted from Florence Rockwood Kluckhohn and Fred L. Strodbeck, Variations in Value Orientations, (Evanston, Illinois: Row, Peterson and Co., 1961), p. 4.

in Canada using Kluckhohn's Value-Orientation Scale. Of these, the studies by Parry, Moore, and Kitchen have been reviewed in relation to this thesis. Hubert William Kitchen<sup>25</sup> investigated the relationships between the value-orientations of grade nine pupils in Newfoundland and the characteristics of their primary and secondary groups. This study pointed out the productivity of examining empirically the intra-cultural variations in value-orientations. It also suggested that there are differences in the value-orientations of various groups of which teachers and administrators should be aware.

Robert S. Parry<sup>26</sup> used Kluckhohn's rational value-orientations to support the belief that an adolescent sub-culture exists which can be isolated and examined. He studied high school students in the city of Calgary. One of the suggestions for further study which emerged from this investigation was that the value-orientations of teachers and administrators should be examined. Jean Moore<sup>27</sup> also used part of Kluckhohn's scale and her study also took place in Calgary. She dealt with four groups of students composed of dropout-returnees, dropouts-tested but non-registered, dropouts, and high school students. The results of this study indicated there was a difference in value-orientation between each of the four groups.

Another area which was vital to this study was the relationship between Canadian values and United States

values. John Porter in his article "Canadian Character in the Twentieth Century" analyzed Canadians and pointed out the values which are emphasized in Canada. Porter outlined the attempts of a number of authors, including A. D. Clark, Dennis Wrong, and Kaspar Naegle, to identify Canadian qualities. Porter quoted S. M. Lipset's summary concerning this situation.

"Canadians, he has concluded, are conservative, authoritarian, oriented to tradition, hierarchy, and elitism in the sense of showing deference to those in high status. Canadian values have been shaped by a distinct anti-revolutionary past which contrasts with the strong egalitarianism of the United States, with its emphasis on opportunity and personal achievement as the basis of social rewards."<sup>28</sup>

The author continued by emphasizing the difficulty in analyzing the Canadian character because there are two main cultures in Canada, French and English. These cultures could be considered as two separate nations. Also, other European ethnic groups are not encouraged to adopt Canadian ways because of our emphasis on ethnic pluralism. Our unstable population growth and the high rates of immigration and emigration have created difficulties. Porter also stated that the social sciences have provided very little data on which a Canadian profile can be drawn. He continued by pointing out that Canadians are heavy consumers of the United States culture. He summed up this section by stating "...Canadians may be in the process of becoming more American, and it could only

be a matter of time before the American egalitarian values of the United States would have a permanent effect on Canadian conservatism."<sup>29</sup> Porter's objective in the article was to point out that Canadians value certain things to a different degree than do the people in the United States. He was not saying that Americans and Canadians have different values. This point of view received support by Seymour Martin Lipset in his article "Canada and the United States - A Comparative View" by the following statement:

"Thus, while equality and achievement for example, are values emphasized in both American societies, in Canada the emphasis is somewhat less and therefore the contrast between the nations remains one of degree."<sup>30</sup>

One was able to conclude from the foregoing that Americans and Canadians do, generally, have the same values, with the only difference being the degree of preference exhibited by the two societies.

## II. OCCUPATION, SOCIAL CLASS, AND VALUES

In this section the résumé of the literature covered the use of occupation as an index of social class and social class as the source of the values a person may hold.

A survey of the literature in this area showed a strong relationship between occupation and social class. Robert J. Havighurst and Bernice L. Neugarten,<sup>31</sup> and



Patricia Cayo Sexton<sup>32</sup> mentioned occupation, education and income as several single indices which can be used to identify social class. In the article "The Ethos of Industrial America", Donald G. McKinley<sup>33</sup> quoted a number of authors who support the idea that occupation can be most effective in identifying social class. In the study carried out by Hollingshead and Redlick<sup>34</sup> social position was judged on the basis of a large number of details which were obtained through observation and interviews. The obtained rankings correlated 0.94 with a combined index of education, residence, and occupation. When these rankings were then correlated with each of the variables of the combination, the results shown in Table III were produced. "We see occupation to be the most important contributor to the combination and to be the variable most highly correlated with placement."<sup>35</sup>

TABLE III  
JUDGED CLASS CORRELATION  
WITH INDIVIDUAL VARIABLES 36

Judged Class with Residence	.69
Judged Class with Education	.78
Judged Class with Occupation	.88

Warner<sup>37</sup> gave further evidence as to the importance of occupation as an index of social class.

He found that occupation correlated 0.91 with social class when determined by evaluated participation. Evaluated participation took into account prestige and patterns of social interaction. When education, source of income, amount of income, dwelling area, and house type were combined into an index, the correlation with the evaluated participation was increased to only 0.97. Occupation was listed as of central importance in placing a person in a social class in the studies carried out by Elizabeth Bott, in 1954, and Joseph A. Kahl and James E. David, in 1955.<sup>38</sup> In fact, both studies concluded that occupation was the most important factor. McKinley adds further evidence when he states, "...the occupation held should be the major basis of class placement..."<sup>39</sup>

Glenn D. Norval in his article "Social Stratification" expressed this point of view:

"For example, in the advanced societies, knowledge and skills are becoming increasingly important criteria for the allocation of positions in the occupational structure, which in turn largely determines the system of social ranking."<sup>40</sup>

Henry Zentner<sup>41</sup> in his study of "Religious Affiliations, Social Class and the Aspiration Relationship Among Male High School Students", in the city of Calgary, used occupation class, as defined by the Blishen Occupational Class Scale, as his index for identifying the social class from which his subjects had come.

The following statement by Egon Ernest Bergel

added further support to Henry Zentner's point of view.

"Many authors regard occupation as the most reliable single factor determining social class."<sup>42</sup>

In summary one can say that there is considerable support to the thesis that occupation and social class are related and also that occupation is an excellent index for identifying social class.

The social class from which one comes has been identified by a number of authors as the spawning ground for one's values. Havighurst and Neugarten<sup>43</sup> feel that people can be located on the social class scale by inspecting their habits and values. Hilda Taba and Deborah Elkins<sup>44</sup> feel there is a relationship between the social experiences of children and their development. The authors continue by expressing the opinion that there are differences between social classes and these are demonstrated by the values, behavior patterns, and aspirations which are exhibited by the members of each class.

"We know, for example, that low socio-economic class homes have a limited educational tradition and hence, that children from these homes have little 'know-how' about the school and its expectations."<sup>45</sup>

Several of the findings from the study of social class and ninth grade educational achievement in Calgary by Thomas E. Linton and Donald F. Swift<sup>46</sup> were summarized as follows:

1. Social class and school performance were strongly related.
2. Sons of manual workers had rather a poor chance of successful academic achievement.
3. There was evidence of a relationship between jointal parental income and school performance within the social classes.

Henry Zentner, as a result of his study of the religious affiliation, the social class, and the achievement-aspiration relationship among male high school students in the city of Calgary was able to state "...it is apparent that social class has a most important bearing upon the behavior of students."<sup>47</sup>

Havighurst and Taba<sup>48</sup> in their "Prairie City Study", identified the values associated with the middle and lower socio-economic classes. Members of the middle-class value such things as: civic virtue and community responsibility, cleanliness and neatness, education as a potential for solving social problems, education as a preparation period for adulthood, good manners, honesty in all things, initiative, loyalty, marital fidelity, responsibility to church, responsibility to family, self-reliance, sexual morality, and thrift. In contrast, members of the lower class value the following: honesty, when friends and neighbors are involved; responsibility, when friends and neighbors are involved; and loyalty

when friends and neighbors are involved. They will overlook or condone stealing and dishonesty, are less restrained in sexual activity, view juvenile delinquency as normal behavior, and feel little compulsion to stay in school. "In other words, the child born and raised in a lower-class cultural milieu derives his basic perceptions and values from that milieu."<sup>49</sup>

Staten W. Webster<sup>50</sup> identified the key element in the socialization process as interaction. Interaction is the relationship between the growing child and the persons and groups in his immediate presence, his family, peer groups, and the immediate community. It is through this interaction that a person develops many of his sentiments, attitudes, and values.

In conclusion this résumé of the literature has pointed out a relation between occupation and social class and also that the values one holds are the result of the social, cultural, and physical environment from which one comes.

### III. THE TEACHER AND THE DISADVANTAGED STUDENT

"In much of the literature concerning the education of the disadvantaged student, the role of the classroom teacher is central."<sup>51</sup> The teacher is a crucial factor in the teaching of disadvantaged students. The teachers' background and attitude directly affect

their approach to their job and any success which is achieved. "Too many teachers believe that an assignment to one of these schools is undesirable...a type of punishment or an initiation ritual that must be survived if one is to succeed in the city school system."<sup>52</sup> The middle-class background and values of the teacher contrast sharply with those of the student. The lower-class student brings to school values which many teachers find unacceptable and may not even understand. "Many teachers from middle-class background are shocked at the impulsive acts of these children and at the apparent lack of self-control exhibited."<sup>53</sup> "With ninety-five percent of the teachers in the United States being recruited from the middle-class, teachers must be acquainted with the social values and mores of lower-class children."<sup>54</sup> Bruno Bettelheim<sup>55</sup> and Betty Levy<sup>56</sup> both stated that the problems which develop in low socio-economic schools are a result of the clash of attitudes and values of the teacher and the student. The author went one step further and pointed out, "The values, interests, goals, experiences, and even language of the children are quite different and often in conflict with the middle-class-oriented school and its teachers."<sup>57</sup> Alan L. Hanline in his article "Training the Disadvantaged for Jobs", identified value differences as a problem area. The author felt this was the major factor limiting the program at the Clearfield

Job Core Center.

"Our instructors and management people expected trainers to measure up to our values, and ways of seeing and doing things. Success was what the teacher thought success should be. Progress was what the teacher said progress was to be. Inappropriate behavior was what the teacher thought it should be."<sup>58</sup>

Many authors have identified this area as a problem by pointing out the need for teacher awareness of, and knowledge about, the characteristics, attitudes, and values of the community in which they are to teach.

"Teachers and school administrators, many of whom come from middle income...and small community origins, must be provided with a broader knowledge of the special problems and background of children who live in congested lower income sections of large cities."<sup>59</sup>

John Morland and Robert Ramonda<sup>60</sup> agreed that the teacher must have enough knowledge to enable him to accept the child for what he is and not expect the child to exhibit middle-class manners, speech, and behavior. Claude M. Ury<sup>61</sup> Lewis Munford,<sup>62</sup> Edward R. Fagan,<sup>63</sup> Robert Lee Doan,<sup>64</sup> and Harry Rivlin,<sup>65</sup> recognize many teachers' inability to function successfully in lower-class schools as a result of their middle-class orientation and suggest revisions in teacher training, in in-service programs, and the development of orientation programs.

James E. Heald<sup>66</sup> in the article "In Defense of Middle Class Values", gave recognition to the point that there is a great divergence in values between the

teacher and the lower social class student, but middle-class values, as such, are not wrong but rather they are not encompassing enough. We need not condemn middle-class values but rather

"...recognize their lack of inclusiveness and expand them to the point where the entire class, including its teachers, can find value and pleasure in improving the culture, the education, the morality and the social usefulness of the deprived, the impoverished, the destitute, and the abandoned."<sup>67</sup>

The survey of the literature in relation to the teacher and the disadvantaged student supports the point-of-view that, generally, teachers have or eventually adopt middle-class values, and as a result of this a gap may exist between teachers and students in the lower socio-economic areas of large cities.



## FOOTNOTES TO CHAPTER II

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<sup>17</sup>Ibid., p. 402.

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<sup>19</sup>Ibid., p. 405.

<sup>20</sup>Ibid., pp. 409-410.

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<sup>22</sup>Ibid., pp. 397-398.

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<sup>51</sup>Harry A. Passow, Miriam Goldberg, Abraham J. Tannenbaum, Education of the Disadvantaged, (New York: Holt, Rinehart, and Winston Inc., 1967), p. 463.

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<sup>53</sup>John Morlan and Robert Ramonda, "The Disadvantaged Child and His Culture", Teaching the Disadvantaged Child, ed. Sidney W. Tiedt, (New York: Oxford University Press, 1968), p. 16.

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## CHAPTER III

### DESIGN OF THE STUDY

#### INTRODUCTION

This chapter explains the selection of the instrument and its internal make-up. The methods used to identify the socio-economic areas, to distribute the instrument, to collect the instrument, and to process the data are also discussed.

#### I. THE INSTRUMENT

The selection and use of John P. Clark and Eugene P. Wenninger's<sup>1</sup> value scale was based on the assumption that values can be measured and that once measured they can be used to identify the extent of the value-differential which may exist between teacher and student. It was further assumed that the term value could encompass the areas commonly referred to as goals, vocal concerns, and standards.

This instrument was originally used by Clark and Wenninger in their study of the "Goal Orientations and Illegal Behavior Among Juveniles"<sup>2</sup> from four types of communities or socio-economic areas. These four areas were rural farm, upper urban, lower urban, and industrial city. For the purposes of their study values, goals,

focal concerns and standards were considered as one and the same. The Duncan "Socio-Economic Index for All Occupations"<sup>3</sup> was used to determine the occupational profile of each community by assigning index scores to the occupations of the respondents' fathers.

There were four working hypotheses in their study of which the following one was of greatest consequence to the present study, namely, "socio-economic classes are significantly different in their general life goals (values)"<sup>4</sup>

Three instruments were used to gather the information required for their study. One was the value scale used in the present study, which included thirty items representing Robin Williams' fifteen major values,<sup>5</sup> Walter B. Miller's six lower class vocal concerns,<sup>6</sup> and Albert K. Cohen's nine middle-class standards.<sup>7</sup> This instrument was used to determine the respondents' goal or value preference before Clark and Wenninger moved to the second stage of their study, which was to determine the respondents' opinion concerning his chances of lawfully achieving each of the thirty values or goals. The sample they used included students from the four socio-economic communities ranging in grade level from four to twelve.

As far as the present study was concerned the questionnaire was administered in its original form to all the student respondents. However, the following questions

were altered to make them more applicable to the teachers answering the questionnaire.

Question 16:

Being able to stay out of trouble and to handle any that comes my way...

altered to:

Being able to keep my head above water and to handle any problems which may come up...

Question 18:

Being able to handle myself, being tough...

altered to:

Looking after myself through the use of physical force...

Question 23:

Showing I'm good enough to be on my own sometimes...

altered to:

Having the resourcefulness and self-reliance to handle my own affairs...

Question 24:

Learning how to do the things I will need to know when I grow up...

altered to:

Learning new methods and techniques which will allow me to do a better job in the future.

Question 27:

Having good manners and getting along with others...



altered to:

Having the social graces and being able to get  
along with my colleagues...

Question 28:

Keeping out of fights and rough stuff...

altered to:

Avoiding physical violence...

### The Pilot Study

A pilot study was carried out in an effort to eliminate any ambiguity which may have existed in the questionnaire for this particular sample and community. For this purpose five grade eight teachers and five grade eight student respondents were randomly selected from areas not included in the investigation but representative of the two socio-economic areas the study was concerned with. Ten graduate students in educational administration were also asked to answer the questionnaire and add any criticisms they felt were pertinent. As a result, some adjustments were made in Part One (the demographic information) of the questionnaire. However, the general consensus among the respondents in the pilot study, was that Part Two (the value scale) was easily understood and quickly answered.

### Reliability

The reliability of the value scale was determined by the split-half method.<sup>8</sup> This method is considered

appropriate when the testing procedure, the questionnaire, or the participants can be divided into two halves and two scores obtained. The scores obtained can then be correlated. The split-half method is a test of the internal consistency of the value scale.

For the purposes of this study the Spearman's coefficient of rank correlation<sup>9</sup> was the statistical technique employed, because of the non-parametric nature of the data. The formula used to calculate the Spearman correlation was:

$$P = 1 - \frac{6\sum d^2}{N(N^2 - 1)}$$

To obtain an estimate of the reliability of the total scale the half-test correlation was corrected to the expected full-length value by the use of the Spearman-Brown prophecy formula.<sup>10</sup> This formula is as follows:

$$r_1 = \frac{2r_s}{r_s + 1}$$

The procedure for this study entailed dividing the participants into two groups and finding the split-half reliability for these two groups for the thirty items included in the value scale. The Spearman's coefficient of rank correlation was  $P = .9879$ . The Spearman-Brown prophecy formula was then applied and a reliability score of .9939 was then obtained.

### Validity

John P. Clark and Eugene P. Wenninger's value scale was located by this investigator in the text "Sociological Measurement".<sup>11</sup> This book contains an inventory of the most recent and relevant scales and indices. The authors of this text believe "...the volume does provide the investigator with a large body of recent relevant literature in regards to measurement."<sup>12</sup> They continued by outlining their method of selecting the various scales:

The analysis was designed to locate those conceptual areas which have generated the greatest empirical activity during the period reviewed and to identify the specific scales and indices that have been used and cited with greatest frequency."<sup>13</sup>

Clark and Wenninger, in referring to their instrument, stated that "...considerable precaution was taken to insure reliability and validity"<sup>14</sup> and all items were pre-tested to eliminate ambiguity. The questionnaire demonstrated the ability to discriminate effectively between the various socio-economic classes as far as their goal or value orientations were concerned.

"Therefore, the first hypothesis - that there are significant differences among socio-economic classes in their goal orientation - received qualified support by this data when whole communities are compared."<sup>15</sup>

## II. SAMPLE

The sample used in this study was an arbitrary

TABLE IV  
SAMPLE AND PERCENTAGE OF RETURNS ACCORDING  
TO SCHOOL AND POSITION OF RESPONDENT

SCHOOL	<u>PRINCIPALS</u>			<u>TEACHERS</u>			<u>STUDENTS</u>		
	No.	Returns	%	No.	Returns	%	No.	Returns	%
A *	1	1	100	17	17	100	115	98	85.21
B *	1	1	100	21	16	76.19	221	194	87.78
C **	1	1	100	30	28	93.33	207	203	98.06
D **	1	1	100	11	10	90.09	65	64	98.46
TOTAL	4	4	100	79	71	89.87	608	559	91.94

\* Lower Socio-Economic Schools

\*\* Higher Socio-Economic Schools

sample of all the grade eight students, their teachers, and principals in four of the forty-three junior high schools within the Calgary Public School System. The schools were selected on the basis that two of the schools appeared to be representative of a lower socio-economic community and that the other two appeared to represent a higher socio-economic area.

Table IV shows that of the four principals included in the study four or 100 percent of the questionnaires were returned. Seventy-one of the seventy-nine or approximately 90 percent of the teachers responded. Of the possible six hundred and eight students who were asked to respond, five hundred and fifty-nine or 92 percent responded. When analyzing the schools on an individual basis, the lower attendance rates experienced in the lower socio-economic areas, as compared to higher socio-economic areas, was demonstrated by the fact that the lower socio-economic schools showed returns of 85 and 88 percent in contrast to 98 percent for both higher socio-economic schools. The foremost factor contributing to incompleting questionnaires by students was absenteeism on the day the value scale was administered. The lower percentage of teacher returns in school B can probably be attributed to a lack of interest by the administration concerning the conducting of studies in this school. However, the return was judged adequate.

All teacher and principal returns were considered usable. Four of the student returns were rejected. In two cases the respondents checked all four alternatives for every item on the questionnaire, and in the other cases, two respondents inadvertently omitted a full page of items when completing the questionnaire.

### III. IDENTIFICATION OF SOCIO-ECONOMIC AREAS

The two socio-economic areas this study was concerned with were identified in the same manner that Henry Zentner used in his study of the "Religious Affiliation, Social Class and the Achievement Aspiration Relationship Among Male High School Students."<sup>16</sup> The student respondents were asked to give their fathers' occupations, their mothers' occupations (if working) or the guardian or foster parents' occupations. The father was considered the main source of income for the family except in the following situations:

1. Where the father was not employed but the mother was working, the mother was considered the main source of income for the family.
2. Where the parents were separated or divorced and the mother was working, the mother was considered the main source of income for the family.

3. Where the student respondent identified a guardian or foster parents the occupation of the main source of income for that family was used for the occupation rating.

A voters' list was used to identify the father's occupation in the cases where students either did not know it, forgot to place it on the questionnaire, or failed to give a clear identification of the occupation.

The occupations obtained were then assigned a rating from one to seven depending on what level the occupation fell on the "Blisshen Occupational Class Scale."<sup>17</sup> (See Appendix B) The total rating score for each school was divided by the number of students being tested. The highest average score identified that school as being in a lower socio-economic area and the lowest average score identified that school as being in a higher socio-economic area.

Table V shows the schools involved in the study, the total number of student respondents for each school, the total occupation class score for each school, the average occupation class score for each school, and the socio-economic area that each school was identified with. Therefore, for the purposes of this investigation schools A and B were identified as representing a lower socio-economic area and schools C and D were identified as representing a higher socio-economic area in the city of

Calgary.

Table VI points out that thirteen respondents were not used in the process of identifying the two socio-economic areas. In three cases the respondent's father was deceased and the mother was not working and there was no way of determining an occupation rating. Five respondents indicated their parents were separated or divorced and the mother was not working. Five respondents declared their family was on welfare and therefore there was no way of giving them an occupation rating. It was interesting to note that eight of the thirteen respondents that could not be used, came from the lower socio-economic areas and also that all the students who declared their family to be on welfare were from lower socio-economic areas.

#### IV. ANALYSIS DESIGN

##### Distribution of the Instrument and Collection of Data

Initially official permission to operate within the Calgary Public School System was received from the Superintendent of Secondary Schools, Mr. J. W. James. The four principals who were to be involved in the study were then sent a letter requesting their co-operation as well as that of their teachers and their grade eight students in the completion of this investigation. (See Appendix C)



TABLE V  
IDENTIFICATION OF SOCIO-ECONOMIC AREAS

SCHOOL	Total Grade 8 Respondents Rated	Total Occupation Class Score	Average Occupation Class Score	Assigned Socio- Economic Area
A	92	500	5.4347	Lower
B	190	958	5.0421	Lower
C	198	505	2.5505	Higher
D	64	140	2.1875	Higher

TABLE VI  
RESPONDENTS NOT USED IN IDENTIFICATION  
OF SOCIO-ECONOMIC AREA AND REASON

SCHOOL	Father Deceased and Mother Not Working	Parents Divorced or Separated and Mother Not Working	Respondent Declared Family on Welfare
A *	0	0	4
B *	2	1	1
C **	1	4	0
D **	0	0	0

\* Lower Socio-Economic Schools

\*\* Higher Socio-Economic Schools

The instrument and self-addressed envelopes were then delivered to each principal by the investigator. The principal distributed the questionnaire to the teachers and grade eight students.

The questionnaire was constructed in such a manner that each respondent was able to complete it without any supervision. However, in an effort to receive the largest possible percentage of completed questionnaires, grade eight homeroom teachers administered the questionnaire and collected the completed instrument from their students. Principals and grade eight teachers answered the questionnaires individually. The completed questionnaires from all respondents were collected by the principal of each school and returned to the investigator.

#### Treatment of the Data

The purpose of this study was to discover answers to the four questions stated in Chapter One. To attain the above purpose the communities being investigated had to be identified as either a lower socio-economic or a higher socio-economic community. The procedure followed to achieve this was outlined earlier in this chapter.

In an effort to obtain a complete analysis of the various respondent groups' value preference, Part Two of the instrument was analyzed in the following manner:

1. All items were analyzed to obtain a value score

for teachers and students in lower and higher socio-economic areas.

2. All items were analyzed in an effort to observe the relationship, if any, between a student's sex and his value preference in lower and higher socio-economic areas.
3. All items were analyzed in an effort to observe the relationship, if any, between a teacher's sex, age, and teaching experience and his value preference in lower and higher socio-economic areas.
4. The value scores for teachers and students were then compared within the two socio-economic areas of concern to this study.

Part One of the questionnaire was analyzed to supply the information needed to dichotomize the variables of sex for the student respondents and sex, age, and teaching experience for the teachers. The variable sex was dichotomized (male and female) for both respondent groups. The remaining variables of concern, as far as the teacher respondents were concerned, were dichotomized into more teaching experience or less, and older teachers or younger. In all cases the median scores for each of the variables were used for the dichotomy. The median for teaching experience was 5.5 years and the median for teacher age was 30.5 years.

### Statistical Design for the Four Questions

All the statistical tests used were of a non-parametric nature and therefore it was not necessary to meet the assumptions required by parametric statistics.

The statistical analysis of the data obtained was based on the selection by the respondents of one of four alternatives for each item of the value scale. (See Appendix A) Weightings were assigned to each alternative, as is done when "Likert Scaling"<sup>18</sup> is used. The Likert type of scale is useful in this case because it enables the respondent to give differential responses to a number of statements.

The following procedure was followed when processing the data obtained:

1. The respondents had previously indicated a preference for each item by checking one of the four alternatives which were assigned weightings as follows; Great Importance 1, Some Importance 2, Little Importance 3, and No Importance 4.
2. To obtain a thorough analysis the weightings were expanded to cover the range of zero through nine using the following formula:

$$\text{Score} = (\text{Average Response} - 1) \times 3$$

The average response was obtained by dividing the sum of the usable scale scores by the number of usable questions.

3. The median value score was then calculated for each respondent group and each variable.

The test of significance used was the sign test for two independent samples.<sup>19</sup> This test is known as the median test and it compared the medians of the two independent samples used in this investigation. The null hypothesis was that no difference existed between the medians of the populations from which the samples were drawn.

This test required the calculation of a joint median for the two independent samples. Then the number of respondents for each group which fell above and below this median were counted and the totals were placed in a two by two contingency table. The chi-square test known as Yates's correction for continuity<sup>20</sup> was used to determine whether the observed frequencies above the median and the observed frequencies below the median departed significantly at the .05 level. The formula used was as follows:

$$X^2 = \frac{N(AD-BC-N/2)^2}{(A+B)(C+D)(A+C)(B+D)}$$

The foregoing procedure was followed for each test of significance which was calculated.

### The Four Questions

#### Question One:

Was there a difference between the values held by

teachers in lower socio-economic schools and the values held by their students?

The null hypothesis was that there was no difference in the median value score for teachers in lower socio-economic schools and the median value score of their students.

$$H_0: U_1 = U_2$$

The alternate hypothesis was that there was a difference in the median value score for teachers in lower socio-economic schools and the median value score of their students.

$$H_1: U_1 \neq U_2$$

#### Question Two:

Was there a difference in the values held by teachers in higher socio-economic schools and the values held by their students?

The null hypothesis was that there was no difference in the median value score for teachers in higher socio-economic schools and the median value score of their students.

$$H_0: U_1 = U_2$$

The alternate hypothesis was that there was a difference in the median value score for teachers in higher socio-economic schools and the median value score of their students.

$$H_1: U_1 \neq U_2$$

### Question Three:

Was there a relationship between the students' sex and the degree of value-differential which may have existed between the teacher and the student?

The null hypothesis was that there was no difference in the median value scores of teachers and students when the variable of student sex was controlled.

$$H_0: U_1 = U_2$$

The alternate hypothesis was that there was a difference in the median value scores of teachers and students when the variable of student sex was controlled.

$$H_1: U_1 \neq U_2$$

### Question Four:

Was there a relationship between the teachers' sex, age, teaching experience, and the degree of value-differential which may have existed between the teacher and the student?

In the process of analyzing question four a null hypothesis was formulated for each of the three variables.

#### 1. Sex

The null hypothesis was that there was no difference in the median scores of teachers and students when the variable of teacher sex was controlled.

$$H_0: U_1 = U_2$$

The alternate hypothesis was that there was a difference in the median value scores of teachers and students when the variable of teacher sex was controlled.

$$H_1: U_1 \neq U_2$$

## 2. Age

The null hypothesis was that there was no difference in the median value scores of teachers and students when the variable of teacher age was controlled.

$$H_0: U_1 = U_2$$

The alternate hypothesis was that there was a difference in the median value scores of teachers and students when the variable of teacher age was controlled.

$$H_1: U_1 \neq U_2$$

## 3. Experience

The null hypothesis was that there was no difference in the median value scores of teachers and students when the variable of teaching experience was controlled.

$$H_0: U_1 = U_2$$

The alternate hypothesis was that there was a



difference in the median value scores of teachers and students when the variable of teaching experience was controlled.

$$H_1: U_1 \neq U_2$$

When analyzing questions three and four the two socio-economic areas (lower and higher) were considered separately which resulted in each of the questions being analyzed, first, for the lower socio-economic area and then for the higher. No attempt was made to make a cross comparison between the lower socio-economic area and the higher.

In all four questions the median test was used and this required the use of the chi-square test of significance with Yates's correction for continuity. Also, in all questions the .05 level of significance was used for the rejection of the null hypothesis.

#### SUMMARY OF STATISTICAL TESTS USED

##### The Tests of Reliability of the Value Scale

1. Spearman's rank correlation<sup>21</sup>

$$P = 1 - \frac{6\sum d^2}{N(N^2 - 1)}$$

2. Spearman-Brown prophecy for the split-half method <sup>22</sup>

$$r_1 = \frac{2r_s}{r_s + 1}$$

The Median Test of the Two Independent Samples

1. The chi-square test with Yates's correction for continuity. <sup>23</sup>

$$\chi^2 = \frac{N(AD-BC-N/2)^2}{(A+B)(C+D)(A+C)(B+D)}$$

## FOOTNOTES TO CHAPTER III

<sup>1</sup> John P. Clark and Eugene P. Wenninger, "Goal Orientations and Illegal Behavior Among Juveniles", Social Forces, 42 (October, 1963) p. 49.

<sup>2</sup> Ibid., p. 49.

<sup>3</sup> Albert J. Reiss, Occupation and Social Status, (New York: The Free Press of Glencoe, 1961), pp. 109-161.

<sup>4</sup> John P. Clark and Eugene P. Wenninger, op. cit., p. 49.

<sup>5</sup> Robin M. Williams, Jr., American Society - A Sociological Interpretation, (New York: Alfred A. Knopf, 1960), pp. 415-468.

<sup>6</sup> Walter B. Miller, "Lower Class Culture as a Generating Milieu of Gang Delinquency", Journal of Social Issues, 14:3 ( 1958) 5-19.

<sup>7</sup> Albert K. Cohen, Delinquent Boys: The Culture of the Gang, (Glencoe, Illinois: The Free Press, 1955), pp. 84-94.

<sup>8</sup> George A. Ferguson, Statistical Analysis in Psychology and Education, (New York: McGraw-Hill Inc., 1966), p. 377.

<sup>9</sup> Ibid., p. 217.

<sup>10</sup> Robert L. Ebel, Measuring Educational Achievement, (Englewood Cliffs, New Jersey: Prentice Hall Inc., 1965), p. 314.

<sup>11</sup> Charles M. Bonjean, Richard J. Hill, and S. Dale McLennore, Sociological Measurement, (San Francisco: Chandler Publishing Co., 1967), p. 507.

<sup>12</sup> Ibid., p. xi (preface)

<sup>13</sup> Ibid., p. 1.

<sup>14</sup> John P. Clark and Eugene P. Wenninger, op. cit., p. 50.

<sup>15</sup> Ibid., p. 53.

<sup>16</sup>H. Zentner, "Religious Affiliation, Social Class and the Achievement-Aspiration Relationship Among Male High School Students", The Alberta Journal of Educational Research 11 (December, 1965) 233.

<sup>17</sup>Bernard R. Blishen, Frank E. Jones, Kaspar D. Naegele, John Porter, Canadian Society - Sociological Perspectives, (Toronto: The MacMillan Co., 1961), pp. 481-484.

<sup>18</sup>Armand J. Galfo and Earl Miller, Interpreting Education Research, (Dubuque, Iowa: Wm. C. Brown Co., 1965), p. 91.

<sup>19</sup>George A. Ferguson, op. cit., pp. 355-356.

<sup>20</sup>Ibid., p. 207.

<sup>21</sup>Ibid., p. 217.

<sup>22</sup>Robert L. Ebel, op. cit., p. 314.

<sup>23</sup>George A. Ferguson, op. cit., p. 207.

## CHAPTER IV

### ANALYSIS OF THE DATA AND STATEMENT OF FINDINGS

#### INTRODUCTION

This chapter contains an analysis of all the data obtained and a number of statements as to the findings which were the result of that analysis. In all cases the findings were based on the analysis of the total thirty items on the value scale. This section is organized in such a manner that each of the four questions stated in Chapter I is dealt with separately in relation to each of the socio-economic areas (higher and lower) of concern to this study.

#### I. QUESTION ONE

Was there a difference between the values held by teachers in lower socio-economic schools and the values held by their students?

#### Findings:

In the lower socio-economic schools the value preferences of thirty-three teachers and two hundred and eighty-seven students were analyzed in an effort to determine whether a value-differential existed between the two respondent groups. Since the chi-square score was not equal to or greater than 3.84, the null hypothesis which

stated that there was no difference in the value preference of teachers and students in lower socio-economic schools

TABLE VII

MEDIAN TESTS SHOWING THE RELATIONSHIP BETWEEN TEACHERS AND STUDENTS IN LOWER SOCIO-ECONOMIC AREAS ON VALUE PREFERENCE  
TOTAL GROUP

Respondent	N	No. Above Median	No. Below Median	Joint Median	$\chi^2$ *
Teacher - Lower	33	23	10		
Student - Lower	287	146	141	1.7050	3.49

\*  $\chi^2$  Crit. .05 = 3.84

was accepted (.05 level of significance). The results can be seen in Table VII.

## II. QUESTION TWO

Was there a difference between the values held by teachers in higher socio-economic schools and the values held by their students?

### Findings:

In the higher socio-economic schools the value preferences of the thirty-eight teachers and the two hundred and sixty-seven students were analyzed in an effort to determine whether a value-differential existed between

the two respondent groups. Since no significant differences were found, the null hypothesis which stated that there was no difference in the value preference of teachers

TABLE VIII

MEDIAN TESTS SHOWING THE RELATIONSHIP BETWEEN TEACHERS AND STUDENTS IN HIGHER SOCIO-ECONOMIC AREAS ON VALUE PREFERENCE  
TOTAL GROUP

Respondent	N	No. Above Median	No. Below Median	Joint Median	$\chi^2$ *
Teacher - Higher	38	23	15	1.590	1.98
Student - Higher	267	125	142		

\*  $\chi^2$  Crit. .05 = 3.84

and students in high socio-economic schools was accepted (.05 level of significance). The results can be seen in Table VIII.

### III. QUESTIONS THREE AND FOUR

For the purpose of ease and clarity questions three and four were analyzed and commented upon simultaneously.

#### Question Three:

Was there a relationship between the student's sex and the degree of value-differential which may have existed between the teacher and the student?

Question Four:

Was there a relationship between the teacher's sex, age, teaching experience, and the degree of value-differential which may have existed between the teacher and the student?

Findings: Male Teachers: Lower Socio-economic Schools

Initially the twenty-one teachers in the lower

TABLE IX

MEDIAN TESTS SHOWING THE RELATIONSHIP BETWEEN TEACHERS AND STUDENTS IN LOWER SOCIO-ECONOMIC AREAS ON VALUE PREFERENCE GROUPED BY TEACHERS MALE AND STUDENT SEX

Respondent	N**	No. Above Median	No. Below Median	Joint Median	$\chi^2*$
Teacher - Male	21	15	6	1.7390	2.54
Student	287	146	141		
Teacher - Male	21	15	6	1.8650	0.68
Student - Male	150	89	61		
Teacher - Male	21	15	6	1.6165	5.92*
Student - Female	134	54	80		

\*  $\chi^2$  Crit. .05 = 3.84

\*\* Three students were rejected because sex was not indicated.



socio-economic schools were compared to their total group of two hundred and eighty-seven students (see Table IX). Then the male teachers' value preferences were analyzed in relation to the value preference of the male and female students. A significant difference was found between the male teachers and the female teachers. Therefore, the alternate hypothesis that there was a difference in the value preferences of lower socio-economic teachers and students when teacher sex was controlled was accepted (.05 level of significance). For the other comparisons the null hypothesis was accepted (.05 level of significance).

Findings: Female Teachers: Lower Socio-economic Schools

Table X shows the results when the value preferences of female teachers in lower socio-economic schools were compared to those of their students. When the female teachers were compared, first, to the total student group, and then, to the sub-categories of male and female, no significant difference was found. Therefore, the null hypothesis that there was no difference in the value preferences of teachers and students in lower socio-economic schools, when the variable of teacher sex was controlled, was accepted (.05 level of significance).

TABLE X

MEDIAN TESTS SHOWING THE RELATIONSHIP BETWEEN TEACHERS AND STUDENTS IN LOWER SOCIO-ECONOMIC AREAS ON VALUE PREFERENCE GROUPED BY TEACHERS FEMALE AND STUDENT SEX

Respondent	N**	No. Above Median	No. Below Median	Joint Median	$\chi^2$ *
Teacher - Female	12	8	4	1.6570	0.61
Student	287	146	141		
Teacher - Female	12	8	4	1.7830	0.04
Student - Male	150	89	61		
Teacher - Female	12	8	4	1.5345	2.15
Student - Female	134	54	80		

\*  $\chi^2$  Crit. .05 = 3.84

\*\* Three students were rejected because sex was not indicated.

#### Findings: Male Teachers: Higher Socio-economic Schools

When the seventeen higher socio-economic male teachers were compared to their two hundred and sixty-seven students no significant difference was found. The results when the value preferences of male and female students were analyzed in relation to the male teachers also indicated no significant differences (see Table XI). Therefore, the

null hypothesis that there was no difference in the value preferences of teachers and students in higher socio-economic schools, when the variable of teacher sex was controlled, was accepted (.05 level of significance).

TABLE XI

MEDIAN TESTS SHOWING THE RELATIONSHIP BETWEEN TEACHERS AND STUDENTS IN HIGHER SOCIO-ECONOMIC AREAS ON VALUE PREFERENCE GROUPED BY TEACHERS MALE AND STUDENT SEX

Respondent	N**	No. Above Median	No. Below Median	Joint Median	X <sup>2</sup> *
Teacher - Male	17	10	7	1.590	0.51
Student	267	125	142		
Teacher - Male	17	10	7	1.5945	0.42
Student - Male	121	57	64		
Teacher - Male	17	10	7	1.5865	0.49
Student - Female	146	68	78		

\* X<sup>2</sup> Crit. .05 = 3.84

Findings: Female Teachers: Higher Socio-economic Schools

Table XII shows the results when the value preferences of the twenty-one female teachers in higher socio-economic schools were compared to those of their

students. No significant differences were found and therefore, the null hypothesis that there was no difference in the value preferences of teachers and students in higher

TABLE XII

MEDIAN TESTS SHOWING THE RELATIONSHIP BETWEEN TEACHERS AND STUDENTS IN HIGHER SOCIO-ECONOMIC AREAS ON VALUE PREFERENCE GROUPED BY TEACHERS FEMALE AND STUDENT SEX

Respondent	N**	No. Above Median	No. Below Median	Joint Median	$\chi^2^*$
Teacher - Female	21	13	8	1.590	1.22
Student	267	125	142		
Teacher - Female	21	13	8	1.5945	1.03
Student - Male	121	57	64		
Teacher - Female	21	13	8	1.5865	1.17
Student - Female	146	68	78		

\*  $\chi^2$  Crit. .05 = 3.84

socio-economic schools, when the variable of teacher sex was controlled, was accepted (.05 level of significance).

Findings: Older Teachers: Lower Socio-economic Schools

The teacher respondents group was dichotomized into two sub-categories using the variable of teacher age (older and younger teachers). When the value preferences of the

TABLE XIII

MEDIAN TESTS SHOWING THE RELATIONSHIP BETWEEN TEACHERS AND STUDENTS IN LOWER SOCIO-ECONOMIC AREAS ON VALUE PREFERENCE GROUPED BY TEACHERS OLDER AND STUDENT SEX

Respondent	N**	No. Above Median	No. Below Median	Joint Median	$\chi^2$ *
Teacher - Older	16	12	4	1.7640	2.63
Student	287	146	141		
Teacher - Older	16	12	4	1.8900	0.90
Student - Male	150	89	61		
Teacher - Older	16	12	4	1.6415	5.65*
Student - Female	134	54	80		

\*  $\chi^2$  Crit. .05 = 3.84

\*\* One teacher was rejected because age was not given and three students were rejected because sex was not indicated.

sixteen older teachers in the lower socio-economic schools were compared to those of their total group of two hundred and eighty-seven students no significant difference was found (see Table XIII). However when the sub-categories were tested a significant difference was found between older teachers and female students. In this case the alternate hypothesis, that there was a difference in the value preference of teachers and students in lower socio-economic schools, when the variable of teacher age was controlled, was accepted (.05 level of significance). In the cases where no significant differences were found the null hypothesis was accepted (.05 level of significance).

Findings: Younger Teachers: Lower Socio-economic Schools

When the value preferences of the sixteen younger teachers were analyzed in relation to the value preference of their students no significant difference resulted (see Table XIV). Therefore, the null hypothesis that there was no difference in the value preference of teachers and students in lower socio-economic schools, when the variable of teacher age was controlled, was accepted (.05 level of significance).

TABLE XIV

MEDIAN TESTS SHOWING THE RELATIONSHIP BETWEEN TEACHERS AND STUDENTS IN LOWER SOCIO-ECONOMIC AREAS ON VALUE PREFERENCE GROUPED BY TEACHERS YOUNGER AND STUDENT SEX

Respondent	N**	No. Above Median	No. Below Median	Joint Median	$\chi^2$ *
Teacher - Younger	16	10	6	1.6390	0.42
Student	287	146	141		
Teacher - Younger	16	10	6	1.7650	0.00
Student - Male	150	89	61		
Teacher - Younger	16	10	6	1.5165	2.04
Student - Female	134	54	80		

\*  $\chi^2$  Crit. .05 = 3.84

\*\* One teacher was rejected because age was not given and three students were rejected because sex was not indicated.

#### Findings: Older Teachers: Higher Socio-economic Schools

Table XV shows the results when the value preference of the twenty older teachers in the higher socio-economic schools were compared to those of their students. Significant differences were not indicated in any of the three areas tested. Therefore, the null hypothesis that there

was no difference in the value preference of teachers and students in higher socio-economic schools, when the variable

TABLE XV

MEDIAN TESTS SHOWING THE RELATIONSHIP BETWEEN TEACHERS AND STUDENTS IN HIGHER SOCIO-ECONOMIC AREAS ON VALUE PREFERENCE GROUPED BY TEACHERS OLDER AND STUDENT SEX

Respondent	N**	No. Above Median	No. Below Median	Joint Median	$\chi^2*$
Teacher - Older	20	14	6	1.6650	3.13
Student	267	125	142		
Teacher - Older	20	14	6	1.6695	2.74
Student - Male	121	57	64		
Teacher - Older	20	14	6	1.6615	2.98
Student - Female	146	68	78		

\*  $\chi^2$  Crit. .05 = 3.84

of teacher age was controlled, was accepted (.05 level of significance).

#### Findings: Younger Teachers: Higher Socio-economic Schools

The results of the comparison of the value preference of younger teachers in lower socio-economic schools



and those of their students are shown in Table XVI. No significant differences were found. Therefore, the null hypothesis that there was no difference in the value preference of teachers and students in higher socio-economic

TABLE XVI

MEDIAN TESTS SHOWING THE RELATIONSHIP BETWEEN TEACHERS AND STUDENTS IN HIGHER SOCIO-ECONOMIC AREAS ON VALUE PREFERENCE GROUPED BY TEACHERS YOUNGER AND STUDENT SEX

Respondent	N**	No. Above Median	No. Below Median	Joint Median	$\chi^2$ *
Teacher - Younger	18	9	9	1.4650	0.00
Student	267	125	142		
Teacher - Younger	18	9	9	1.4695	0.00
Student - Male	121	57	64		
Teacher - Younger	18	9	9	1.4615	0.00
Student - Female	146	68	78		

\*  $\chi^2$  Crit. .05 = 3.84

schools, when the variable of teacher age was controlled, was accepted (.05 level of significance).

Findings: More Experienced Teachers: Lower Socio-economic Schools

Teaching experience was dichotomized into the categories of more or less teaching experience. Table XVII shows the results when the nine teachers with more

TABLE XVII

MEDIAN TESTS SHOWING THE RELATIONSHIP BETWEEN TEACHERS AND STUDENTS IN LOWER SOCIO-ECONOMIC AREAS ON VALUE PREFERENCE GROUPED BY TEACHERS MORE EXPERIENCE AND STUDENT SEX

Respondent	N**	No. Above Median	No. Below Median	Joint Median	$\chi^2$ *
Teacher - More	9	6	3	1.7015	0.35
Student	287	146	141		
Teacher - More	9	6	3	1.825	0.01
Student - Male	150	89	61		
Teacher - More	9	6	3	1.5790	1.45
Student - Female	134	54	80		

\*  $\chi^2$  Crit. .05 = 3.84

\*\* One teacher was rejected because teaching experience was not given and three students were rejected because sex was not indicated.

experience were compared with their two hundred and eighty-seven students. No significant differences were found for

any of the variables tested. As a result, the null hypothesis that there was no difference in the value preference of teachers and students in lower socio-economic schools, when the variables of teaching experience was controlled, was accepted (.05 level of significance).

Findings: Less Experienced Teachers: Lower Socio-economic Schools

When the twenty-three teachers with less experience

TABLE XVIII

MEDIAN TESTS SHOWING THE RELATIONSHIP BETWEEN TEACHERS AND STUDENTS IN LOWER SOCIO-ECONOMIC AREAS ON VALUE PREFERENCE GROUPED BY TEACHERS LESS EXPERIENCE AND STUDENT SEX

Respondent	N**	No. Above Median	No. Below Median	Joint Median	$\chi^2*$
Teacher - Less	23	16	7	1.7015	2.28
Student	287	146	141		
Teacher - Less	23	16	7	1.825	0.50
Student - Male	150	89	61		
Teacher - Less	23	16	7	1.5790	5.67*
Student - Female	134	54	80		

\*  $\chi^2$  Crit. .05 = 3.84

\*\* One teacher was rejected because age was not given and three students were rejected because sex was not indicated.

were compared to their students on value preference, a significant difference was found between teachers and female students. As a result, the alternate hypothesis that there was a difference in the value preference of the teachers and students in lower socio-economic schools, when the variable of teaching experience was controlled, was accepted (.05 level of significance). The information in Table XVIII indicates the null hypothesis was accepted in the other two cases (.05 level of significance).

Findings: More Experienced Teachers: Higher  
Socio-economic Schools

Table XIX shows the results when the value preferences of the fourteen more experienced teachers in the higher socio-economic schools were compared to those of their two hundred and sixty-seven students. Significant differences were not indicated in any of the three areas tested. Therefore, the null hypothesis that there was no difference in the value preference of teachers and students in higher socio-economic schools, when the variable of teaching experience was controlled, was accepted (.05 level of significance).

TABLE XIX

MEDIAN TESTS SHOWING THE RELATIONSHIP BETWEEN TEACHERS AND STUDENTS IN HIGHER SOCIO-ECONOMIC AREAS ON VALUE PREFERENCE GROUPED BY TEACHER MORE EXPERIENCE AND STUDENT SEX

Respondent	N**	No. Above Median	No. Below Median	Joint Median	$\chi^2$ *
Teacher - More	14	10	4	1.6525	2.32
Student	267	125	142		
Teacher - More	14	10	4	1.6570	2.08
Student - Male	121	57	64		
Teacher - More	14	10	4	1.6490	2.24
Student - Female	146	68	78		

\*  $\chi^2$  Crit. .05 = 3.84

Findings: Less Experienced Teachers: Higher Socio-economic Schools

When the value preferences of the twenty-four less experienced teachers were analyzed in relation to the value preference of their students no significant differences resulted (see Table XX). Therefore, the null hypothesis that there was no difference in the value preference of teachers and students in higher socio-economic schools,

when the variable of teaching experience was controlled, was accepted (.05 level of significance).

TABLE XX

MEDIAN TESTS SHOWING THE RELATIONSHIP BETWEEN TEACHERS AND STUDENTS IN HIGHER SOCIO-ECONOMIC AREAS ON VALUE PREFERENCE GROUPED BY TEACHERS LESS EXPERIENCE AND STUDENT SEX

Respondent	N**	No. Above Median	No. Below Median	Joint Median	$\chi^2$ *
Teacher - Less	24	13	11	1.575	0.23
Student	267	125	142		
Teacher - Less	24	13	11	1.5320	0.17
Student - Male	121	57	64		
Teacher - Less	24	13	11	1.5240	0.22
Student - Female	146	68	78		

\*  $\chi^2$  Crit. .05 = 3.84

Additional Findings: Lower Socio-economic Schools Compared to Higher Socio-economic Schools

Much of the related literature dealing with the lower socio-economic student points out a number of disparities between higher and lower socio-economic schools. Although an investigation into this aspect was not the main purpose

of this study, questions four, five, seven, eight, and nine supplied data relating to the teachers' years of university education, number of university courses taken in the social sciences, teaching experience, orientation programs, internship, and student-teaching experience received by the teachers tested. The data was obtained from teachers in two lower and two higher socio-economic schools in the Calgary Public School System.

In both socio-economic areas investigated the average number of years of university education was about 4.5 years. When the number of courses taken in sociology, anthropology, psychology, social psychology, and educational psychology were considered the lower socio-economic teachers averaged about 5.9 courses while the higher socio-economic teachers averaged approximately 5.7 courses. The percentage of teachers who did intern or student-teaching in a community similar (same income level) to the one in which they were teaching when the investigation was carried out was almost equal for both socio-economic areas (approximately 27 percent). When teaching experience was analyzed the median score was found to be 5.5 years. It was found that 28 percent of the teachers in lower socio-economic schools were above this median compared to 36.8 percent in the higher. Alternatively, 71.9 percent of the teachers in the lower socio-economic schools had taught less than

5.5 years while 63.2 percent of them in the higher socio-economic areas were below that level of experience.

Finally, when teachers were asked if they had received an orientation program directly related to their present school the majority indicated that they had not. The program outlined by those that answered "yes" was summarized as follows: the teachers were given a tour of the school and an explanation of the courses to be taught.



## CHAPTER V

### SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

#### I. SUMMARY

The purpose of this study was to investigate the questions of a possible value-differential between teachers and students in an urban setting. More specifically, the sample included grade eight teachers and their students from four junior high schools in the Calgary Public School System. Two of the schools represented lower socio-economic areas and the other two, higher socio-economic areas. Both respondent groups were administered the same value scale and the data obtained from that instrument was used to answer the following four questions:

1. Was there a difference between the values held by teachers in lower socio-economic schools and the values held by their students?
2. Was there a difference between the values held by teachers in higher socio-economic schools and the values held by their students?
3. Was there a relationship between the students' sex and the degree of value-differential which may have existed between the teacher and the student?
4. Was there a relationship between the teacher's

sex, age, teaching experience, and the degree of value-differential which may have existed between the teacher and the student?

Note: Questions three and four were analyzed in relation to both lower and higher socio-economic schools.

#### Question One

The results from the comparison of the value preferences of the teachers and students in the lower socio-economic schools showed no significant differences. However, by inspection it is evident that the chi-square score of 3.49 which was obtained closely approximated the critical value of the chi-square which was 3.84 at the .05 level of significance. This appears to demonstrate a tendency in the lower socio-economic schools towards a value-differential.

#### Question Two

There was no value-differential when the total group of teacher and student respondents in the higher socio-economic schools were compared. The chi-square value of 1.98 was well below the critical value of chi-square (3.84) at the .05 level of significance.

#### Questions Three and Four

For the purposes of ease and clarity questions three and four were analyzed simultaneously. Teachers

and students in the lower and higher socio-economic schools were compared on value preference when the variables of student sex and teacher sex, age, and teaching experience were controlled.

In the lower socio-economic schools a value-differential was identified between three of the categories tested. When female students in lower socio-economic schools were tested significant differences in value preference were found in the following instances:

1. When female students were compared to male teachers there was a value-differential.
2. When female students were compared to older teachers there was a value-differential.
3. When female students were compared to less experienced teachers there was a value-differential.

The comparisons on value preference made in the higher socio-economic schools between students and teachers indicated that no significant value-differential existed.

Additional Findings:    Lower Socio-Economic Schools  
                                 Compared to Higher Socio-Economic  
                                 Schools

An analysis of the data was carried out when the two socio-economic areas investigated (lower and higher) were compared in the light of the teachers' background

on the following characteristics: years of university education, number of university courses taken in the social sciences, teaching experience, orientation programs received, and internship and/or student-teacher experience.

The analysis revealed that little or no difference existed in all but one of the areas investigated. In the case of teaching experience the lower socio-economic schools had approximately 8 percent fewer teachers with six or more years of teaching experience than did the higher socio-economic schools. Alternately, the lower socio-economic schools had a greater percentage (about 8 percent) of teachers with five or less years of teaching experience.

In both the socio-economic areas investigated the orientation programs offered to new teachers generally consisted of a tour of the school and an outline of the courses to be taught.

## II. CONCLUSIONS

The closeness to a significant value-differential between the teachers and students tested in the lower socio-economic schools, coupled with the relatively strong indicated agreement of value preference in the higher socio-economic schools gave the impression that there may be a tendency towards a value-differential in the lower socio-economic schools. At any rate, it seemed

apparent that chances of a value-differential in the lower socio-economic schools were greater than in the higher. The related literature reviewed in connection with this study supported the point-of-view that there probably would be a value-differential in the lower socio-economic schools but not so in the higher. One possible reason for not finding more conclusive evidence of a value-differential between the respondent groups tested is that the city of Calgary may not be old enough or large enough in population to have developed as wide a range of socio-economic areas such as the cities of Chicago and New York have done.

Another possible interpretation of this situation was outlined by H. Zentner and A. P. Parr in their study "Social Status in the High School: An Analysis of Some Related Variables".<sup>1</sup> They postulated as one of their conclusions that there appeared to be a cross-cultural variation between the United States and Canada. L. W. Downey's study of the regional variations within the United States and between Alberta and the United States regarding the role of the school, suggested that such differences could exist.<sup>2</sup> Americans, Downey found, emphasized physical development, citizenship, patriotism, social skills, and family living much more than did Canadians. In contrast, the Canadians placed greater emphasis on knowledge, scholarly attitudes, creative

skills, aesthetic appreciation, and morality as outcomes of schooling, than did Americans.

In summary it can be stated that "...the prescribed role of the school in Alberta has not, to the same extent, produced an atmosphere conducive to the development of student values which are characteristic of the fun subculture in American high schools."<sup>3</sup> Therefore, the absence of a stronger value-differential in the lower socio-economic school may be because Clark and Wenninger's scale was designed for use in the United States.

To further support the point of view of a tendency towards a value-differential, it was found in several of the comparisons of sub-categories that a value-differential between female students and teachers in the lower socio-economic schools was present. When female students were compared with male teachers, older teachers, and less experienced teachers, a significant value-differential was found. Alternately, in all instances where students and teachers in higher socio-economic schools were compared no significant value-differential was found.

The value-differential between female students and teachers in lower socio-economic schools is somewhat surprising. One would expect there to be a stronger possibility of a value-differential between male students and their teachers. A secondary analysis of the data produced additional information which may have some

bearing on this situation. A common thread was found running through all the categories compared where there were significant differences. That is, there was a significant difference in value preference between female students and teachers whenever there was a predominance of male teachers. For example, when male teachers were compared to lower socio-economic female students, a value-differential was found. In the case where less experienced teachers were compared to their students and a value-differential was found, there was a higher percentage of male teachers than female teachers. Approximately 71 percent of the less experienced teachers were male with 29 percent being female. When older teachers were compared to female students and a value-differential was found, there was also a higher percentage of male teachers. In this case, approximately 55 percent of the teachers were male while 45 percent were female. The value-differential between teachers and female students in lower socio-economic schools can be identified basically with one respondent group, namely, male teachers. This difference in value preference may be the result of the absence of a stable family life in the lower socio-economic home. Possibly with both parents working, or in the case where parents are separated, the young females have had to assume many of the duties which would have otherwise been carried out by the mother. The result

was a different value preference than the one indicated by the lower socio-economic male students and higher socio-economic male and female students.

A further secondary analysis was carried out comparing the four student respondent groups on Williams' items, Miller's items, and Cohen's items. The findings shown in Table XXI indicate that the lower socio-economic female students demonstrated a high preference for all items in each of the three sub-sections of the scale. When Williams' items were considered separately the lower socio-economic and the higher socio-economic female students indicated a very high preference. Lower socio-economic female students showed the strongest preference, of any of the four respondent groups tested, for the items representing Cohen's middle-class standards. This finding appears to indicate that the lower socio-economic female student is more middle-class than the lower socio-economic male student, the higher socio-economic male student, and the higher socio-economic female student. However, the results of the comparisons between respondent groups on Miller's lower class vocal concerns also show the lower socio-economic female indicating the strongest preference for these items. This situation may be explained by the assumption, as was pointed out earlier, that the lower socio-economic female may be forced to assume the leader-



TABLE XXI

MEDIAN AND CHI-SQUARE SCORES FOR THE STUDENT RESPONDENTS ON WILLIAMS', MILLER'S,  
AND COHEN'S ITEMS - GROUPED BY LOWER SOCIO-ECONOMIC MALE AND FEMALE,  
AND HIGHER SOCIO-ECONOMIC MALE AND FEMALE

RESPONDENTS	<u>WILLIAMS' ITEMS</u>		<u>MILLER'S ITEMS</u>		<u>COHEN'S ITEMS</u>	
	Median	$\chi^2$	Median	$\chi^2$	Median	$\chi^2$
Female Student Lower	1.278	5.7501*	1.971	0.2048	0.565	6.7158*
Male Student Lower	1.700		2.250		1.143	
Female Student Lower	1.278	0.2068	1.971	6.2139*	0.565	0.1792
Female Student Higher	1.231		2.745		0.651	
Female Student Lower	1.278	1.8884	1.971	0.0493	0.565	3.9373*
Male Student Higher	1.512		2.194		0.894	

\*  $\chi^2$  Crit. .05=3.84

ship role in the family at an early age. Therefore, even though she is oriented towards middle-class values she still identifies strongly with the lower class vocal concerns.

Finally, as a result of the above findings, a factor which must be considered is the validity of Clark and Wenninger's value scale for the measurement of the value preference of lower socio-economic female students. The scale may have been oriented more towards the male students in those schools tested, with the result that the scale was less discriminatory in the case of lower socio-economic female students.

### III. IMPLICATIONS

This study was confined to the grade eight students and their teachers in four junior high schools within the Calgary Public School System. The implications drawn must be regarded as being for the area investigated.

If the tendency towards a value-differential between teachers and students in the lower socio-economic schools studied continues or increases, as the related literature pointed out it has done in many large centers in the United States, then the following implications can be postulated:

1. The related literature pointed out that teacher education programs, for persons intending to

or now teaching in lower socio-economic schools, should include courses which will give these teachers better background knowledge about that type of socio-economic setting. In the province of Alberta this type of program would probably include many courses from the social sciences. The present study found that the teachers in the lower socio-economic schools had not taken a larger number of social science courses than their counterparts in the higher socio-economic schools. In light of the foregoing statements, it may be reasonable to assume that teacher education programs for prospective lower socio-economic teachers could include more courses in sociology, anthropology, psychology, social psychology, and educational psychology.

2. The present investigation found that there was a greater percentage of less experienced teachers in the lower socio-economic schools as compared to the higher socio-economic schools. This state of affairs, coupled with the fact that a significant value-differential resulted when the value preferences of female students

and less experienced teachers in lower socio-economic schools were compared, suggests a need for the placement of a larger number of teachers with more experience in these types of schools. If the above situation is carried to a logical conclusion then the teacher selection and placement policies could include provisions for the identification of teachers who have the characteristics and the demonstrated interests in teaching the lower socio-economic student.

3. In the lower socio-economic schools tested it was found that less than one-third of the teachers had interned and/or student-taught in their present school or in one similar to it (same income level). Internship and student-teaching programs might then be restructured to include provisions for more prospective lower socio-economic teachers to gain valuable experience in that particular type of socio-economic setting.
4. In the present study it was found that there was little difference in the type of orientation programs offered the teacher respondents in either type of school. In fact, the orientation

programs outlined by the teachers appeared generally to be minimal in all schools tested. Also, the survey of the related literature pointed out the need for extensive orientation programs in the lower socio-economic schools if teachers are to be successful. In light of the above, consideration might be given to the administration of detailed orientation programs to new teachers coming into the lower socio-economic schools in an effort to familiarize them with the cultural background of that community and the students in those schools.

#### IV. RECOMMENDATIONS FOR FURTHER STUDY

1. This study did not attempt to identify any problems which may develop between the teacher and the student when there is a value-differential. It might be appropriate to investigate the areas of student-teacher rapport, student attendance rates, student retention rates, and the students' general academic achievement in relation to the value-differential between students and teachers in the lower socio-economic districts in the Calgary Public School

System.

2. As a result of the findings obtained from the present investigation it is evident that an investigation to determine the relationship between female students in the lower socio-economic schools and their teachers would be most beneficial. Significant value-differential was indicated when the female students in these schools were compared to male teachers, older teachers, and less experienced teachers.
3. This study did not attempt to identify the values of the particular respondent groups tested. A review of the literature pointed out that no investigation of this nature had been undertaken in the Calgary Public School System. Therefore, an identification of the values held by teachers and students could prove most enlightening.

## FOOTNOTES TO CHAPTER V

<sup>1</sup>Henry Zentner and Arnold R. Parr, "Social Status in the High School: An Analysis of Some Related Variables", The Alberta Journal of Educational Research, 4 (December, 1968) 264.

<sup>2</sup>L. W. Downey, "Regional Variations in Educational Viewpoint", The Alberta Journal of Educational Research, VI (April, 1960) 195-199.

<sup>3</sup>Zentner and Parr, op. cit., p. 264.

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APPENDIX A  
THE INSTRUMENT

## THE INSTRUMENT

### INTRODUCTION

This section includes the relevant background information concerning the value scale, a copy of the students' questionnaire, and a copy of the teachers' questionnaire.

### BACKGROUND INFORMATION ON THE VALUE SCALE

The items on John P. Clark and Eugene P. Wenninger's value scale were derived from three sources. Items one to fifteen have as their source the major values as set forth by Robin Williams. Walter B. Miller was the source for items sixteen to twenty-one in his investigation of the lower class culture being a generating milieu of gang delinquency. Items twenty-two to thirty are based on Albert K. Cohen's nine middle-class standards.

The following is a summary of the background information for each item on the value scale as outlined by each of the above authors.

### WILLIAMS' MAJOR VALUES\*

\*Taken from: Robin M. Williams, Jr., American Society - A Sociological Interpretation, (New York: Alfred A. Knopf, 1960), pp. 415-468.

ITEM	MAJOR VALUE	DESCRIPTION
1.	Achievement and	The American culture

ITEM	MAJOR VALUE	DESCRIPTION
	Success	is marked by a central stress upon personal achievement. Success is related very closely to occupational achievement.
2.	Activity and Work	The emphasis here is placed on a culture that stresses activity.
3.	Moral Orientation	Here the concern is about people thinking in terms of right or wrong, good or bad, ethical or unethical.
4.	Humanitarian Mores	Reference here is to a type of concern and helpfulness towards others which includes personal kindness.
5.	Efficiency and Practicality	In this case, the concern is for getting things done and not wasting one's time.
6.	Progress	The concentration here is on the ideal of optimism, or an emphasis upon the future rather than the past or present.
7.	Material Comfort	The focus in this area is on the philosophy of passive gratification by members of



ITEM	MAJOR VALUE	DESCRIPTION
		our society. Individuals show great concern for receiving, looking at, and being catered to. A maximum of pleasurable sensation is desired but with a minimum of effort or activity.
8.	Equality	Equality of opportunity is the basis for this value.
9.	Freedom	This value encompasses the rights to do and by the same token freedom includes the right to be protected from restraint. The following quotation completes the picture of this major value. "A major implicit cultural premise in the dominant valuation of freedom has been the equating of 'freedom' with control by diffuse cultural structure rather than by a definite social organization." (p. 447)
10.	External Conformity	In this case, the reference is to the seeking of approval by

ITEM	MAJOR VALUE	DESCRIPTION
		individuals of some of their fellow-men and therefore a striving to be successful by the shared standards of achievement.
11.	Science and Secular Rationality	Here the interest is in order, control, and calculability. The prime quality of 'science' is in the basic method of approaching problems or in other words, science is a way of thought and a set of procedures for interpreting experience.
12.	Nationalism- Patriotism	Individuals everywhere tend to give preferential value to their own culture, that is, one's own group becomes the point of reference for judging all other groups. "Ethnocentrism applies to every distinctive group from the smallest clique to the largest civilization." (p. 457)
13.	Democracy	Carl Becker sums up Williams'

ITEM	MAJOR VALUE	DESCRIPTION
		<p>theory behind the value, democracy, when he says "It's ...fundamental assumption is the worth and dignity and creative capacity of the individual, so that the chief aim of government is the maximum of individual self-direction, the chief means to that end the minimum of compulsion by the state. Ideally considered means and ends are conjoined in the concept of freedom; freedom of thought, so that the truth may prevail; freedom of occupation, so that careers may be open to talent; freedom of self government so that no one may be compelled against his will." (p. 462)</p>
14.	Individual Personality	<p>In this case, a high value is placed on the development of individual personality and there is a corresponding dislike of the invasion of</p>

ITEM	MAJOR VALUE	DESCRIPTION
		individual integrity. An individual is autonomous and responsible, not just a reflection of external pressures. He has a set of standards and a conviction of his personal worth. The individual in this case is not considered to be released from all socio-cultural controls.
15.	Racism and Related Group- Superiority Themes	In this case the concern is for the attributing of value and privilege to individuals on the basis of race or particular group membership according to birth within a particular ethnic group, social class, or related social category.

MILLER'S FOCAL CONCERNS OF THE  
LOWER-CLASS CULTURE\*

\*Taken from: Walter B. Miller, "Lower Class Culture as a Generating Milieu of Gang Delinquency", Journal of Social Issues, 14:3 ( 1958) 5-19.

ITEM	FOCAL CONCERN	PERCEIVED ALTERNATIVES	
16.	Trouble	law-abiding behavior	law-violating behavior

ITEM	FOCAL CONCERN	PERCEIVED ALTERNATIVES	
17.	Excitement	thrill; risk, danger; change, activity.	boredom; "deadness" safeness, sameness, passivity.
18.	Toughness	physical prowess, skill; "masculinity" fearlessness, bravery, daring.	weakness, ineptitude; effeminacy; timidity, cowardice, caution.
19.	Smartness	ability to outsmart, dupe, "con"; gaining money by "wits", shrewdness, adroitness in repartee.	gullibility, "con-ability" gaining money by hard work; slowness, dull- wittedness, verbal maladroitness.
20.	Fate	favorable by fortune, being "lucky".	ill-omened, being "unlucky".
21.	Autonomy	freedom from external constraint; freedom from superordinate authority.	presence of external constraint; presence of strong authority; dependency, being "cared for".

## COHEN'S MIDDLE-CLASS STANDARDS\*

\*Taken from: Albert K. Cohen, Delinquent Boys: The Culture of the Gang, (Glencoe, Illinois: The Free Press, 1955), pp. 84-94.

ITEM	STANDARD	DESCRIPTION
22.	Ambition	Ambition refers to a high level of aspiration which in turn leads to the aspiration for goals difficult to achieve. Ambition also means an orientation towards long term goals and deferred rewards. Finally, ambition refers to the determination to get "ahead".
23.	Individual Responsibility	The middle-class ethic applauds resourcefulness and self-reliance. It also recognizes a certain virtue in generosity, but it minimizes the obligation to share with others. For the middle-class, even sharing with one's kin is limited especially if it is likely to interfere with the achievement of one's own goals.
24.	Tangible Achievement	The middle-class norms place high evaluation on the development and possession of skills. Further, it emphasizes tangible achievements

ITEM	STANDARD	DESCRIPTION
		which are presumed to demonstrate the possession of skills and the application of effort. Any type of outstanding performance is applauded but particularly academic achievement and the acquisition of skills of potential economic and occupational value.
25.	Worldly Asceticism	Middle-class norms place great value on a readiness and an ability to postpone and to subordinate the desire of immediate satisfaction in the interest of the achievement of long range goals.
26.	Rationality	Rationality is highly valued in the middle-class society in the sense of the exercise of forethought, conscious planning, the budgeting of time, and the allocation of resources in the most economic and technologically efficient manner.
27.	Manners, Courtesy, and Personality	The middle-class value system rewards and encourages the rational cultivation of manners, courtesy, and personality.

ITEM	STANDARD	DESCRIPTION
28.	Control of Physical Aggression	The middle-class ethic emphasizes the control of physical aggression and violence. These are held subversive to good personal relations and to impersonal competition in which intellectual, technical and social skills may realize their maximum value.
29.	Constructive Use of Leisure Time	In the middle-class society, people should not waste time but rather spend their leisure time in a constructive manner.
30.	Respect for Property	For the middle-class person, respect of property does not mean a desire for material good nor does it mean simple "honesty". Rather, it refers to a particular cluster of attitudes regarding the nature of property rights and the significance of property.



## STUDENT QUESTIONNAIRE

## PART ONE - PERSONAL INFORMATION

1. What is your name? (Please print.)

---

2. What is your sex? (Please ✓ )

\_\_\_\_(1) Male                      \_\_\_\_ (2) Female

3. What grade are you in? (Please ✓ )

\_\_\_\_(1) Grade Seven

\_\_\_\_(2) Grade Eight

\_\_\_\_(3) Grade Nine

4. Fill in the appropriate spaces below. (Please print.)

(1) Your father's occupation.

---

(2) Your mother's occupation.

---

(3) Your guardian or foster parent's occupation.

---

## PART TWO - VALUE SCALE

This section of the questionnaire consists of thirty statements. You are asked to consider each statement very carefully. Look at the four alternatives offered and check (✓) the one that indicates your opinion concerning that item.

This questionnaire has neither right nor wrong answers. What is important is your considered opinion. All questions can be answered within twenty minutes.

Please answer all questions.

1. Being a success at what I do...  
☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance
2. Keeping busy at something most of the time...  
☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance
3. Doing the things that are right for me to do...  
☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance
4. Helping others when they need it...  
☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance
5. Not wasting time in getting things done...  
☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance
6. Having the latest things and looking ahead to better things...  
☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance

7. Being able to have nice things...

☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance

8. Being equal to other people...

☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance

9. Having enough freedom to do things...

☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance

10. Fitting in with those around me...

☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance

11. Making up my mind about things only after I've thought for awhile about it...

☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance

12. Standing up for my country...

☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance

13. Going along with what most of my friends decide to do...

☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance

14. Not let people run over me or push me around...

☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance

15. Sticking up for my own kind of people...

☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance

16. Being able to stay out of trouble and to handle any that comes my way...

☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance

17. Getting my share of fun and excitement...

☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance

18. Being able to handle myself, being tough...

☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance

19. Being smart enough to stay one jump ahead of others...

☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance

20. Playing my luck or breaks to get the most out of them...

☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance

21. Being my own boss...

☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance

22. Working hard at trying to get ahead...

☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance

23. Showing I'm good enough to be on my own sometimes...

☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance

24. Learning how to do the things I will need to know when I grow up...

☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance

25. Being able to pass up things now, so I can have things later...
- ☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance
26. Planning what lies ahead for me as much as possible...
- ☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance
27. Having good manners and getting along well with others...
- ☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance
28. Keeping out of fights and rough stuff...
- ☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance
29. Make good use of my free time...
- ☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance
30. Being very careful with things that belong to others...
- ☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance

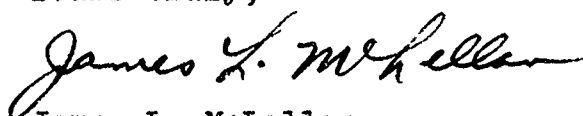
Dear Colleague,

You are being asked to take part in a study which will investigate the values held by teachers and their students in selected communities within the Calgary Public School System. It is hoped that the results of this study will add to the knowledge concerning teachers and students in large urban centers.

The questionnaire is made up of two parts. Part One is concerned with demographic information about each individual and Part Two is a value scale. Please do not place your name on the questionnaire. You may be assured that the information and opinions received will not be identified with individual teacher respondents.

Thank-you for your co-operation.

Yours truly,

A handwritten signature in cursive script that reads "James L. McLellan".

James L. McLellan  
Graduate Student  
Department of  
Educational Administration  
University of Calgary



## TEACHER QUESTIONNAIRE

## PART ONE -- PERSONAL INFORMATION

1. What is your position? (Please ✓ )

- \_\_\_\_(1) Teacher  
\_\_\_\_(2) 2nd Vice-Principal  
\_\_\_\_(3) Assistant Principal  
\_\_\_\_(4) Principal

2. What is your sex? (Please ✓ )

- \_\_\_\_(1) Male                      \_\_\_\_ (2) Female

3. What is your parent's occupation? (If deceased or retired, please indicate their former occupation.)

Father \_\_\_\_\_

Mother \_\_\_\_\_

Guardian \_\_\_\_\_

4. What is your formal education? (Please ✓ )

- \_\_\_\_(1) three years training or less.  
\_\_\_\_(2) one Bachelor's degree.  
\_\_\_\_(3) one Bachelor's degree and Graduate Diploma.  
\_\_\_\_(4) two Bachelor's degrees.  
\_\_\_\_(5) a Master's degree.  
\_\_\_\_(6) two Master's degrees.  
\_\_\_\_(7) a Doctor's degree.  
\_\_\_\_(8) other. (Please specify)

5. Please indicate the number of courses you have taken in each of the following areas. (Place the number in the space provided.)

\_\_\_\_\_ Sociology

\_\_\_\_\_ Social Psychology

\_\_\_\_\_ Anthropology

\_\_\_\_\_ Educational Psychology

\_\_\_\_\_ Psychology

6. What is your age? (Draw a vertical line through the point which corresponds with your age to the nearest year.)

20 25 30 35 40 45 50 55 60 65  
 .....|.....|.....|.....|.....|.....|.....|.....|.....|.....|

7. What is your teaching experience? (Draw a vertical line through the point which corresponds with your actual teaching experience including this year.)

1 5 10 15 20 25 30 35 40 45  
 .....|.....|.....|.....|.....|.....|.....|.....|.....|.....|

8. Did you receive an orientation program directly related to your present school either through central office or the administration of your school?  
 (Please ✓ )

\_\_\_\_\_ (1) Yes

\_\_\_\_\_ (2) No

If your answer is yes, please outline below the activities which were included in this program.

\_\_\_\_\_  
 \_\_\_\_\_

9. Did you intern or practice teach in your present school or a district similar (same income level) to the one in which you are now teaching? (Please ✓ )

\_\_\_\_\_ (1) Yes

\_\_\_\_\_ (2) No

## PART TWO - VALUE SCALE

This section of the questionnaire consists of thirty statements. You are asked to consider each statement very carefully. Look at the four alternatives offered and check (✓) the one that indicates your opinion concerning that item.

This questionnaire has neither right nor wrong answers. What is important is your considered opinion. All questions can be answered within twenty minutes.

Please answer all questions.

1. Being a success at what I do...

☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance

2. Keeping busy at something most of the time...

☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance

3. Doing the things that are right for me to do...

☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance

4. Helping others when they need it...

☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance

5. Not wasting time in getting things done...

☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance

6. Having the latest things and looking ahead to better things...

☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance

7. Being able to have nice things...

☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance

8. Being equal to other people...

☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance

9. Having enough freedom to do things...

☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance

10. Fitting in with those around me...

☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance

11. Making up my mind about things only after I've thought for awhile about it...

☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance

12. Standing up for my country...

☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance

13. Going along with what most of my friends decide to do...

☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance

14. Not let people run over me or push me around...

☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance

15. Sticking up for my own kind of people...

☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance

16. Being able to keep my head above water and to handle any problems which may come up...

☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance

17. Getting my share of fun and excitement...

☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance

18. Looking after myself through the use of physical force...

☐ Great Importance  
☐ Some Importance  
☐ Little Importance  
☐ No Importance

19. Being smart enough to stay one jump ahead of others...

\_\_\_\_\_ Great Importance  
\_\_\_\_\_ Some Importance  
\_\_\_\_\_ Little Importance  
\_\_\_\_\_ No Importance

20. Playing my luck or breaks to get the most out of them...

\_\_\_\_\_ Great Importance  
\_\_\_\_\_ Some Importance  
\_\_\_\_\_ Little Importance  
\_\_\_\_\_ No Importance

21. Being my own boss...

\_\_\_\_\_ Great Importance  
\_\_\_\_\_ Some Importance  
\_\_\_\_\_ Little Importance  
\_\_\_\_\_ No Importance

22. Working hard at trying to get ahead...

\_\_\_\_\_ Great Importance  
\_\_\_\_\_ Some Importance  
\_\_\_\_\_ Little Importance  
\_\_\_\_\_ No Importance

23. Having the resourcefulness and self-reliance to handle my own affairs...

\_\_\_\_\_ Great Importance  
\_\_\_\_\_ Some Importance  
\_\_\_\_\_ Little Importance  
\_\_\_\_\_ No Importance

24. Learning new methods and techniques which will allow me to do a better job in the future...

\_\_\_\_\_ Great Importance  
\_\_\_\_\_ Some Importance  
\_\_\_\_\_ Little Importance  
\_\_\_\_\_ No Importance

25. Being able to pass up things now, so I can have things later...

\_\_\_\_\_ Great Importance  
\_\_\_\_\_ Some Importance  
\_\_\_\_\_ Little Importance  
\_\_\_\_\_ No Importance

26. Planning what lies ahead for me as much as possible...

\_\_\_\_\_ Great Importance  
\_\_\_\_\_ Some Importance  
\_\_\_\_\_ Little Importance  
\_\_\_\_\_ No Importance

27. Having the social graces and being able to get along with my colleagues...

\_\_\_\_\_ Great Importance  
\_\_\_\_\_ Some Importance  
\_\_\_\_\_ Little Importance  
\_\_\_\_\_ No Importance

28. Avoiding physical violence...

\_\_\_\_\_ Great Importance  
\_\_\_\_\_ Some Importance  
\_\_\_\_\_ Little Importance  
\_\_\_\_\_ No Importance

29. Make good use of my free time...

\_\_\_\_\_ Great Importance  
\_\_\_\_\_ Some Importance  
\_\_\_\_\_ Little Importance  
\_\_\_\_\_ No Importance

30. Being very careful with things that belong to others...

\_\_\_\_\_ Great Importance  
\_\_\_\_\_ Some Importance  
\_\_\_\_\_ Little Importance  
\_\_\_\_\_ No Importance



APPENDIX B  
BLISHEN OCCUPATIONAL CLASS SCALE

**Table 1—Occupations Ranked and Grouped According to Combined Standard Scores for Income and Years of Schooling, by Sex, Canada, 1951<sup>a</sup>**

Occupation	Sex	Score <sup>b</sup>	Occupation	Sex	Score <sup>b</sup>
<b>Class 1</b>					
Judges	M	90.0	Accountants and auditors	M	61.8
Dentists	M	82.5	Authors, editors, and journalists	F	61.4
Physicians and surgeons	M	81.2	Clergymen	M	61.0
Lawyers	M	78.8	Designers, clothing	M	60.6
Engineers, chemical	M	77.8	Gov't. service officials	M	60.6
Actuaries	M	77.6	Transportation managers	M	60.1
Engineers, mining	M	77.4	Farmers	F	59.4
Engineers, electrical	M	75.2	Community service workers	F	59.1
Engineers, civil	M	75.0	Dispatchers, train	M	58.5
Architects	M	73.2	Designers, cloth	F	58.2
<b>Class 2</b>			Insurance agents	M	58.2
Statisticians	F	72.9	Foremen, communication	M	58.1
Engineers, mechanical	M	72.6	Advertising agents	M	58.0
Professors	M	72.0	Managers N.E.S. <sup>c</sup>	M	57.7
Stock and bond brokers	M	70.9	School teachers	F	57.6
Veterinarians	M	69.8	Artists and teachers of art	M	57.6
Business service officers	M	69.5	Nurses, graduate	F	57.4
Statisticians	M	68.8	Real estate agents and dealers	M	57.0
Mining managers	M	67.9	Social welfare workers	M	57.0
Finance managers	M	67.7	Retail trade managers	M	57.0
Osteopaths and chiropractors	M	67.3	<b>Class 3</b>		
Dietitians	F	67.0	Actors	F	56.9
Professors	F	66.7	Commercial travellers	M	56.7
Chemists and metallurgists	M	65.8	Advertising agents	F	56.6
Officers, armed forces	M	65.1	Forestry managers	M	56.5
Air pilots	M	65.0	Artists, commercial	F	56.4
Chemists and metallurgists	F	64.8	Radio announcers	M	56.4
Agricultural professionals	M	64.8	Laboratory technicians N.E.S. <sup>c</sup>	F	56.0
Electricity, gas, and water officials	M	64.7	Artists, commercial	M	56.0
Other professions	M	64.0	Draughtsmen	M	56.0
Construction managers	M	63.8	Brokers, agents, and appraisers	M	56.0
Wholesale trade managers	M	63.5	Inspectors, communication	M	55.0
Librarians	F	63.4	Artists and teachers of art	F	55.0
Authors, editors, and journalists	M	63.4	Surveyors	M	55.0
Manufacturing managers	M	63.0	Recreation service officers	M	54.8
Community service workers	M	62.4	Purchasing agents	M	54.8
Social welfare workers	F	62.2	Agents, ticket station	M	54.3
Osteopaths and chiropractors	F	62.2	Laboratory technicians N.E.S. <sup>c</sup>	M	54.2
School teachers	M	62.2	Stenographers and typists	F	54.1
Librarians	M	62.0	Conductors, railway	M	54.1
			Radio operators	M	54.0
			Locomotive engineers	M	54.0
			Photo-engravers	M	54.0

Table 1—(Continued)

Occupation	Sex	Score <sup>b</sup>	Occupation	Sex	Score <sup>b</sup>
<b>Class 3 (continued)</b>			Music teachers	F	50.0
Music teachers	M	53.7	Firemen, fire department	M	49.8
Teachers N.E.S. <sup>c</sup>	F	53.6	Pressmen and plate printers	M	49.8
Office appliance operators	F	53.4	Telephone operators	F	49.6
Teachers N.E.S. <sup>c</sup>	M	53.4	Electricians	M	49.6
Retail trade managers	F	53.3	Machinists, metal	M	49.6
Telegraph operators	F	52.9	Linemen and servicemen	M	49.4
Foremen, mining	M	52.8	Engineering officers (on ships)	M	49.4
Window-decorators	F	52.3	Baggagemen	M	49.4
Nurses, graduate	M	52.2	Transportation inspectors	M	49.4
Actors	M	52.1	Rolling millmen	M	49.4
Stenographers	M	52.0	Auctioneers	M	49.3
<b>Class 4</b>			Inspectors and graders	M	49.2
Book-keepers and cashiers	F	51.9	Farmers	M	49.2
Forewomen, communication	F	51.8	Photographic occupations		
Foremen, manufacturing	M	51.8	N.E.S. <sup>c</sup>	M	49.2
Photographers	M	51.8	Collectors	M	49.1
Inspectors, construction	M	51.7	Dental mechanics	M	49.1
Window-decorators	M	51.6	Sulphite cookers	M	49.0
Telegraph operators	M	51.5	Wire drawers	M	46.9
Petroleum refiners	M	51.6	Other ranks, armed forces	M	46.8
Toolmakers	M	51.6	Electroplaters	M	46.8
Engravers, except			Plumbers	M	46.8
photo-engravers	M	51.4	Motormen	M	46.7
Undertakers	M	51.3	Quarriers	M	46.6
Office clerks	F	51.2	Machine operators, metal	M	46.5
Locomotive firemen	M	51.2	Paint makers	M	46.4
Book-keepers and cashiers	M	51.2	Filers	M	46.4
Brakemen, railway	M	51.1	Upholsterers	M	46.3
Power station operators	M	51.0	Knitters	M	46.3
Office appliance operators	M	51.0	Wood inspectors	M	46.3
Doctor, dentist attendants	F	50.8	Barbers	F	46.2
Motion picture projectionists	M	50.8	Milliners	F	46.2
Radio repairmen	M	50.8	Tobacco products workers	F	46.2
Captains, mates, pilots	M	50.7	Furnacemen	M	46.2
Foremen, transportation	M	50.7	Furriers	M	46.2
Foremen, commercial	M	50.6	Brothers	M	46.1
Personal service officers	M	50.5	Paper box makers	M	46.1
<b>Class 5</b>			Other bookbinding workers		
Patternmakers	M	50.4	N.E.S. <sup>c</sup>	F	46.0
Compositors	M	50.4	Coremakers	M	46.0
Inspectors, metal	M	50.4	Vulcanizers	M	46.0
Paper-makers	M	50.4	Liquor and beverage workers	M	46.0
Photographers	F	50.2	Postmen	M	45.9
Policemen	M	50.2	Meat canners	F	45.9
Office clerks	M	50.2	Other upholstering workers		
Mechanics, airplane	M	50.1	N.E.S. <sup>c</sup>	F	45.8
Inspectors, metal products	F	50.0	Bookbinders	F	45.8
			Transportation, storage,		
			communication workers	F	45.8
			Polishers, metal	M	45.8

(continued)

Table 1—(Continued)

Occupation	Sex	Score <sup>b</sup>	Occupation	Sex	Score <sup>b</sup>
<b>Class 5 (continued)</b>					
Furriers	F	45.6	Sheetmetal workers	M	47.1
Structural iron workers	M	45.6	Shipping clerks	M	47.0
Mechanics, motor	M	45.6	Logging foremen	M	45.4
Textile inspectors	M	45.6	Labellers	M	45.3
Cabinet and furniture makers	M	45.5	Nurses, in training	F	45.2
Loom fixers	M	45.5	Meat canners	M	45.2
Weavers, textile	F	45.4	Farm managers	M	45.2
Butchers	M	45.4	Plasterers	M	45.2
Miners	M	45.4	Textile inspectors	M	45.1
Assemblers, electrical equipment	F	48.9	Other pulp and paper workers	F	45.1
Operators, electric street railway	M	48.8	<b>Class 6</b>		
Stationary engineers	M	48.7	Winders and warpers	F	45.0
Bookbinders	M	48.6	Carders and drawing frame workers	F	45.0
Tire and tube builders	F	48.4	Sales clerks	F	45.0
Canvassers	M	48.2	Moulders, metal	M	45.0
Telephone operators	M	48.2	Nurses, practical	M	45.0
Switchmen and signalmen	M	48.2	Cutters, textile goods	F	44.9
Opticians	M	48.2	Elevator tenders	F	44.8
Jewellers and watchmakers	M	48.2	Tailoresses	F	44.8
Personal service workers	F	48.1	Textile inspectors	F	44.8
Assemblers, electrical equipment	M	48.1	Potmen	M	44.8
Tire and tube builders	M	48.1	Timbermen	M	44.7
Millwrights	M	48.0	Prospectors	M	44.7
Religious workers N.E.S. <sup>c</sup>	M	48.0	Oilers, power plant	M	44.7
Fitters, metal	F	47.9	Liquor and beverage workers	F	44.6
Milliners	M	47.8	Paper box makers	F	44.6
Construction foremen	M	47.7	Kiln burners	M	44.6
Opticians	F	47.6	Brick and stone masons	M	44.6
Bus drivers	M	47.6	Construction machine operators	M	44.5
Heat treaters	M	47.6	Canvassers	F	44.4
Religious workers N.E.S. <sup>c</sup>	F	47.5	Service station attendants	M	44.4
Photographic workers N.E.S. <sup>c</sup>	F	47.4	Painters and decorators	M	44.4
Machine operators, metal	F	47.4	Hat and cap makers	M	44.4
Boilermakers	M	47.3	Bleachers and dyers	M	44.4
Jewellers and watchmakers	F	47.2	Spinners and twistors	F	44.3
Other bookbinding workers N.E.S. <sup>c</sup>	M	47.2	Rubber shoe makers	F	44.2
Sales clerks	M	47.2	Porters	M	44.2
Hoistmen, cranimen	M	47.2	Tobacco products workers	M	44.2
Welders	M	47.2	Millers	M	44.2
Mechanics N.E.S. <sup>c</sup>	M	47.2	Nurses, practical	F	44.1
Mechanics, railroad	M	47.2	Finishers, textile	F	44.0
Fitters, metal	M	47.2	Blacksmiths	M	44.0
Cutters, textile goods	M	47.2	Tailors	M	44.0
Millmen	M	47.2	Bakers	M	43.8
Wire drawers	F	47.1	Weavers	M	43.8
Core makers	F	47.1	Rubber shoe makers	M	43.8
			Labellers	F	43.7
			Other personal service workers	F	43.6



APPENDIX C

A LETTER TO THE PRINCIPALS  
REQUESTING PERMISSION TO CARRY OUT THE STUDY

Department of  
Educational Administration  
University of Calgary  
December 10, 1969

A letter to four  
junior high school principals  
Calgary Public School System  
Calgary, Alberta

Dear

I am contacting you to solicit your co-operation in carrying out an investigation into the relationship between teachers and students in selected communities within the Calgary Public School System. This study will investigate the values held by teachers and their students. It is hoped that the results of this study will add to the knowledge concerning teachers and students in large urban centers.

The Superintendent of Secondary Schools, Mr. J. W. James, has given his approval for me to contact principals within the system in regards to this study. A limited amount of school time would be required by teachers and students to supply the data needed.

I will be available to meet with you anytime within the near future to discuss the study in detail.

Thank-you for your time and concern.

Yours truly,



James L. McLellan  
Graduate Student

APPENDIX D

A LETTER TO THE PRINCIPALS  
THANKING THEM, THEIR STAFF, AND THEIR STUDENTS



Department of  
Educational Administration  
University of Calgary  
February 2, 1970

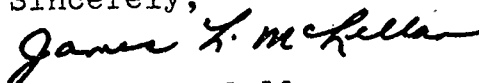
A letter to four  
junior high school principals  
Calgary Public School System  
Calgary, Alberta

Dear

I would like to extend my thanks to you,  
to your staff, and to your grade eight students for the  
co-operation that was received in the process of collecting  
information relating to the value preference of students  
and teachers.

As you know, one of the requirements for  
obtaining a Master's degree at the University of Calgary,  
is the completion of a field project and without the help  
received, this part of the program would have been virtually  
impossible. The contribution your school has made to this  
study has been greatly appreciated.

Sincerely,



James L. McLellan  
Graduate Student