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PERSISTENCE AND CULTURAL MAINTENANCE:
CORRELATES OF CHANGE OBSTRUCTION

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By

Jerrie LaVaughn Bascome McGill, B.S., M.A.

* * * * *

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1976

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ACKNOWLEDGMENTS

The achievement of a personal and professional goal such as this work is the result of my linkage to a strong human network. I am thankful for the prayers of my parents, the support of friends, and the patience and devotion of my family.

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The unselfish assistance of Frances Hawkins in the preparation of drafts and the final copy was invaluable. The love of Charles, Craig and Julia provided the freedom to make this particular dream a reality.
VITA

March 22, 1937 ........

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Curriculum and Foundations

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CHAPTER I

STATEMENT OF THE PROBLEM

In 1975, it appears that there are few encounters individuals might have which do not in some way lend themselves to discussions of the citing of examples about the myriad cultural/societal changes experienced in today's world. It appears that mankind is literally riding the crest of the wave of technological advance. Western man daily reaps the purported benefits of new products, new ideas, and new challenges. Because of the interdependence of all nations, all men are caught in what often appears to be the constricting web of change.

Yet, within the broader cultural system, it appears that for some yet to be identified reason, many aspects of the educational subsystem have not, in fact, responded, i.e., structurally, to the massive presentations of change. Given new curriculum improvements, new instructional techniques, new organizational arrangements, new philosophical underpinnings—education in all too many places seems to remain the same. Walcott posits the following questions:

How and why do schools manage to remain so similar and so unchanging in spite of the impact of forces for change in the social environment surrounding them? What is the nature of the cultural ballast that so effectively stabilizes the educational institution?¹

The romantic philosopher critics of the late sixties and early seventies spelled out in horrific detail some of the problems which existed in our schools. Grand amounts of funds, energy, and effort went into programs which were designed to bring the nation's schools and their personnel and clientele into step with the wider social changes which were taking place throughout the social order. Yet, cursory visits to random school settings reveal the continued presence of many age-old problems--too many children still cannot speak, read, or write coherently, grasp mathematical concepts, or utilize skills of reasoning or problem-solving. Guba and Clark yield some insight into these occurrences as they paraphrase and quote from a National Institute of Education monograph:

The first significant government view of the Cooperative Research Program, while noting that the program had 'stimulated qualitative improvement and quantitative expansion in educational research,' also noted that '. . . the results of the projects . . . did not lead directly enough to observable change and desired improvement in educational practice.'

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School systems across the country have spent and are spending enormous amounts of funds and time to upgrade their personnel through various kinds and forms of in-service training programs. College and university personnel continually design programs for pre-service teachers which will be more closely aligned with the real world of schools. New ideas and proposals abound. The proponents of competency-based education insist that their ways of training personnel will result in the development of educational programs which will lift the system from its malaise. Individual educators are being bombarded with ideas such as early experience, school-university cooperative planning, teacher education centers, and teacher centers. Workers in the field must evaluate the relevance of values clarification, moral education, human relations, mastery learning, career education, plus additional varied and sundry panaceas—all guaranteed to work wonders with teaching and learning. Yet, after elongated exposures to many of these experiences, too many schools, and particularly their personnel, remain seemingly, basically untouched. Another question from Walcott seems appropriate:

What accounts for the tendency of the educational 'establishment' to seek out innovations and then to literally smother rather than nurture them?^4

It seems important to point out that in many places changes are taking place. In many communities throughout the country education personnel and clientele are having relatively satisfactory experiences in incorporating many of the aforementioned ideas and techniques. Nevertheless, it seems pertinent to mention the words of Margaret Mead:

^4Walcott, "Handle With Care."
Those who wish to alter our traditions and cherish the Utopian but perhaps not impossible hope that they can consciously do so must first muster a large enough body of adults who with them wish to make the slight rearrangements of our traditional attitudes which present themselves to our culturally saturated minds.

The adults about whom this investigation is concerned are individual educators, those persons who are enmeshed in the "contextual isolation" of schools as identified by Warren in his ethnographic study of a farwestern school district.⁶

Beyond the spatial and social isolation so vividly portrayed in Jackson's study,⁷ "contextual isolation" as formulated by Warren occurs within "the relative absence of a functioning relationship between" the ideological and organizational framework of the teaching process.⁸ Warren continues with the following statement:

A fundamental characteristics of education in our culture is the discrepancy between our facility in articulating norms and values appropriate to teaching and our inability to intervene effectively to make such norms and values operable.⁹

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⁸ Warren, ibid.

⁹ Ibid.
Identification of the Problem

It is a central thesis of this investigation that manifestations of our inability to intervene effectively in the operationalization of the aforementioned articulated norms and values is partially the result of our tendency to continue the use of "pre-1900 edustructural arrangements,"\(^{10}\) when, in fact, the context of our present era is so fundamentally different.

Assuming the presence of traditional attitudes within "our culturally saturated minds,"\(^{11}\) this investigation seeks answers to the following questions:

1. At this point in time, what has been learned about the process of change?

2. Are there tenacious and non-accepting forces present within the confines of the broader educational subsystem?—the broader socio-cultural system?

3. How can the information we have acquired about the change process be organized in order to promote a growth-oriented rather than a stasis-oriented educational subsystem within the overall sociocultural milieu?

4. What research evidence exists which points toward identification of traits and/or factors of tenacity and non-acceptance in studies of the attitudes, behaviors, and characteristics of individual educators?

5. Are there tenacious and non-accepting forces present within individual educators?

Manifestations of the notions of tenacity and non-acceptance have been variously described by social scientists. In his studies to corroborate

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\(^{11}\) Mead, New Lives for Old
his theoretical formulations of belief systems, Rokeach identified attitudes and behaviors which meshed with the central belief systems of the subjects of his research. 

Harvey's research with pre-school teachers, which led to his formulations of concrete and abstract conceptual systems, revealed the need for cognitive consistency within those individuals who tended to function in a more concrete manner.

Festinger makes the following point regarding cognitive elements:

. . . the reality which impinges upon a person will exert pressures in the direction of bringing the appropriate cognitive elements into . . . correspondence with reality.

For the purposes of this study, it is Merton's work which, at this point in the discussion, supplies the linking thread. His explication of manifest and latent functions and dysfunctions provides the vehicle for identifying a construct which will encompass the suggested forces of tenacity and non-acceptance. The term to be used is persistence, and is defined by Merton as the "determination not to deviate from a set course." Persistence is rooted and manifested in the notions of manifest and latent functions and is described as:


those objective consequences contributing to the adjustment or adaptation of a system which are intended/unintended or recognized/not recognized by participants in the system.  

It is important to mention that such consequences can be functional or dysfunctional.

Persistence is mentioned in the research literature in two ways—positively and negatively. Reber studied the "persistence tendencies of foundation-supported innovations in the organization of instruction in 1964 and found the continuation of certain innovative organizational patterns over a period of three years."  

In their review of instructional methods, Hoetker and Ahlbrand point to the persistence of the lecture and recitation methods utilized by teachers over the past several decades and the apparent intransigent hold these techniques have over newer methodologies.  

In order to account for the persistence phenomenon as an operable force within our sociocultural system, it will be necessary to draw on the theoretical and research efforts of workers within the broad social science disciplines. Therefore, a conceptual framework encompassing an anthropological explanation of the change process will be developed. Included will be the conception of subsystems within the sociocultural milieu acting in dynamic interface, experiencing a multitude of innovations, yet bound by the confines 

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16 ibid.  
of the existing sociocultural structure. An underlying assumption related to the preceding ideas is derived from the words of George and Louise Spindler who, in their foreword to Walcott's ethnographic study of the principal, make the following statements:

Education is a cultural process. Every act of teaching and learning is a cultural event. Education recruits new members into society and maintains the culture. Education may also be an instrument for change as new adaptations are disseminated.\(^\text{19}\)

Additionally, the conceptual framework will include an evolution of the notion of persistence and resistance as equal and opposing, yet often concertive, forces within the individual and operating in conjunction with cultural maintenance and hence, change obstruction.

The goals and/or purposes of this study are as follows:

a. The analysis and description of the persistence phenomenon, with the identification of attendant criteria;
b. the development of a series of tentative hypotheses about change obstruction as a correlate of cultural maintenance;
c. the suggestion of methodologies for the study of persistence and cultural maintenance within the educational setting;
d. the recommendation of strategies for the confrontation of these phenomena as they may exist and be manifest in educational practitioners.

Terms of importance throughout this investigation are as follows:

**Change:** an open-ended growth process which proceeds through various stages and, in the long run, is tentative due to the continual examination of new ideas or the presentation of new things which may activate the stages of the process.

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Culture: a system of organized behavior that is learned, that is widely shared, patterned and transmitted, and that is manifest in act and/or artifact.  

Innovation: any thought, behavior, or thing that is new because it is qualitatively different from existing forms. Strictly speaking, every innovation is an idea, or a constellation of ideas, but some innovations by their nature must remain mental organizations only, whereas others may be given overt and tangible expression.

Persistence: a phenomenon of tenacity existing within individuals or systems which is rooted in perceived cultural constraints.

Resistance: an observable or inferential force of seeming non-acceptance existing within individuals or systems which is rooted in perceived cultural constraints.

System: an organized complex of interacting elements.

Statement of Methodology

The study will contain a review of reports of research efforts in education and related social science disciplines. Those to be examined will concern educational concepts, programs, and organizations. They will focus those efforts involving the attitudes, behaviors, and characteristics of pre-

20 Thomas Rhys Williams, "Seminar in Anthropology and Education," The Ohio State University, Spring Quarter 1975.


service and in-service teachers. The selection of materials from these areas pertains to an assumption regarding the role of the individual educator in the maintenance of cultural values. Cohen makes the following statement:

... one of the features of a social system is the achievement and maintenance of consistency in the values and criteria of its principal institutions, ... there is usually an attempt to achieve and maintain consistency between the group's methods in shaping the mind and its other institutional activities.23

It is assumed that the achievement and maintenance of consistency in the implicit values and criteria of institutions within the existing socio-cultural system impede the individual educator in his/her attempts to accept and act upon preferred change or innovation. Such an impediment tends to block the actual implementation of these values and criteria which are explicitly enunciated in current educational literature.

Indices from the Educational Research Information Center (ERIC) and several representative social science journals revealed multiple bibliographic entries in the areas of teacher attitudes, behaviors, and characteristics. It was assumed that these qualitative and quantitative reports as well as the disciplines represented by these publications have made significant contributions in support of those theoretical statements about which this thesis is concerned.

It will be the writer's task to summarize and analyze the theoretical and research efforts reported in those sources previously cited as they relate to the proposed conceptual framework. It will be an additional task to identify those qualities in individual educators which are growth promoting and which have possibilities for eradicating the bonds of rigidity which can be manifest

in activities of cultural maintenance. Out of this summarization, analysis, and identification will come the accomplishment of the purposes of the study.

The chapters of this dissertation will be addressed to a cultural explication of the change process as it relates to cultural maintenance and the development of a conceptual framework in support of the suggested phenomenon of persistence; a restatement of the questions identified in this introduction; an examination and analysis of primary and secondary reports of research efforts in the areas of teacher attitudes, behaviors, and characteristics as they relate to the conceptual framework; and a general summative conclusion with formulated hypotheses and indications for methodologies and topics for further study.

Summary

In this introduction the researcher has suggested the presence of the persistence phenomenon operating in concert with the force of resistance, existing within individual educators and the educational subsystem, and operating to maintain existing sociocultural structures. The introduction contained a preliminary statement of method, suggesting that support for an anthropologically based conceptual framework can be found in a review of research and reports in the various social science disciplines. The chapter concluded with the identification of the content of the successive chapters of this thesis.
CHAPTER II

THE PROCESSES OF CHANGE, CULTURAL MAINTENANCE, AND PSYCHO-SOCIAL DEVELOPMENT

Introduction

Does rapid social/cultural change cease when it arrives at the boundaries of our educational system? Henry Brickell made the following statement:

A school, like any other institution (system), tends to continue doing what it was established to do, holding itself relatively stable and resisting attempts at restructuring. There is a sound reason for this: stability in the institutional (system) structure makes for maximum output of the results that structure was designed to produce.¹

It will be the purpose of this chapter to examine some of the factors in the change process as they relate to the educational system, and also to identify elements of culture as they have been interpreted by educational practitioners.

Hersey and Blanchard identify four levels of change which can "occur in individuals and organizations: (1) knowledge changes, (2) attitudinal changes, (3) individual behavior changes, and (4) group or organizational behavior changes."² They further state that "the time relationship and relative


difficulty involved" progresses sequentially in intensity throughout the levels. Problems of implementing change at levels three and four are the most difficult due to the attendant complexities of altering individual beliefs, attitudes, and values, as well as organizational customs, morals, and traditions which have developed over many years.

Brameld states that "educators often become entangled in their own web of predicaments" due to a prolonged inattention to "that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of a society."^4

**Revitalization as a Macroview of the Change Process**

Brameld's comments lead to the macroview of the processes of change as explicated by writers in the field of culture and personality. One example of this frame of reference is Wallace's description of the revitalization process.

Revitalization can be defined as "deliberate organized attempts by some members of a society to construct a more satisfying culture by rapid acceptance of a pattern of multiple innovations."^7 Mead describes this occurrence in her discussion of the ways participants in the Manus culture quickly accepted and

^3 Ibid.

^4 Ibid.


^7 Ibid.
transformed, for their own use, the influence of exogenous cultural patterns. Within the wider cultural milieu, multiple innovations have been and apparently are being accepted by participants in the social order.

Wallace also describes the stages of the revitalization processes, which he indicates "share a common process structure that can be conceptualized as patterns which temporally overlap but are functionally distinct." The stages proceed from (1) "a steady state," a time of "moving equilibrium;" through (2) a period of "increased individual stress," a time when the existing "sociocultural system is being pushed progressively out of equilibrium;" through (3) "the period of cultural distortion," a time when members of the society are rarely able to reduce the impact of the forces that have pushed the society out of equilibrium;" through (4) "the period of revitalization."

Revitalization is a stage which is dependent upon the successful completion of several functions, namely, the presentation by a group or an individual of a "new, utopian image of sociocultural organization," the communication of this newly formulated code to others, the attraction of converts who establish an organization in order to regulate the activities of the masses of followers, the continual adaptation and re-working of the code in order to reduce the number of detractors or dissenters, the eventual transformation of the culture into the original "new" image, and the routinization and maintenance of functions, i.e., a lack of multiple innovations. The

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10 Ibid.
final stage (5) in the process, "the new steady state" is a literal return to a
period of slow cultural change. Wallace points out that the revitalization
process may cover a period of two or three hundred years.  

Part of the premise of this thesis is that, within the broader cultural
system, the actors in the educational subsystem have been cast into roles of
cultural maintenance. Further, they perceive their roles within the educational
subsystem accurately according to imposed cultural constraints. Many of the
roles they perform are dichotomous and hence, stress-producing. It is proposed
that the resolution of these stress-producing forces within the individual actors
casts them into patterns of rigidity which are manifest in their adherence, as
educational practitioners, to those forms, patterns, and styles of performance
which are stultifying and not personally satisfying.

Such dissatisfaction is often revealed in what LeVine describes as
"compartmentalized rebellion," i.e., those "areas in the role domain where
institutional regulation is least coercive and where personal choice is
explicitly permitted." On the macrolevel, this might be characterized by
the adoption within the educational subsystem of scientifically, technologically,
and philosophically produced and induced innovations such as new media and
materials, the new math or science, open-space schools, team-teaching,
individualized instruction, etc. On the micro- or individual level, this
might be characterized in patterns and styles of dress, association, and living
which are in keeping with demonstrated changes in the wider cultural context.

11 Ibid.
12 Ibid.
13 Robert A. LeVine, Culture, Behavior, and Personality (Chicago: Aldine
In his model of change, LeVine discusses a series of "continuously active processes by which motives (of individuals or larger groups) selectively influence the direction of evolutionary change, always seeking better fit with the sociocultural environment." It is suggested at this juncture that the acceptance of certain innovations such as those identified above is a form of seeking balance and stability within the context of a rapidly changing sociocultural environment.

Dewey is quoted as having said, "The educational task cannot be accomplished merely by working on men's minds without action that effects actual changes in institutions (systems)." Change is a constant in our present cultural milieu, and its directionality can be varied as well as continuous.

**Persistence--An Unexplored Phenomenon in the Change Process**

Much attention has been given to the need for planned change, and to the notion of diffusion. However, a concept which has not

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14 Ibid.


appeared with frequency is persistence.\textsuperscript{18}

Persistence is explained by LeVine as the notion that the sociocultural institutions (systems) of a people can change without a drastic alteration of the personalities or of the proximal environment of values that facilitates the transmission of personality.\textsuperscript{19}

It is an assumption in this work that the concept of persistence has not been thoroughly examined as a force of cultural maintenance within the individual educational practitioner or within the wider educational subsystem. Further, the present investigator also believes that persistence may be an extremely important phenomenon to consider in understanding or effecting the process of change in educational settings. Therefore, the next section of this chapter will consist of the development of a conceptual framework in order to explicate the phenomenon of persistence.

In summary, this introduction has briefly examined anthropological explanations of the change process, and has suggested that within the wider cultural milieu, the educational subsystem has adopted a primary role in cultural maintenance. The notion of persistence was briefly explained with an indication that a wider development of the construct will be provided.

\textsuperscript{18} Thomas Rhys Williams, "The Study of Change as a Concept in Cultural Anthropology," \textit{Theory Into Practice} 5 (February 1966); LeVine, \textit{Culture, Behavior, and Personality}.

\textsuperscript{19} LeVine, Ibid.
A Conceptual Framework of the Persistence Phenomenon

It is the purpose of this portion of the investigation to develop the conceptual framework which led to the identification of the problem. The investigator will present three models, and will explain the models citing examples from the literature. This section will conclude with a summary statement of the conceptual framework.

A Model of the Cultural Milieu

In an attempt to frame that portion of the change literature which has bearing on the problem, it was necessary to develop a symbolic representation of the writer's point of view. The investigator chose to utilize the terminology of Wallace in his discussion of the administrative process in his statement on culture and cognitive diversity.20 His explanation of the ways various cultural systems interface seemed an appropriate approach to this work.

Figure 1 is a representation of the total cultural milieu within which human beings operate. It can be noted that education represents only one of the identified cultural subsystems within the whole. The areas of overlap represent areas of interface, attesting to the kinds of dynamic interactions which exist between education and the other subsystems.21

20Wallace, Culture and Personality

21The investigator gratefully acknowledges the assistance of Thomas Rhys Williams in the development of this notion.
Figure 1. Representation of larger system with specific identified subsystems.

C = Cultural Milieu
E = Educational Subsystem
P = Political Subsystem
PS = Psycho/Social Subsystem
EC = Economic Subsystem
BI = Business/Industrial Subsystem
G = Government Subsystem
I = Individual
Another assumption which bears on this investigation comes from Sarason who says "the more things change, the more they remain the same." This assumption pertains to the notion that all kinds of change can occur within the broader culture itself, but ultimately, do not affect the overall structure of the culture. Mead alludes to this notion when she cautions against the "under-valuation of the iron strength of cultural walls."  

Forms of Dynamic Interaction

Because of the necessity for a large, urbanized, complex social order to develop bureaucratic ways of handling the interdependence of its many diverse elements, it is possible to develop an awareness of how the system of education tends to interface with other systems throughout the culture. We can take the macroview or the microview in elaborating this point.

The Macroview

The macroview would entail the kinds of interaction which exist, for example, between the educational subsystem and the governmental and political subsystems at those times when the Congress, at the behest of a powerful lobby, makes allocations specifically for a phase of education which will be designated for use by the National Institute of Education. This form of interaction could be expressed in an expanded form of portions of Figure 1 as shown in Figure 2. In the figure, P identifies the political subsystem, G represents the government subsystem, and E represents the educational subsystem.

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22 Seymour B. Sarason, The Culture of the School and the Problem of Change (Boston, Massachusetts: Allyn and Bacon, Inc., 1971).
23 Mead, New Lives for Old
Figure 2. Representation of Subsystem Interaction

- $P =$ Political Subsystem
- $E =$ Educational Subsystem
- $G =$ Governmental Subsystem

Figure 3. Representation of Subsystem Interaction

- $E =$ Educational Subsystem
- $BI =$ Business/Industrial Subsystem
- $EC =$ Economic Subsystem
Another example which can serve to point out the kinds of interaction which occur throughout the wider social order could involve a designer in the educational technology industry who might devise an artifact which would have value as an instructional tool. The diffusion of the opaque projector might serve as an example of this point. The interaction could be expressed in accord with Figure 3 where BI identifies the business/industrial subsystem, E represents the educational subsystem, and EC represents the economic subsystem and the attendant flow of goods and services.

The straight lines indicate the thrust of influence in the examples. The dashed lines indicate other possible forms of influence. The notion of dynamic interface enters when we consider that the point of origination of interaction among the subsystems is dependent on specified occurrences in both time and space.

The Microview

An examination of dynamic interface in a hypothetical community can serve as an example of the microview. It would be possible to look at the educational subsystem in this community and ascertain the kinds of linkages which exist between the educational subsystem and subsystems in the wider community at large. A case in point would be those communities which are currently struggling with the desegregation issue. One form of interaction could be expressed as shown in Figure 4.

The combination of the forces within the judicial and legislative subsystems of the government subsystems \(^{(G_{j+1})}\), would effect the local
Figure 4. Microview of Local System with Specific Identified Subsystems.

C = Local Cultural System
G = Local Governmental Subsystem
   j = Local judicial system
   l = Local legislative system
E = Local Educational Subsystem
P = Local Political Subsystem
PS = Local Psycho/Social Subsystem
EC = Local Economic Subsystem
BI = Local Business/Industrial System
I = Individual in Local Cultural System
educational subsystem (E), which would influence the local political subsystem (P), which would influence the local psycho/social subsystem (PS), which might encourage a flight to the suburbs and thus influence local business/industrial subsystem decisions (BI) and individual decisions (I), which would effect the local cultural system, (C).

The above examples serve to explicate the concept of dynamic interface and also point to the various forms of radiating and cyclical interaction which can and do occur throughout the wider system at any given point in time or locale.

Influence of Systems Concepts

It seems appropriate at this point to discuss briefly certain aspects of systems concepts which have relevance in the development of the investigator's position.

Cortes, Prezeworski and Sprague posit an explanation of social change as it relates to systems analysis, and as systems analysis relates to structure. 24 They point out that a "key to understanding the dynamics of social processes is the synchrony (i.e., invariance during a certain period of time) of the structure within which they take place." 25 They further state that systems theory begins with a model of structure, i.e., those aspects of the system that are synchronic, and it applies the knowledge of that synchrony to study the dynamic changes of the states of a system and its response to inputs. 26


25 Ibid.

26 Ibid.
Systems analysis provides a means to examine what is. In fact, the writers state that systems language is an instrument for the temporal variations in social processes enclosed within the confines of invariant structure.

Consideration of the notion of dynamic interface permits the application of this information to a developing understanding of the change process and the ways it impacts on the educational subsystem.

Viewing the cultural milieu as a given structure and the educational subsystem as one of the many interacting systems within that structure, it is possible to develop a more distinct awareness of the nature of change as it was presented in the preceding section. Educators are, first and foremost, agents of cultural transmission. If a given individual assumes responsibility for certain tasks or modes of operation within a system which exists in an invariant structure, he will carry out his functions within the confines of the limitations imposed by his perceptions of the structure he represents. In order for that individual to commit his time and energy to the acceptance and maintenance of a given change, it is necessary that he be led to recognize the synchronic aspects of the structure within which he functions.

Structural change and system change are identified by Cortes and his co-authors as diachrony. The result of diachronic change is a new structure and the alteration of social process. For acceptance and change to occur in the

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28 Cortes et. al., System Analysis for Social Scientists
educational subsystem practitioners within the system need to become acquainted with those processes which allow for an understanding of diachronic change.

In the preceding pages the investigator has developed a consideration of the forms of dynamic interaction within the various systems which comprise the cultural milieu. In the pages which follow, the discussion will center on the individual within the educational subsystem and two forces which effect the manner in which the practitioner handles the presentation of options for change.

Resistance and Persistence

There are two forces related to the change process which, for purposes of this discussion, could be identified as negative. The one most prominently mentioned in the literature is resistance. The second and lesser mentioned force is persistence.

A Model of Persistence and Resistance

Figure 5 is symbolic representation of that portion of Figure 1 which identified the individual (I). The figure represents the two forces which are

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30 LeVine, Culture, Behavior, and Personality; Robert K. Merton, Social Theory and Social Structure, revised and enlarged ed. (Glencoe, Illinois: The Free Press, 1961); Williams, "The Study of Change as a Concept in Cultural Anthropology."
Figure 5. Representation of the Individual (I) and His Position Between the Forces of Resistance and Persistence

I = Individual, group, system
C = Change option
R = Resistance
P = Persistence
CV = Perceived cultural values
present within the individual when confronted with options for change. The figure shows the individual caught between the two forces of resistance and persistence when presented with alternatives for the acceptance of innovation.

One way to approach an elaboration of the persistence-resistance phenomena entails envisioning a psycho-socio-physiological response to the presentation of a proferred innovation. Resistance could then be characterized as a form of individual behavior which includes awareness and intellectual acceptance of a presented change option. Such awareness and acceptance is exemplified when a group of educators is presented options for changing their instructional methods and they respond by demonstrating their ability to incorporate the language of the newer methods in their verbal exchange.

Persistence can be described as a form of response involving the tenacious holding on to the familiar. It could also be described as a way of looking back at the familiar in order not to face the proferred alternative. Persistence can be manifested in a myriad of ways. For example, after demonstrating their awareness, members of the previously mentioned group will often obfuscate the issue by citing instances of their successful teaching experiences, by blaming students for their lack of success, or by quoting authorities in the field whose words support their position.

Of the two forces, persistence seems crucial in our discussion of the individual within the educational subsystem. Further consideration of Figure 5 points to the fact that the individual can conceivably be caught in the middle of these two phenomena. Closer examination reveals that the two forces can act in concert to impede the approach and incorporation of an innovation. Resistance and persistence are operating concertively when an individual acknowledges the presence and/or worth of a proferred change option and
simultaneously refuses to act cooperatively in its implementation. For the purposes of this thesis, the balance of this section will be concerned with the notion of persistence.

Persistence

Another way of approaching an understanding of the persistence phenomenon is to develop a psycho-social and cultural frame of reference. It is possible the persistence factor has operated as an unconsidered force which mitigates against the acquisition and maintenance of change, and may contribute to the relative failure of many efforts to effect lasting change in educational practitioners and in educational systems. There is some evidence that individuals, groups, or organizations find it difficult to risk turning from tried ways of going about their respective tasks. If they must accommodate to new ways, they persist in holding on to some portion of prior modes of operating within the overall cultural context.  

A further consideration of persistence within the individual practitioner in the educational subsystem is that the force is very closely tied to the individual's culturally constrained perception of his role as a primary agent or conservator of known cultural values--known in the sense that the individual's own perceptions of the culture tend to influence those things which he believes he values.

Persistence entails ignoring presented options and fiercely holding on to what is known. For example, it often appears to individual change agents or groups of change agents that resistance has been successfully dealt

31 Williams, Ibid.
with through an elongated in-service training program, only to discover at a later visit that there has not been a true carry-over of the forms and styles of innovation which had been previously presented. It is hypothesized that the lack of long-term success can be attributed to the presence of the force of persistence as it exists within the individual educator's need to be a conservator of cultural values.

The Enculturation Process

A consideration of the individual educational practitioner as a conservator of cultural values leads to a discussion of the enculturation process. The development of this line of thought will include definitions of concepts and an approach entailing the linkages of anthropological and cultural constructs with prior discussion of the educator's role within the educational subsystem.

As a point of clarification, it seems necessary to separate the notions of socialization and enculturation, and to emphasize the underlying assumption that central to this discussion is the concept of enculturation. For the purposes of this thesis, socialization will be considered a generic term. Enculturation will be considered a special case.

Socialization and enculturation have been defined by Williams as follows:

Socialization: the set of species wide requirements made on human beings as they learn human culture.

Enculturation: the process of learning one culture in all its uniqueness and particularity.33

32 Paul W. Devore, "Variables Affecting Change in Inservice Teacher Education," Final Report, West Virginia University, Morgantown, ERIC Clearinghouse (1971) ED 070 764.

In the preceding definitions, socialization, as defined, relates to the entire human species. Enculturation, as defined, relates to a given culture. In this study, enculturation refers to western culture.

In developing the conceptual scheme for his work on the socialization process, Williams states that it may be "viewed as consisting of a number of functionally interrelated parts." He continues his development by identifying those structural parts of the process which may be identified as

(1) personal agents, (2) impersonal agents, (3) formal social groups, (4) informal social groups, (5) a socialization conceptual system, (6) total human biological equipment and (7) internal conditions of culture.

He further states

the functions of these specific parts of the socialization process may be identified tentatively as (a) explicit functioning, (b) implicit functioning, (c) deutero functioning, (d) generative functioning, (e) anticipatory functioning, (f) developmental functioning and, (g) linguistic functioning.

Though all the structural and functional features identified have relevance for our total understanding of those processes at work in inter-system areas of dynamic interface within the overall cultural milieu, this discussion will isolate five features which have import for this particular task.

34 Ibid.
35 Ibid.
36 Ibid.
The first feature for consideration is that structural part identified as "personal agents." In his explanation of this concept, Williams states the following:

... the process of enculturation involves transmission of culture by adults, as well as (peers) ... between the ages of six and ten years ... children also begin to have direct, personal contacts with adults possessing special skills, knowledge and abilities.  

He cites research efforts which point to the identification of "human links" as "the most vital aspect in the consequences of the socialization process."  

The second feature pertinent to this investigation is that process called "a socialization conceptual scheme." In addition to stating the unanimity of the possession of "a body of culturally transmitted ideas concerning the cultural learning capacities, styles and potentials of infants and children and regarding the proper social positions and roles for infants and children in everyday life," Williams makes the following statement:

The existence of a socialization conceptual scheme as a distinct configuration of each local culture means adults have and know a plan and use assumptions concerning cultural transmission which can be referred to in the course of the long term operation of that process.  

(emphasis added)

The above notion is one of the more crucial factors in a developing understanding of the individual practitioner as well as the overall educational system in fulfilling the role of conservator of cultural values. Two

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37 Ibid.
38 Ibid.
39 Ibid.
40 Ibid.
points can be made at this juncture. Having and knowing a plan, using assumptions, and being aware of this plan can cause some personal discomfort, but can be faced and acted upon. But having, knowing, and using assumptions of a plan of cultural transmission and being unaware of this possession, knowledge, and use can be debilitating and problem generative.

The feature of "explicit functioning" constitutes the third concept which has particular relevance to this investigation. It is defined as the personal involvement of adults in transmission of the features of culture believed to be distinctive and important. Preoccupation of these features is transmission through direct comment and intentional and overt acts.41

If a perceived traditional value of American culture is the idea that success is important and the means to it is hard work, then educational practitioners will tend to reinforce this value in their multiple transactions with their clients, the students in our nation's classrooms.42

The fourth feature for consideration is that of "implicit functioning." It is described as being manifest in the absence of intentional efforts of adults to relate certain cultural features to children, yet adult actions are observable to the recipients of said cultural features. Williams continues by explaining DuBois' description of this function which he labels as "absorptive:"

... a presentation of cultural patterns which are so consistently observed in adults that children acquire them through a 'kind of psychic osmosis.'43

41 Ibid.
43 Williams, The Socialization Process.
An example of this feature would be an occurrence observed by this investigator in a fairly typical elementary school classroom. The expressed value being practiced was identical to the one mentioned previously: success is the reward for diligence and hard work. The implicit value at work in this situation was: adult schedules, preferences, and needs take precedence over the activities of children.

The scenario proceeded as follows: The children had been given a timed seat work assignment and were working diligently on the task. The school psychologist walked into the room and commented, "I've come for Tommy." She proceeded to the child's desk, chose not to acknowledge his involvement with his work and said, "Come with me, Tommy, it is time for our weekly chat." The child tossed his pencil down on his desk, brusquely arose from his chair, and quietly followed the practitioner out of the room.

The scenario provides the opportunity to examine implicit functioning. If questioned about her behavior, it is assumed the psychologist would not view her unannounced interruption of Tommy's work as disruptive of the child's plan for himself. It is further assumed that the psychologist would not be aware of her role as a teacher in the child's developing awareness of adult values. Moreover, it is unlikely that the child could verbalize his brief experience as it might relate to his projected adult behavior. Repeated experiences of this nature tend to reinforce implicit values. Individuals reach adulthood with a major portion of their behaviors locked in place as a result of their own personally perceived view of their culture.

The fifth feature which is appropriate for this discussion of the educational practitioner as a conservator of cultural values is identified
as "deutero functioning." This function is described as the acquisition of culture in a "deutero, or secondary manner without either explicit or implicit socialization process functions being involved." Essentially, in "deutero functioning, culture is acquired from the contexts of learning situations and not from the particular overt acts of the cultural transmitters." 44

An illustration of the deutero function will be used to conclude this discussion of a cultural explanation of the persistence phenomenon. In most of our nation's classrooms, children are explicitly taught the importance of developing tolerance and respect for all peoples. In many of these classrooms, the contextual quality of their environment, with its absence of evidence of the true pluralistic reality of the American social order, speaks to the notion that in essence, the achievements and contributions of some citizens are more highly valued than others. There is no evidence of explicit or implicit overt acts on the part of the practitioners in these classrooms, yet, many lessons are being taught.

Earlier in this section it was indicated that in addition to a cultural mode of explaining the phenomenon of persistence, the writer would utilize an explanation of individual psycho-social development in order to strengthen the assumption of the presence of persistence within educational practitioners. Because of the nature of the model used, it seems important to point out that this phase of the inquiry will also include those positive forces which are at work within the individual.

44Ibid.
A Model of Psycho-Social Development

The model of psycho-social development the researcher chooses to use is the one fully explicated in Hampden-Turner's *Radical Man: The Process of Psycho-Social Development*. The stages of the model, illustrated in Figure 6, allow for those forms of growth and development which will permit individual educational practitioners to experience a form of heightened awareness which can contribute to a deeper understanding of the cultural constraints which often govern their primary, socialization, explicit, implicit, and deutero actions within the educational subsystem of the cultural milieu. The stages of the model also lend themselves to a broader understanding of the change process which can be viewed as developmental, growth-promoting, cyclical, and open-ended. Moreover, this point of view has complementarity with that aspect of general systems theory which Bertalanffy describes as "hierarchical order:"

... superposition of systems is called hierarchical order
... such hierarchical structure and combination into systems of ever higher order, is characteristic of reality as a whole and of fundamental importance especially in biology, psychology, and sociology.

In beginning a discussion of the process of psycho-social development, Bertalanffy's words again seem timely:

So we arrive at the conception that a great deal of biological and human behavior is beyond the principles of utility, homeostasis and stimulus-response, and that it is just this which is characteristic of human and cultural activities.\(^47\)


\(^47\) Ibid.
Man exists freely
(a) through the quality of his PERCEPTION
(b) by the strength of his IDENTITY

(i) each will attempt to INTEGRATE the FEEDBACK from this process into mental matrices of developing COMPLEXITY

(c) and the synthesis of these into his anticipated and experienced COMPETENCE

(h) and through a dialectic achieve a HIGHER SYNERGY

(d) he INVESTS this with intensity and authenticity in his human environment

(g) he seeks to make a SELF CONFIRMING, SELF TRANSCENDING IMPACT upon the other(s)

(e) by periodically SUSPENDING his cognitive structures and RISKING himself

(f) in trying to BRIDGE THE DISTANCE to the other(s)

Figure 6. A Model of Psycho-Social Development

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48 Hampden-Turner, Ibid.
In the presentation of his model, Hampden-Turner makes the following statements:

Not only does man exist, but he does so in relation to others who receive his communications and witness the investment of his personality in the human environment. Hence the development of existential capacities in one man is interdependent with the development of such capacities in other men and the total relationship may be regarded as a continuous process.  

He continues by reminding the reader of the special characteristics of the model:

1. Every segment of the model is permeated by man's existence and the values thereof . . . He is free within the process of his development which is the necessary condition of his freedom.
2. The model foreshadows a field theory and not a monadic one. Each segment derives its meaning from its place in the total field . . . all the other segments . . . are defined by their function in the totality, strengthened in that function by the strength of that totality, and weakened in definition and in strength by a malfunction in any segment of the totality.
3. It follows that different segments are but parts of a continuum of relational facts which comprise a whole of living and hence inseparable parts, which are identified purely as a matter of convenience.

Two additional points should be made in order to clarify more fully the stages of the model. The model is cyclical, and because

a. The other who receives the investment also exists, we may think of a double cycle (replicated and illustrated in Figure 7) which intersects at segments (g) and (h) of the processes . . . somewhat similar to the double helix identified in modern biology.

b. With continual revolutions of the intersecting cycles it is possible for perceptions to be improved, identities strengthened and invested competences to be confirmed . . . every segment of the two cycles is enhanced and developed.

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48 Hampden-Turner, Radical Man
49 Ibid.
50 Ibid.
Stages of the Hampden-Turner Model

In this section, each stage of the model will be presented separately. The accompanying discussion will establish the requisite linkages with the overall conceptual framework.

Stage one: Man exists freely (a) through the quality of his PERCEPTION, (b) the strength of his IDENTITY.

In elaborating his position relative to this stage, Hampden-Turner describes an individual who is not "stimulus-bound," who fully recognizes his existence in what often appears to be a world gone mad. He argues for an individual who is able to "gaze upon absurdity while recognizing its full horror and not permitting this nightmare to dull one's sensitivity . . ."\(^{51}\) He portrays an individual who carves his own identity from his recognition of his involvement and interaction with his fellows.

\(^{51}\)Ibid.
In considering persistence as a feature of cultural conservation, it is possible to envision an individual who finds it difficult to understand the necessity for recognizing the out-of-awareness state of holding cultural opposites. Hall\textsuperscript{52} and Sarason\textsuperscript{53} describe an aspect of this phenomenon in similar fashion.

Hall says that individuals acquire culture in formal, informal, and technical ways. It is in the area of informal cultural acquisition that individuals come to perceive roles which, in actuality, require the holding of opposites. They learn those "activities or mannerisms" of culture which, upon reaching adulthood, "are done automatically." For example, one value which is widely shared in our culture is adult tolerance of those active, energetic behaviors exhibited by children when happily engrossed in play. Those same behaviors, if observed by some adults in classrooms, are squelched. The adults do not see the opposite nature of the request for conformance. It is accepted that playground and classroom behaviors are different. It becomes the child's responsibility to adjust.

Sarason alludes to this when he writes of the programmatic and behavioral regularities of schools. According to his exposition, programmatic regularities are readily observable but behavioral regularities are difficult to discern. It is in the area of behavioral regularities that dichotomous values come into play. The notions of informal acquisition of culture and


\textsuperscript{53}Sarason, The Culture of the School and the Problems of Change.
behavioral regularities are comparable to the features of implicit and deutero functioning previously described.

Attempts at change can be directed toward enabling educational practitioners to see their stake in others and learn to accept the presence of forces of opposition within the wider cultural setting.

Stage two: (c) and the synthesis of these into his anticipated and experienced COMPETENCE

The author states that "radical man takes his perceptions along with his own inner awareness and combines these into a personal sense of anticipated, goal-directed competence." He alludes to these concepts of "ego strength" and "self-esteem" as mentioned in relation to competence in some of the research literature. He succinctly points out the difference in "force behavior per se" and the kinds of persuasiveness "which arises from an intuitive grasp of other people's needs and more manipulative skills."\(^5^4\)

To this investigator, the explanation presents a caution for those forms and styles of innovation which offer opportunities for practitioners to acquire, e.g., "human relations skills," without developing the kinds of attendant supportive qualities which ensure a nurturant environment and hence the kinds of support requisite when one's central beliefs or values are shaken. Barnett alludes to this when he describes the presentation of an innovation accompanied with a hidden motivation to manipulate the recipient outside of his awareness.\(^5^5\)

Stage three: (d) he INVESTS this with intensity and authenticity in his human environment

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\(^5^4\) Hampden-Turner, Radical Man.

\(^5^5\) Barnett, Innovation: The Basis of Cultural Change.
In this section Hampden-Turner identifies action as the primary force in personal investment. Moreover, he states that one measure of an individual's acting with intensity and authenticity is the degree of willingness to allow self-disclosure.

Spindler points to certain patterns in our culture as being "harshly competitive and egocentric." He cites the teacher-training institution's role in the acculturation of beginning teachers, and he postulates four adaptive types, with the fourth described as an "adjusted" type who is able to recombine aspects of our dichotomous value patterns "into a creatively coherent synthesis." Guiding the practitioner to share a developing awareness of personal dualisms over time releases the individual from clinging tenaciously to those patterns which he might, in effect, wish to discard.

Stage four: (e) by periodically SUSPENDING his cognitive structures and RISKING HIMSELF

Inherent in this stage is the individual's preparedness to "modify his competence in the light of (the) reactions of others . . . and the acceptance of risk in building" relationships of trust.

In order to develop a cognitive and psycho-social state of preparedness in individuals, it is assumed the presenter of a change option will encourage the acceptance of a new behavioral paradigm. Such acceptance will require a reconceptualization on the part of the individual. The innovator will be aware of the feelings of uncertainty which can accompany the personal risks involved in building trust relationships.

56 Spindler, Teaching in American Culture.
57 Ibid.
58 Ibid.
Stage five: (f) in trying to BRIDGE the DISTANCE to the other(s)

Hampden-Turner offers this description:

By distance I mean the experienced remoteness of the others' needs and characteristics of one's own.

The point of emphasis here is the individual's conflicting struggle to overcome his basic aloneness. Individuation, an explicit cultural value, often inhibits individual desires to enter into relationships. Accompanying the individual's culturally acquired need to preserve his uniqueness is often an inner drive for success through competitiveness. The acceptance of this mode can result in a sense of remoteness which tends to inhibit the development of a willingness to bridge the distance to another. The physical separateness of classrooms affords minimal opportunity for educators to bridge the personal or professional distance which separates them.

Stage six: (g) he seeks to make a SELF CONFIRMING, SELF-TRANSCENDING IMPACT upon the other(s)

The further one progresses through the stages in the cycle, the more evident become the interlocking effects of all the stages. At this point, the author states that "radical existence is not guaranteed to succeed" and that the combined concepts in this stage represent Maslow's conception of self-actualization.

The limitations of full psycho-social existence are culturally based. Assuming the satisfaction of physiological and safety needs, higher order needs must still be met. For example, recently there has been emphasized

59 Hampden-Turner, Radical Man.
60 Ibid.
among educators a thrust for an understanding and appreciation of the pluralistic nature of our social order. Historically, the expressed/explicit value has been a tolerance and acceptance of diversity. The implicit value has been in opposition. It is difficult to develop self-esteem in an atmosphere of explicit acceptance of pluralism and implicit intolerance of the same notion.

Stage seven: (h) and through a dialectic achieve a HIGHER SYNERGY

The author posits the following explication of synergy:

... a state of mutual enhancement between two or more helixes, so that their respective segments are developed and strengthened. It consists of an affective and intellectual synthesis which is more than the sum of its parts, so that each party to the interaction can win a 'return on investment' that is greater than the competence risked.61

This stage becomes the most crucial to account for in examining reports of change efforts or, for that matter, conducting or participating in the act of change confrontation which, if radical, would require attention to this stage.

A return to the notion of competition will illustrate this point. Our cultural emphasis on winning can forestall our participation in dialectic encounters. Accompanying our learning of activities and mannerisms is the acquisition of emotional responses. Confronting an individual with a change option is often viewed as a declaration of conflict. The individual's need to preserve his personal vestiges of success may prevent his viewing the presented innovation as non-threatening. He has not learned to value divergence. His view of an acceptable resolution of the conflict is the

61Ibid.
maintenance of his position--of winning. He does not ascribe to the growth which can result from a higher level of functioning with others.

Stage eight: (i) each will attempt to INTEGRATE the FEEDBACK from this process into mental matrices of developing COMPLEXITY

The author posits the necessity for proceeding through each of the stages with an emphasis on the resolution of dichotomies and the achievement of synergistic combinations. Very simplistically, it would appear necessary to develop those forms and styles of cognitive diversity which would enable educational practitioners to operate with some degree of success in our highly complex cultural environment.

Summary

In summary, this chapter has included a presentation of the ways in which the educational subsystem interfaces in dynamic interaction with other subsystems within the cultural milieu. The two forces of resistance and persistence as parts of the change process were identified as operating within the individual practitioner, with persistence being isolated for more involved examination. Persistence was linked with the notion of the individual educational practitioner as a conservator of cultural values. The idea of systems as it relates to the overall conceptual framework was briefly presented, followed by an anthropological explanation of socialization and enculturation as important considerations in a developing understanding of the educator as a cultural transmission agent. The chapter concluded with an explanation of a model of psycho-social development which offered an individualized approach to
the promotion of change as a developmental, growth-promoting, cyclical, and open-ended process.

Subsequent chapters of this work will include a restatement of the questions identified in the introduction to this work, a statement of the methods used to gather the data, with a presentation and summarization of the research and theoretical reports reviewed in order to enable the investigator to accomplish the stated purposes of the study. The dissertation will conclude with an analysis of the data as it relates to the conceptual framework, a summative conclusion, and a series of suggested hypotheses for further study.
CHAPTER III

STATEMENT OF METHODOLOGY AND PRESENTATION OF DATA

Introduction

In the introductory chapter to this work, a series of questions were outlined which identified the thrust of this investigation of the persistence phenomenon. In the present chapter, the questions will be re-stated. The first two questions will be discussed and utilized as a point of reference for a discussion of the ideas presented in the preceding chapters. Discussion of the third question will constitute the body of this chapter. The questions as presented in the introductory chapter were as follows:

1. At this point in time, what has been learned about the process of change?

2. Are there tenacious and non-accepting forces present within the confines of the broader educational subsystem? -- the broader socio-cultural system?

3. What research evidence exists which points toward identification of traits and/or factors of tenacity and non-acceptance in studies of the attitudes, behaviors, and characteristics of individual educators?

4. Are there tenacious and non-accepting forces present within individual educators?

5. How can the information we have acquired about the change process be organized in order to promote a growth-oriented rather than a stasis-oriented educational subsystem within the overall socio-cultural milieu?

Statement and discussion of the first two questions will constitute the beginning sections of this chapter.

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The Process of Change--A Recapitulation

In order to develop the theoretical construct of persistence, the present investigator chose to rely on the works of writers in the fields of anthropology, and culture and personality for an explanation of the process of change. It was assumed that cultural and anthropological explanations of societal forces would provide the base for the identification of the phenomenon of persistence and cultural maintenance. It was further assumed that an anthropological explanation of change would be of assistance in pointing to the complexity of examining persistence as it is manifest in individuals.

The process of change, whether in individuals or institutions, appears to progress through certain identifiable stages. From a time of apparent balance the process involves movement to a time of stress prompted by some form of dissatisfaction within the individual, institution, or system. Such dissatisfaction leads to those stress factors which tend to create imbalance (within the system). The next stage in the process was identified by one writer as "distortion."\(^1\) Distortion manifests itself in those forms of behavior which indicate minimal awareness of support. The system is unable to effect the balance it needs in order to maintain itself. Distortion becomes apparent in the system's struggle for maintenance. This imbalance and distortion become a base for the period of "revitalization."\(^2\)


\(^2\)Ibid.
Revitalization occurs when an idea or option for change is formulated, presented, and "sold" to individuals or institutions. If accepted, a new set of regulations or procedures is formulated and shaped. Finally, the system becomes balanced once again.

It seems important to examine the return to balance from two points of view. First, an explanation of change as a cyclical process must allow for a return to balance in order to provide for that requisite marshalling of energy needed to perform the newly incorporated functions. The stress which accompanies imbalance and distortion is energy-depleting and, without surcease, would become defeating. Moreover, one of the central assumptions of this thesis is the suggestion that change is continuous. Hence, theoretically, a growth-oriented system would continually experience aspects of the stages of the change process.

A second, and more tenuous point is that a return to balance becomes a return to the original point of balance. The system was able to ward off the stages of stress, distortion, and revitalization. This is not to suggest a lack of impact. Existing structures possess such strength that options for change can become incorporated into already established patterns. Hence, there is a veneer of "new" balance, when, in fact, the basic structure remains essentially the same, i.e., unchanged. This veneer and the underlying sameness of the original structure constitute the basic, identifiable elements of persistence and cultural maintenance. The consideration of persistence as an important phenomenon in the change process will lead to a clearer understanding of that return to balance which, when carefully examined, is only a semblance of newly formulated patterns.
This section has addressed the question of knowledge related to the process of change. A cultural explanation of the change process was re-cast with the suggestion that a consideration of the persistence phenomenon as a factor in the change process would effect some clarification of individual, institutional, or system inability to change. The next section will discuss the second question, which directly relates to the phenomenon of persistence.

Naming as a Form of Persistence

An underlying premise of this thesis involves the assumption that systems within the culture exist in a state of continuous and dynamic interface. It was further assumed that such dynamic interface occurs within the confines of invariant structure. The existing socio-cultural structure, within which the systems operate, has not allowed for those forms of growth which are cyclical and open-ended. Features and functions of the socialization and enculturation processes were utilized to lend support to the writer's assumption of invariance within the cultural milieu. Forms of tenacity and non-acceptance become essential qualities in the performance and maintenance of the features and functions of socialization and enculturation. Those aspects of socialization and enculturation used to lend credence to the assumptions were (1) personal agents, (2) socialization conceptual scheme, (3) explicit functioning, (4) implicit functioning, and (5) deutero functioning. 3

It is possible to use the notion of naming to clarify more fully qualities of persistence and cultural maintenance in the socialization/enculturation process.


Within the confines of a socio-cultural system, naming functions as a means to direct thought and control action. Naming is a device used "to direct and/or confuse attention, explain conditions, and prescribe boundaries. It has educational, historical, and political consequences." In the following paragraphs, the notion of naming will be used in a discussion of each of the structural and functional features of the socialization process identified previously in this work.

Personal agents were identified as adults who possess special skills, attitudes and abilities; who have been assigned the socially derived task of cultural transmission. One group of adults who function in this capacity are practitioners in the organized educational subsystem. Each day by utilizing naming, these practitioners transmit existing cultural patterns. For example, through naming it is possible to obliterate the history and tradition of a minority group. Practitioner choice of "Anishinabe," "Indian," or "Native American" in describing a group of people in the Far West will determine the direction and intensity of learner thought, questions, and knowledge regarding this group. Such choices determine which set of nuances, social derivations, and forms of knowing students will ascribe to. Naming constitutes an acceptable mechanism in the transmission of culture and in the solidification of culturally ordained patterns of cognitive and affective functioning.

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5 Ibid.

6 Williams, "The Socialization Process"

7 Hilliard, Ibid.
A second feature of the socialization process was identified as a socialization conceptual scheme. In this aspect of the process, the cultural agent, e.g., the practitioner, interacts with the learner using a previously acquired plan. Such a plan can have devastating consequences if, in fact, the individual is unaware of its existence. The notion of naming is pertinent to this discussion.

A term widely in use in the socio-cultural system and in the educational subsystem is that of "disadvantaged." The term is used to explain the condition of several diverse groups of people. A widely held, but unacknowledged plan is the predetermined acceptance of the inherent nature of being disadvantaged. Such predetermined acceptance acts to absolve the adults, in the socio-cultural system, from responsibility for the mediation of the condition. Accordingly, the amelioration of such a state of existence becomes the responsibility of the groups who experience the condition.

The first function of socialization/enculturation to be discussed was that of explicit functioning. Central to an understanding of this feature is involvement of individuals in "direct comment and intentional and overt acts." Extending this discussion through the notion of naming seems appropriate. The individual makes conscious decisions in fulfilling the requirements of this feature. The utilization of naming predetermines the ways individuals construct their reality. These ways are part of a socialization conceptual scheme, and hence, contribute to patterns of explicit functioning. One cannot establish one's own identity if others within the socio-cultural system impose the

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8 Williams, "The Socialization Process."

9 Ibid.
definition. An individual's identity can be externally imposed, internally derived, or both. The choice of identification is determined by the individual's exercise of will. If the external and cultural definition is consonant with the individual's derived sense of identity, there is minimal conflict. If there is dissonance in the external imposition and internal derivation of identity, the individual will either acquiesce to the imposition or struggle for his own, personalized existence. Learners are dependent on agents of cultural transmission in the educational setting for assistance in establishing their identity. In performing the explicit function, these agents of culture bring definitions and expectations for behavior and performance which allow few opportunities for growth or for the exercise of choice in the derivation of identity.

As the individual makes a direct choice of identification, the ramifications of the decision can be far-reaching. It is possible to examine the act of identifying oneself as "teacher" or "educator." The act of choosing one or the other identity will predetermine the ways one views oneself, his expectations for and styles of performance, the ways others view him, his associations, and associates. The name "teacher" implies the act of practicing pedagogy within the confines of an established community and hierarchical framework. Choosing the identity of "educator" implies relative independence and removal from the public arena, professional status, and connection with an established body of knowledge. In contrast to implicit functioning which follows, such determinations possess little, if any, subtlety.

It is in the area of implicit functioning that many of the subtle nuances of cultural acquisition come into play. Adult behaviors in this feature are
manifest in covert, consistent ways. In the educational subsystem, the milieu within which learners function is shaped by adults whose behavior demonstrates culturally determined patterns. In the preceding chapter it was stated that the practitioner functions as a conservator of cultural values. The identification of language patterns as "standard" and "non-standard" will serve to illustrate this point. Labeling learner language patterns as "non-standard" directs attention to the difference, creates mind and behavior sets toward the difference, and confers a condition on the possessor. A current explicit value in the educational subsystem is the positive worth of ascribing to the tenets of cultural pluralism. Practitioners who express verbal support for the notion of ethnic diversity and label a youngster's pattern of language as "non-standard" do not reflect accord for cultural pluralism. The acceptance of difference, the existing mind and behavior sets, and the bestowal of a special condition tend to mitigate against the maintenance of a climate, where the affirmation of diversity is reflected in the behavior patterns of the adults whose influence has such import.

In explicit and implicit socialization process functions, adult behaviors provide the models by which learners acquire culture. In the deutero function, the contextual quality of the learning environment influences the form and pattern of acquisition. An examination of the terms "inner city" and "suburban" schools will serve to illustrate this function.

The identification of schools as "inner city" or "suburban" prescribes the boundaries and pre-interprets the conditions within which the two entities operate. Designation of terms presupposes the contextual quality of the
learning environment in terms of individuals, groups, and/or class affiliation. The environs and quality of the school facilities differ. Expectations for styles and patterns of performance by learners and adults differ. Imposed behavioral constraints differ. Styles and patterns of interaction differ. There is difference in the allocation of resources. The kinds of assets and deficits learners bring to the learning environment differ. All of these factors and more contribute to the contextual quality of the two learning environments. The milieu within which learners and adults operate tends to concretize the ways culture is acquired.

In this section five features and functions of the socialization process were re-examined. The notion of naming was used to illustrate the ways the socio-cultural system and the educational subsystem interface in order to maintain patterns of culture.

Statement of Methodology and Presentation of Data

Introduction

In this section the writer will identify the sources of data used to lend substance to the conceptual framework. The methods used to gather the data will be described. The data will be presented as an outgrowth of the search to accumulate information which would provide an answer to the third of the five questions presented in the introduction to this chapter. The data will be summarized and grouped into categories which represent the structural features and functions of the socialization process.
Statement of Methodology

A review of ERIC sources under the headings of Teacher Attitudes, Teacher Behavior, and Teacher Characteristics for the years 1968-1975 yielded a total number of entries in excess of 1600. A search of the titles under each heading for each year revealed 350 entries which suggested actual research undertakings. In order to delimit this investigation to those efforts which appeared to be concerned with the identification of teacher attitudes, behaviors, and characteristics, it was necessary to read the abstracts of the 350 entries alluded to previously. Scrutiny of the abstracts revealed quantitative and qualitative efforts exceeding 150 in number.

The investigator assumed that ERIC sources would be able to provide the wide-ranging diversity necessary to accommodate an investigation of specific traits and/or factors within individual educators which may have impeded the occurrence of observable change and desired improvement in educational practice.

A similar review of titles listed in the Index to Dissertation Abstracts International, 1861-1972, revealed 250 dissertations listed under the headings of innovations, innovative, innovativeness, and innovator. Out of that number, more than sixty titles between the years of 1965-1972 related to the various headings of teacher attitudes, behaviors, and characteristics.

In addition to the sources cited above and in order to broaden the base of support for the conceptual framework, the writer chose to review theoretical articles and reports of qualitative and quantitative research efforts from those journals listed below for the years 1968-1974:
It is the writer's assumption that the disciplines represented by these publications have made significant contributions in support of those theoretical statements about which this study is concerned.

A preliminary review of thirty-eight studies revealed findings and interpretations of findings which appeared congruent with those structural features and functions of the socialization process discussed in the preceding chapters. The features and functions were explained and linked with the notion of tenacity identified in this work as the persistence phenomenon. They are listed below:

- personal agents
- a socialization conceptual scheme
- explicit function
- implicit function
- deutero function

Although the persistence phenomenon possesses positive and negative dimensions, the emphasis in this work is in the examination of those forms and styles of behavior which may be interpreted as residing in the negative dimension. The data will be clustered and grouped under the structural features and functions of the socialization process which were suggested as identifiable parameters of the persistence phenomenon. It is assumed that an examination of the theoretical and research literature will enable the investigator to identify those tenacious and non-accepting forces which may be present in the attitudes, behaviors, and characteristics of individual educators.
It is important to point to certain limitations which are present in reports of qualitative and quantitative research. Louis S. LeVine made the following statement:

Individual studies relating to teacher characteristics require interpretation within the temporal and social context, and in terms of how the social processes are manifest within the given geographic region and in the specific institution.  

He further stated:

. . . the effort to compare fragmented research studies is made difficult by the diversity in method, populations, procedures, measurements, techniques, and absence of relevant social and psychological data.

In each of the reports reviewed the researcher sought "to determine whether sufficient information (had) been provided to enable a judgment to be made regarding the quality of the research." There was an attempt to apply questions such as the following:

a. has the population studied been adequately described?

b. if a sample was used was the method of sampling specified?

c. are the methods and instruments used to gather data adequately described?

d. are the methods used to analyze the data described?

e. are provisions (if any) made to control variables adequately described?

f. are the results of the analyses presented clearly?

The writer also was interested in determining "whether the results were consistent with findings in other studies of the same phenomena."  

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11 Ibid.

12 "Evaluating Educational Research," a paper shared in Introduction to Inquiry, a course in Basic Research Methods, The Ohio State University, Summer, 1974.

The remainder of this chapter will consist of the presentation of
summaries of those reports of quantitative and qualitative research which
were reviewed in an attempt to answer the following question:

What research evidence exists which points toward the
identification of traits and/or factors of tenacity
and non-acceptance in studies of the attitudes,
behaviors, and characteristics of individual educators?

Each of the structural features and functions of the socialization process
used in this work will be presented and defined. Under each of the features
and functions summaries of research reports will appear as their findings
and interpretations relate to the explanations presented in prior chapters.
The chapter will conclude with a brief summary accompanied by an indication
of the content of succeeding chapters.

Personal Agents

Personal agents were defined as those adults "possessing special skills,
knowledge and abilities" and charged with the transmission of culture. It
is assumed that individual educators can be placed in this category. In this
last quarter of the twentieth century, it is assumed that individual educators
have completed a program of studies resulting in their being certified as
competent to work in an educational setting. The reports under this heading
include information which relates to the direct transmission of culture.

One outcome of a study reported by Medley was that pupil activity
increased with less opportunity for freedom and initiative. As teaching style
was observed to become more content-oriented, there was an increase in teacher

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14 Williams, "The Socialization Process."
control of his and his pupil's behavior.¹⁵

Feitler and his associates sought to determine the nature of the relationship between interpersonal needs and the physical setting of the classroom. The results of their study indicate that "persons with high control needs tend to opt for a structured situation with the teacher in a position of control."¹⁶

Garrison utilized a questionnaire and the Minnesota Teacher Attitude Inventory in an attempt to explore teacher attitude change toward authoritarianism. Those of his findings which supported the previous research evidence suggested that "beginning junior high teachers change more toward authoritarianism than beginning senior high teachers; beginning teachers under participative style principals change more toward authoritarian attitudes than beginning teachers under laissez-faire style principals; (and) the greater the number of principal's observations of a beginning teacher, the more the beginning teacher changes toward authoritarianism."¹⁷

In assessing the relationships between status variables and team teacher satisfaction, Arikado and Musella found that team members who perceive their team as being balanced (in status structure) are more likely to report greater satisfaction with the team teaching situation than team members who perceived their teams as being unbalanced.¹⁸

¹⁵ Donald M. Medley, "Studying Teacher Behavior with the OSCAR Technique," ERIC Clearinghouse, ED 024 659 78, 79.

¹⁶ Fred C. Fietler et. al., "The Relationship Between Interpersonal Relations Orientations and Preferred Classroom Physical Settings," ERIC Clearinghouse, ED 039 173.


¹⁸ Marjorie Arikado and Donald F. Musella, "Status Variables Related to Team Teacher Satisfaction in the Open Plan School," ERIC Clearinghouse, ED 076 562.
Part of the rationale of the Padgett and Gazda study was based on that body of literature which points to the need for "incorporating self-understanding processes and skills into teacher education programs." After their work with 302 pre-service teachers, they concluded that such knowledge acquisition has value and recommended similar procedures for further study.

Shaw and Rector invited teachers from twenty-six school districts to become members of counseling groups over a period of ten weeks. Teacher reported reaction to their acquisition of skills was positive. They reported positive changes in the behavior of their pupils. The authors found that "teachers who were younger, had least teaching experience, and fewest years at their particular school tended to have a more positive reaction" to their experience. They also found that participation was more pronounced from those schools where the principals were favorable to counseling services. Additionally, smaller schools tended to reflect greater participation and a more positive reaction to the experience.

Two findings from Hawkins' study have meaning for this category. In his effort to identify some factors which contribute to successful education innovation, the author found that "change-oriented school districts have created avenues for change within the organization which accepts and encourages ideas from any source," and that "teachers most likely to accept change were in their early thirties, had one or two years of graduate training

19 Harry G. Padgett and George M. Gazda, "Effects of Group Guidance and Group Counseling on the Self-Concept and Professional Attitudes of Prospective Teachers," ERIC Clearinghouse, ED 021 290.

and ten years or less service.\textsuperscript{21}

One of the basic purposes of Hamann's study was "to examine the differences in terms of factors that bring about innovation, between innovative schools and less innovative schools.\textsuperscript{22} Two of his hypotheses were supported. He found that "among the factors that bring about innovation, the principal is perceived more frequently and ascribed more importance than any other factor.\textsuperscript{23} The author's findings also showed that a majority of school faculties which do practice innovations are aware of using a theoretical strategy for change.\textsuperscript{24}

Grapko and Fraser attempted "to examine the extent of knowledge teachers may have about their pupils, to determine how variable such knowledge may be among teachers, and to identify some factors that may account for such variability in teacher knowledge and awareness."\textsuperscript{25} Their subjects included thirty-four teachers and their pupils from ten elementary schools. Their study was "based on the assumption that agreement in scores between the pupils' self-reported personality characteristics and the results of the teachers' questionnaire and interview could be used as an indicator of


\textsuperscript{23} Ibid.

\textsuperscript{24} Ibid.

\textsuperscript{25} M. F. Grapko and J. A. Fraser, "Relationships of Pupil Security Characteristics and Teacher Awareness to Pupil Security Characteristics," \textit{ERIC Clearinghouse}, ED 054 487.
knowledge or awareness the teacher has about the pupils." Included in their findings was the observation that "teacher awareness is more likely to be observed with groups of children who tend on the average to have slightly higher security and consistency development." They also found that high awareness teachers generally "reported an interest in the whole child and considered all information about the child as relevant to their teaching role."

In his effort to confirm theories of change developed by rural sociologists and applied to innovative and laggard educators, Gulesian identified four objectives. Derived from these objectives were hypotheses to determine the age and sources of information utilized. The results of his study confirmed the hypothesis that "innovators were younger than laggards, used more impersonal and cosmopolite sources than personal and localite sources, and mentioned a greater number of sources of information than did laggards."

Hansen compared teachers "of innovative elementary schools and their principals and teachers of traditional elementary schools and their principals against ten factors of morale." His study showed that innovative teachers

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26 Ibid.
27 Ibid.
28 Ibid.
are concerned with teaching satisfaction and teacher status. Additionally, innovative teachers appear to be "more greatly concerned about community support of education."  \(^{31}\)

Rafky and Beckerman explored the relative effects of self-interest and altruistic motives on teacher innovations after taking into account such variables as "personal attributes, characteristics of the school system, characteristics of the school, career patterns, and psychological predispositions."  \(^{32}\) They found that acceptance of innovations is "neither strongly nor consistently related to the identified variables."  \(^{33}\) They concluded that self interest and altruism may be major components of change adoption.  \(^{34}\)

Using the prior work of several researchers and theorizers, Murphy and Brown "hypothesized that teachers characterized by different conceptual systems would exhibit different teaching patterns."  \(^{35}\) The researchers identified four teaching styles, each based on a particular conceptual system. For example:

Informationally interdependent teachers (System 4) have abstract conceptual structures and are cognitively complex. These teachers do not see themselves as an authority source for pupils. They regard knowledge as tentative rather than absolute, . . .  \(^{36}\)

\(^{31}\)Ibid.


\(^{33}\)Ibid.

\(^{34}\)Ibid.


\(^{36}\)Ibid.
In addition to Harvey's Conceptual Systems Test, the writers used randomly selected segments of audio-tape recordings of three of the subjects' lessons. Analysis of the tape recordings seemed to reveal "certain qualitative differences which appeared to be associated with the conceptual systems" of those student teachers who were the subjects of this study. The researchers were very clearly able to identify teaching behaviors associated with Systems 1, 3, and 4. Accordingly, they suggested their results supported the use of the "conceptual system approach to predicting classroom verbal communication of teachers." 37

Weber sought to investigate "relationships between specified patterns of teacher behavior and various dimensions of pupil creativity." 38 He found that "pupils who had experienced indirect teaching during their first three years of school achieved significantly higher scores on the Torrance Tests of Creative Thinking than those who experienced direct teaching." 39

Walberg hypothesized a relationship between the classroom climate and the personality characteristics, needs, values, and attitudes of teachers. Two of his findings are of interest. First, his results indicated that "teachers with needs to interact with others both aggressively and affiliatively tend to have controlled, goal-directed classes." 40 Second, there was some indication that "the self-centered teacher's classroom climate was

37 Ibid.


39 Ibid.

40 Herbert J. Walberg, "Teacher Personality and Classroom Climate," ERIC Clearinghouse, ED 014 471.
characterized by disorganization, constraint, loose supervision of students' work, and lower group status.\(^4\)

One of the purposes of Reynolds' study was to identify whether or not the innovation process was associated with selected techniques for the personal growth of teachers.\(^4\) Among his findings was a significant relationship between teacher leadership followed by principal leadership and the acceptance and adoption of innovative processes. Interinstitutional programs appeared to be associated with the innovation adoption process more than any other professional growth technique.

Walberg and Welch hypothesized that "innovative physics teachers would have higher intellectual values than the normative group" they studied.\(^4\) Their findings led them to suggest that "experienced teachers who have more competence in their field have more confidence and self-respect."\(^4\)

Miklos reported on a series of descriptive studies which investigated the natural system model of organizational structure. The natural system model "has an object of interest, the social structure of the organization. Attention is focused on the analysis of interaction, communication, and reliance patterns in an attempt to identify centers of power and influence."\(^4\) The results of a

\(^{41}\)Ibid.


\(^{43}\)Herbert J. Walberg and Wayne W. Welch, "Personality Characteristics of Innovative Teachers," ERIC Clearinghouse, ED 015 888.

\(^{44}\)Ibid.

\(^{45}\)Erwin Miklos, "Organizational Structure and Teacher Behavior," ERIC Clearinghouse, ED 030 963.
study he conducted with Breitkreuz showed that "influentials on school staffs had more years of professional preparation, more years of total and present school experience, taught at higher grade levels, were more likely to be male than female, and in certain task areas, tended to be influential also in others." 46

In a study to determine the type of teacher a teacher educational program can be expected to produce in order to change the perception and practice of an innovation Butts and Raun concluded that the more subject knowledge a teacher has, the more likely the teacher will develop a role of facilitator. 47 Their work enabled them to determine the existence of a "relationship between science knowledge and teacher perception of community-viewed importance of an innovation." 48 The authors continued by suggesting that "teachers tend to favorably view what they believe community influentials value for the schools." 49

In an extension of the above, designed to determine the greatest attitudinal change experienced by teachers who were involved in a curriculum innovation which focused on science processes, the two researchers found additional support relative to their conclusions about subject knowledge and its relationship to teacher acceptance of an innovation. 50

48 Ibid.
49 Ibid.
50 Ibid.
White's study was also related to the identification of characteristics of teachers involved with training in a new science curriculum. She sought to determine "the type of in-service program which would be most efficient in helping classroom teachers cope with the new curriculum." Her study involved the use of Science—A Process Approach (SAPA); she worked with three groups of teachers, utilizing one intensive training session, ten one-hour sessions, and eleven sessions during a series of half-day released time arrangements. One of the results of her study, which also included classroom observations, led her to conclude that "subject-matter competence appears to be significantly related to the individual teacher's potential for change."

Weinstock and Turner administered the Minnesota Teacher Attitude Inventory (MTAI) and the Gowin, Newsome, Chandler Scale to Measure Logical Consistency in Ideas About Education (GNC) to a large group of urban and suburban teachers in order "to determine and compare the philosophic orientations and teaching attitudes" of the subjects involved. Among other results, they found that logical consistency was highest among the 20-29 age group and that teaching performance tended to decrease with an increase in years of teaching experience.

Klein investigated "pupil effectiveness," wherein students are "able to help their teachers improve their teaching behavior." Her subjects were

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51 Marjorie A. White, "A Study of Contrasting Patterns of In-Service Education," ERIC Clearinghouse, ED 021 807.

52 Ibid.


twenty-four guest teachers in college education classes who were unaware that the students in the classes had been given prior information and instructions regarding the conditions of the experiment. Her findings indicated that "student behavior did influence the verbal and nonverbal behaviors of the teachers and the direction of the influence was predictable." Positive student behavior elicited positive teacher behavior and the reverse was also true for this group of subjects.

Bikert's study was concerned with determining whether certain selected values and characteristics were significantly different for innovative schools as opposed to non-innovative schools." He also expressed the presence of "significant differences which might exist in the teacher, administrators, and board members" in those innovative and non-innovative schools selected to respond to his evaluation instrument. His findings were extensive. Included in his results were indicators that "administrators in innovative schools showed more concern for intellectual climate . . . individual teacher experimentation and articulation of effort; and groups representing innovative schools responded significantly differently than groups from non-innovative schools."

Dobson and Brewer sought "to determine whether teachers and principals working in elementary schools differ significantly in their perception of

55 Ibid.


57 Ibid.
disciplinary problems and their proposed treatment of children who exhibit such problems.\textsuperscript{58} Participating in their study were one hundred seventy elementary teachers and fifteen principals in a midwestern school system. Their findings indicated an overall significant difference in the ways principals and teachers perceived behavioral problems. "Principals perceived children's behavioral acts as less serious than (did teachers)."\textsuperscript{59}

Wiener was "concerned with ascertaining whether some relationships existed between organizational characteristics of elementary schools and external perceptions of a school as a successful adopter of educational innovations."\textsuperscript{60} He studied "relationships between schools perceived as innovative and non-innovative and (1) teachers' perceptions of the school as a social organization and (2) teachers' and principals' perceptions of administrative behavior."\textsuperscript{61} The author devised a School Activities Survey in order to identify innovative and non-innovative schools. He used several instruments in order to gather his data. A "comparison of school profiles and administrator behavior perceptions indicated no differences between innovative and non-innovative schools on these variables."\textsuperscript{62} His data also indicated "that principals of innovative schools tend to have higher needs
to express control than principals of non-innovative schools." Principals of innovative schools also appeared "to be younger, active in professional and civic affairs, employed for a shorter period than their non-innovative counterparts."

Stolz's study was concerned with those internal "organizational variables that affect the innovativeness of public elementary schools." It focused on "principal authoritarianism and various components of organizational climate." He utilized a panel of experts and a derived innovativeness score in order to group schools in categories of innovativeness, non-innovativeness, or neither. The results of his analysis indicated that "principals of innovative schools tend to be less authoritarian than principals of non-innovative schools." He found significant differences in teachers' perceptions of open, controlled or familiar categories (on the Organizational Climate Description Questionnaire) in innovative schools.

Franc sought to identify those problems perceived by beginning teachers in an urban setting. Included in her research questions were:

1. How does the teacher report his self-involvement in relation to perceived problems in a specific school setting?
2. Who are the persons perceived by first year teachers as helping to resolve their identified problems?

63 Ibid.
64 Ibid.
66 Ibid.
67 Ibid.
3. What are the perceived sources of greatest on-the-job satisfaction during the first year of teaching?  

Using a questionnaire and interview guide, the researcher identified the following results in her data analysis:

1. In this study, the greatest problems perceived by teachers were in the area of instruction.
2. Administrators proved to be the greatest source of help.
3. The greatest percentage of instances of job satisfaction were in teacher pupil interactions.

Using an in-depth interview technique, Amarel and her associates were concerned with the question of "how teachers move from a conventional role to one of greater curricular significance." One of their assumptions dealt with the idea of the mediation of consistent and enduring behavior patterns by the structure and content of belief systems. They concluded by suggesting that teacher perception of advisory supports, teacher perceptual, philosophical, and psychological view of openness, and teacher perception of their own competence, tended to influence their involvement in new curricular experience.

Watts' study was designed "to examine one of the conditions under which self-devaluation, or 'undervaluing' may take place." The study grew out of

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69 Ibid.
70 Marianne Amarel et. al., "Teacher Perspective on Change to an Open Approach," ERIC Clearinghouse, ED 076 568.
71 Ibid.
his interest in self-confrontation via the playback of video-taped episodes of teacher/executive behavior. The researcher was concerned with the possible kinds of negative growth which might occur without the presence of a trained manager/critic. His subjects were instructors in U. S. Air Force teacher training seminars. The results of the study supported the author's hypothesis that "subject undervaluing of both cognitive and physical performance tends to be greater where a critic is not available to provide and reinforce a model of the appropriate behavior."  

Sperry was responsible for organizing junior high school students into video-taped discussion groups in order to obtain their views regarding their teachers. Rather than using spontaneous and subjective topics, the groups discussed their teachers according to their perceptions of their teachers' work role, responsibilities, and patterns of communication. The researcher reported that the taped sessions were reviewed and evaluated by the teachers which, "in turn, led to changes in teacher perceptions" of their roles and responsibilities.  

Davis' study attempted to analyze the effect of "the influence structure on the diffusion of innovation within a social system." His results indicated "that, among the elementary teachers studied, the module chairman as a person and managerial orientation as an influential characteristic were the most

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73 Ibid.


Influential predictors of an innovation's implementation in the social studies. Moreover, "an increase in the module chairman's influence was generally accompanied by a decrease in the influence of the building principal and central office consultant."77

In this section the findings and interpretations of those reports which concerned the educational practitioner as a personal agent of cultural transmission have been presented. Consideration of persistence and cultural maintenance requires thinking in different ways about what appear to be the more obvious traditional findings and results of reports of research. For example, the researcher posits the following generalizations:

I. Personal agents of cultural transmission have internalized a need for control which determines the direction of the relationship they establish with their charges.

II. Acceptance of teacher competence as a series of desired positive behaviors is related to acceptance of a cultural definition of competence.

III. Those who have not been enculturated totally, if given the opportunity, can influence the direction of the behavior of personal agents of cultural transmission.

In the following chapters these generalizations will be discussed more fully.

In the next section of this chapter reports will be summarized which appear to relate to the notion of a socialization conceptual scheme.

A Socialization Conceptual Scheme

Involved in this feature of the socialization process is the notion that adults possess a plan for the transmission of culture. Williams suggests that

76 Ibid.

77 Ibid.
such a plan is "a distinct configuration of . . . local culture" and that adults utilize "assumptions concerning cultural transmission which can be referred to in the course of the . . . operation of the process." The summaries of research included under this heading tend to support the presence of such an ingrained plan. In the next chapter of this work the findings and their interpretations will be analyzed in order to explain their relationship to the features and functions of the socialization process as previously discussed.

In discussing the results of their study to determine teacher attitude toward evaluation, Wagoner and O'Hanlon found those teacher who rated themselves as better than average were more favorable toward evaluation than those teachers who did not rate themselves as highly. The authors also found "that non-tenured teachers were more favorable toward evaluation than those who had acquired tenure." Similarly, Walsh found that years of experience were not significantly related to innovation adoption by teachers in suburban school systems.

In her investigation of the relationship between the classroom verbal behavior of student teachers and their cooperating teachers, Flint found that

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78 Williams, "The Socialization Process."

79 Roderic L. Wagoner and James P. O'Hanlon, "Teacher Attitude Toward Evaluation," ERIC Clearinghouse, ED 013 236.

80 Ibid.

student teacher behavior changed significantly. Student teachers became more supportive, less repeating and less accepting. Their frequency of responses declined and the frequency of student teacher initiated statements increased.\footnote{Shirley Helene Flint, "The Relationship Between Classroom Verbal Behavior of Student Teachers and the Classroom Verbal Behavior of Their Cooperating Teacher," ERIC Clearinghouse, ED 013 788.}

In a study utilizing many variables, McNary identified those teacher characteristics which related to convergent and divergent growth in students. She found that teacher personality characteristics were more effective in producing change in children's scores. Teachers who "most significantly influenced divergent areas were emotionally mature, energetic, persistent, friendly, and without a crystallized pattern for attaining social approval toward which one feels impelled to strive."\footnote{Shirley R. McNary, "The Relationship Between Certain Teacher Characteristics and Achievement and Creativity of Gifted Elementary School Students," ERIC Clearinghouse, ED 015 787.} On the other hand, teachers who "most significantly influenced convergent areas were submissive, dependent, cheerful, alert, not a staunch guardian of morals and manners, and had a warm and natural liking for people."\footnote{Ibid.}

The purpose of McNeil's work with student teachers was to "find differences in terms of teacher stress, attitude, and willingness to accept a permanent position in a poverty school." The differences were brought about as a result of manipulating the student teaching assignment of the subjects. For two ten-weeks periods, two groups of pre-service teachers were alternately placed in poverty or affluent schools. The researcher concluded that placement in poverty schools "tends to influence teachers toward
valuing teacher control of pupils and tends to increase negative attitudes toward children." His findings further led him to conclude that teacher attitudes toward children become more negative whether placed in affluent or poverty schools.

Similarly, in his project to conduct an effectiveness evaluation of the inservice component to Title I programming in schools of the southwest, Levan concluded from subsequent posttesting that "no real attitudinal differences were observed--long term effects of the training may not have been greater than short term effects concerning either general or specific attitudes." 

Walberg and Welch sought to investigate differences between two groups of teachers on selective "cognitive and affective measures." Their findings suggested that experienced teachers who have more competence in their field have more confidence and self-respect."

Moody and Amos sought to determine the effectiveness of six current innovative practices "in the teaching-learning situation as perceived by teachers and principals." Their findings were mixed and they concluded by stating that their study "pointed to the need for direct involvement of teachers


86 Ibid.

87 Frederick D. Levan, "Teaching Teachers to Teach the Disadvantaged: Study of Attitude Change," ERIC Clearinghouse, ED 025 452.

88 Walberg and Welch, "Personality Characteristics in Innovative Teachers."

89 LaMarr Moody and Neil G. Amos, "Assessment of Selective Innovative Educational Practices by Professional Educators," ERIC Clearinghouse, ED 074. 149.
in order to increase their awareness of and commitment to innovative educational practices."\(^{90}\)

Helge and Pierce-Jones predicted that differences in attitudes toward Project Head Start would be "associated with differential levels and types of teacher experiences and congruent with Ausubel's conceptualization of the cognitive structure which can be modified by the effects of present experience on pre-existing cognitive traces."\(^{91}\) Their data analysis seemed to indicate that "attitudes and expectations are incorporated into previous cognitive structures."\(^{92}\)

Rosenthal and his associates conducted a two-stage investigation. In the first phase of an experimental program they determined that the classrooms of those teachers involved were "characterized by a higher incidence of teacher approval, more frequent spontaneous student solicitation of teacher attention, and by less teacher censure of student behavior.\(^{93}\) The second phase of the program involved the teachers in an intensive training program. The researchers concluded that teachers with nine years or less experience tended to hold views which were in agreement with the philosophy of the program, and teachers whose prior or current experience was with socio-economically handicapped children tended to express agreement with experimental

\(^{90}\) Ibid.

\(^{91}\) Swen Helge and John Pierce-Jones, "The Relationship Between Specific and General Teaching Experience and Teacher Attitudes Toward Project Head Start," ERIC Clearinghouse, ED 025 323.

\(^{92}\) Ibid.

\(^{93}\) Ted L. Rosenthal et. al., "Pedagogical Attitudes of Conventional and Specially-Trained Teachers," ERIC Clearinghouse, ED 034 587.
program statements. There was some evidence that teachers who transfer to socioeconomically advantaged classrooms tend to develop attitudes which are less favorable toward children from depressed areas. It was further indicated that experimental program teachers appeared to demonstrate consonance between expressed belief and actual performance.  

Ramer analyzed the relationships among the "belief systems and personal characteristics of chief school administrators and their attitudes toward educational innovation." He found a significant relationship existed between administrator receptiveness to educational innovation and the amount of formal graduate education acquired.

One of the purposes of Reynolds' study was to "identify those factors, as perceived by principals, that had contributed to or impeded the adoption of educational innovations." He found that principals most frequently listed teacher lack of knowledge or preparation in combination with resistance to change as those factors which most impeded the adoption of an innovation.

Abelson focused on "an intensive analysis of responses to specific competency items representative of the components of a comprehensive model of the teaching-learning process viewed in psycho-educational terms." The results of his studying teacher responses to an extensive questionnaire

94 Ibid.


96 James Jay Reynolds, "A Study of Factors Affecting the Adoption of Educational Innovations in Selected Secondary Schools."

97 Harold H. Abelson, "Analysis of Itemized Judgments Concerning the Allocation of Pre-Teaching and In-Teaching Training of Teaching Competencies, Topics in Educational Psychology, and Psychoeducational Proposals," ERIC Clearinghouse, ED 061 169.
revealed a "definite need for developing strong, continual in-service teacher training, especially in the psychoeducational foundations areas." He suggested his belief that respondents may have indicated relative lack of importance about an area due to their own lack of knowledge.

Peterson sought to test the relationship between "selected individual school, school district and school neighborhood variables and the rate of adoption of educational innovations by individuals and school districts." The concepts of social system norms and reference groups orientation, i.e., local-cosmopolitanism, were central to this study. Included among her findings was a lack of relationship between adoption of organizational innovations and individual teacher adoptions. The author concluded that "(1) cosmopolitanism is a viable concept in predicting innovation in an educational setting (and) (2) a distinct trait associated with the innovative teacher is active information-seeking behavior."  

Two of the questions investigated by Clark were: (1) "Are there specific school organizational climates supportive to individuals characterized as innovative?" (2) "Do high-creativity teachers tend to cluster in schools with high-creativity principals." The researcher analyzed subject responses to the Organizational Climate Description Questionnaire and the Cattell Sixteen Personality Factor Questionnaire. His findings indicated that high-creativity


99 Ibid.

teachers and high-creativity principals tend to cluster in open climates. He additionally found that high-creativity principals in closed climates tended to have low-creativity staffs as well as the opposite teacher-principal relationship in similar climates. He concluded that the highly creative teacher "profile resembled a prototypic profile of the highly creative researcher more than the prototypic elementary teacher." 101

Dohmann sought to "determine what perceptions secondary teachers hold regarding educational innovations and change. He utilized a three-part questionnaire which yielded an "openness to change" score. As a result of his data analysis, he concluded that teachers will support change "when their suggestions are sought and implemented; specific inservice is required for curricular innovations; (and) teacher perception of views held by community groups toward educational programs tend to exert a powerful influence upon the school and its program."

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Brown and her associates attempted "to develop a consciousness in teachers of how they acted in their own classrooms and of the effect their behavior had on the learning environment of children." 103 The researchers developed two major hypotheses:

1. Given opportunities to examine, discuss, and model behaviors, teachers will develop behaviors which increase positive self-perceptions for both themselves and their pupils.

101 Ibid.


2. Teachers perceive a child's social and academic ability
in proportion to a child's assessed socioeconomic level,
his race and sex, his peer acceptance and his self-perception.\textsuperscript{104}

During seven training sessions "teachers observed, discussed, and analyzed
themselves and others on video-tape, and received systematic training in
classroom management."\textsuperscript{105} The researchers' use of multivariate analysis
"indicated that socio-economic status made a significantly greater
contribution to pupils' self-perception that the other three measures.
There appeared to be a significant relationship between a teacher's
perception of a child and his acceptance of his classmates."\textsuperscript{106}

Mininberg's study was designed "to determine (1) the relationship
among teacher perceptions of the locus of decision-making; (2) their
perceptions of their own participation in the decision-making process; and
(3) the degree to which they perceive themselves involved in innovative
activity."\textsuperscript{107} His sample consisted of the faculties of fifteen suburban
high schools. He utilized questionnaires and a Personal Data Sheet in order
to attain his purposes. He generated three hypotheses which were derived from
his statements of purpose. All three were supported. Additionally, he found
a positive correlation between teacher age and years of service and the
"perceived involvement in innovative activity."\textsuperscript{108}

\begin{flushright}
\textsuperscript{104} Ibid.
\textsuperscript{105} Ibid.
\textsuperscript{106} Ibid.
\textsuperscript{107} Elliott Ira Mininberg, "The Relationship Between Decision-Making and
Innovative Activity: A Study of the Relationship among Teacher Perceptions of
the Locus of Decision-Making, Their Own Participation in Decision-Making, and
Their Own Involvement in Innovative Activity in Selected Suburban Senior High
\textsuperscript{108} Ibid.
\end{flushright}
Force examined "the effects that innovative and non-innovative school social systems have on innovative and non-innovative beginning teachers."  

He found that "beginning teachers in innovative social systems experienced greater job satisfaction, perceived more acceptable performance feedback, and perceived more acceptance of their educational beliefs than beginning teachers in non-innovative social systems."

Feshback proposed to study "whether prospective teachers show a consistent preference for particular kinds of pupils, to identify these pupils' personality dimensions, and to consider the educational implications of such preferences." The researcher selected "four personality combinations" which she used in developing her hypothesis. Her subjects were two groups of student teachers, one group which was beginning student teaching and a second group which was beginning a second student teaching assignment. Each subject was administered a Situation Test consisting "of sixteen story situations depicting elementary school children engaged in (typical) classroom activities." According to the author, "the results provide striking support for the hypothesis that student teachers prefer pupils whose behavior reflects rigidity, conformity and orderliness or dependency, passivity, and acquiescence than pupils whose behavior is indicative of flexibility, nonconformity, and untidiness or independence, activity, and assertiveness."

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110 Ibid.


112 Ibid.

113 Ibid.
also indicated that the more experienced group of student teachers, with one exception, did not differ significantly in their expectations and attitudes toward children.

Massialas and his associates stated three generalizations "based on the limited research concerning the discussion of social issues in school."

Included was the following:

Teachers are afraid to examine many social issues because of the possibility of sanctions from the community or school administration.

From their analysis of subject responses to a questionnaire, the researchers suggest "the majority of teachers do not consider social issues to be the central focus of the learning process. Although teachers in this study considered parents to be the most salient sanctioning agent with regard to the open discussion of social issues, evidently the perceived controversial nature of an issue is not necessarily related to its acceptability as a topic for class discussion."

In a second study, Massialas and his associates sought to determine "if, in the discussion of social issues, teachers who have a strong belief in traditional sociopolitical values differ significantly on various dimensions from teachers who have a low belief in traditional sociopolitical values."

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115 Ibid.
116 Ibid.
They hypothesized that "teachers who have a high belief in traditional socio-political values (1) would be reluctant to discuss all social issues, (2) would have difficulty distinguishing between fact and opinion statements, and (3) would tend to limit the search for information on a given issue." All of their hypotheses were upheld. The findings included the following statements:

Secondary school teachers vary considerably in their belief in Traditional Sociopolitical values and their belief in these values is significantly related to various indicators of quality classroom discussion of social issues.

Teachers who have a high belief in traditional sociopolitical values have several years of teaching experience and usually live in the community where they teach— the reverse is true for teachers with low belief in sociopolitical values.

High belief in sociopolitical values is not related to the number of controversial issues discussed, but is related to the number of issues not discussed.118

Schwartz described an experimental training program which included a cadre of interns, school personnel, and community representatives, and utilized nomethetic and ideographic formulations "in order to strengthen communication and foster ongoing development and support of various roles and functions within the cultural system of individual inner city schools."119

Though successful, the author explained that "cadre failure (when it occurred) was linked with poor communications; resistance of faculties, especially administrators; missionary zeal of interns who ultimately were unwilling to forego their social class predetermined notions about ways to develop success-

118 Ibid.

promoting academic experiences for youngsters in inner-city schools."

In this section were grouped summaries of studies which related to the presence of a socialization conceptual scheme. Generalizations related to this feature are:

IV. Possession of an ingrained plan for socializing the young counteracts full acceptance of their developmental uniqueness.

V. Interiorized notions of the purposes of schooling are counterproductive to practitioner acceptance of new paradigms for interaction.

The next portion of this chapter will include summaries of research reports and their findings which are pertinent to the explicit function of the socialization process.

Explicit Function

The feature of explicit functioning was defined as:

The personal involvement of adults in transmission of the features of culture believed to be distinctive and important. Preoccupation of these features is transmitted through direct comment and intentional and overt acts.\[121\]

Included under this heading are summaries of those reports which tend to indicate educator interpretation of those cultural features which relate directly to their role as personal agents. In the preceding chapter it was suggested that features and functions of socialization are linked very closely and only in works such as this is it possible to pull the fabric apart in order to scrutinize the threads of the process.

\[121\] Williams, "The Socialization Process."
In her efforts to "determine the assessed traits and perceptions which discriminate the adopters from the nonadopters of an innovative process," Ginder reported that "adoption was significantly associated with the concept of the idea of the innovative process as being a vehicle for personal growth."

She also found differences in value patterns. Patterns for the adopters were interpreted as "having a more inward orientation" and patterns for non-adopters were interpreted as "having a more outward orientation."

Graham's findings indicate that "teachers in innovative schools believed their administrative duties to be lighter than those of their colleagues in traditional schools." These teachers also "seemed to be more readily critical of their colleagues' teaching methods."

In their attempt "to specify a set of attributes of innovations and explore the extent to which these attributes have general utility in accounting for acceptance of innovations," Clinton and House identified eighteen innovations relating to the teaching-learning process and school organization. They found that "efficiency is the single most important attribute looked for in the acceptance of the proposed innovations."

Greenwood and Soar sought "to explore relationships that might exist between teacher morale as self-reported by kindergarten through second-grade

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122 Ibid.
123 Ibid.
125 Alfred Clinton and John H. House, "Attributes of Innovation as Factors in Diffusion," ERIC Clearinghouse, ED 038 347.
female elementary teachers and certain verbal classroom behavior recorded by systematic observation.¹²⁶ Utilizing the Reciprocal Category System, they found teacher morale to be negatively related to such teacher behaviors as extended direct talk and extended indirect talk. They also found teacher talk to be negatively related to satisfaction with teaching. Theirs was a correlational study and hence, they were unable to suggest causal relationship factors between morale and behavior. There was some indication of a positive relationship between smaller amounts of teacher talk, greater amounts of pupil-pupil talk, greater teacher acceptance of pupils and morale.

Johnson investigated "the various attitudes traditionally prepared and Teacher Corps prepared teachers have in regard to subject matter and student oriented instruction."¹²⁷ Primary differences cited in the preparation of the two groups of teachers were teacher corps training involved team work, utilizing community, school, and university resources. The writer concluded that these kinds of experiences did make a difference when awareness of student learning styles was compared for the two groups.¹²⁸

Harvey and his associates predicted that teachers with differing beliefs or personality systems would seek different behavior from their students and would differ "knowingly or unknowingly, in the values and content they communi-


¹²⁷ Olin Chester Johnson, "A Comparison of Attitudes Held by Traditionally Prepared Teachers and Teacher Corps Prepared Teachers Regarding Subject-Oriented Instruction and Student-Oriented Instruction," ERIC Clearinghouse, Ed 068 457.

¹²⁸ Ibid.
cate, in their styles of communication and in their reaction to student adherence to or departure from the standards embodied in their beliefs. One of the instruments used was the Conceptual Systems Test which results in "four conceptual systems or levels of concreteness-abstractness." The results of this work consistently showed that "more abstract teachers differ markedly from the more concrete subjects in their teaching approaches and in the classroom atmosphere they generated." The researchers suggested that greater concreteness is demonstrated by "a greater inability to change set and hence greater stereotype in the solution of more complex and changing problems, and holding opinions with greater strength and greater certainty that opinions will not change with time."

Frank and Brown hypothesized that junior high teachers with "concrete belief systems would assign more unsatisfactory citizenship grades and lower academic grades than more abstract teachers." An analysis of teacher grading practices and the results of the This I Believe Test indicated their hypothesis was valid.

Jensen reported on the introduction and implementation of the Schools Without Failure Approach in the public schools of a large midwestern community. Examination of the results of an instrument designed to determine teacher

129 O. J. Harvey et. al., "Teachers Belief Systems and PreSchool Atmosphere," ERIC Clearinghouse, ED 014 320.
130 Ibid.
131 Ibid.
132 Ibid.
attitude toward their acquired skills led the author to suggest the presence of more positive teacher attitudes toward children, especially on the elementary level, an increase in the level and kinds of staff communications, and increased parent involvement in school programs.

Babb sought to determine whether "elementary teachers who have more concern for pupil need exhibit significantly more indirect verbal behaviors in the classroom than teachers with more concern for self-adequacy." The writer theorized a hierarchy of teacher concern with the early phase of teaching one of self-concern and the late phase of teaching one of pupil concern. The results of his procedures led him to suggest that experienced teachers with high concern were less critical, more encouraging, less direction-giving, and more indirect in their classroom behaviors.

Robinson and Hall studied intervention theory as it might be manifested in change efforts in school systems. Their findings suggested basic differences with intervention theory. For example, "it is not necessary to start a change program at the top of an organization. It is important to not have opposition from the top, but an important criterion for choosing an intervention target is the possibility of its being seen as influential within the established system."


135 Charles W. Babb, "Relationships Between Concerns and Verbal Behavior of Elementary School Teachers," ERIC Clearinghouse, ED 075 366.

In his study to identify relationships between the characteristics and problems of beginning teachers, Turner was able to isolate ten factors or characteristics. He also established six categories of problems. He then compared subjects' scores on three instruments in a problem and no problem category. The group experiencing discipline problems differed from the no problem group on six factors. The author made the following statement:

The pattern of teachers with discipline problems seems clear—they can be characterized as disorganized, un-businesslike, relatively cool and aloof, somewhat subject-centered in viewpoint, routine in approach, and weak in dealing with the skill areas.  

Gross sought to determine whether or not teacher involvement in curriculum evaluation would facilitate curriculum implementation. He utilized a new K-8 social studies curriculum to investigate the relationship between the characteristics of instructional discourse and twelve scales of teacher-pupil classroom behavior derived by combining scales of the Observation Schedule and Record, IV (OSCAR, IV). His findings led him to conclude that such training does effect teacher substantive exchanges with pupils in junior high school classrooms.  

Hill and Medley hypothesized "a period of accelerating growth in professional competence" among first year intern teachers. Using


139 Russell A. Hill and Donald M. Medley, "Change in Behaviors of First Year Intern Teachers," ERIC Clearinghouse, ED 034 724.
Flanders' System of Interaction Analysis, and the OSCAR, IV, they were able to identify a series of changes in teacher classroom behavior. Their investigation revealed an increase in student initiated responses; a decrease in teacher use of praise, an increase in teacher describing; a decrease in the number of elaborating interchanges which occurred.

Sandefur instructed a group of secondary school student teachers in indirect teaching skills then sought to determine whether or not their first year teaching experience would cause them to modify their skills as opposed to the skills of a control group who were not taught indirect teaching behaviors. He concluded that the experimental group of teachers tended to expand their use of indirect teaching behaviors.  

Soar and his associates sought "to identify two sub-groups of teachers high and low in the amount of teacher control exercised in mid-year, and to contrast classroom organization for these two groups of teachers, from the beginning of the next fall until midwinter." The researchers utilized multiple instruments and carefully prescribed procedures in order to obtain thirty-nine factors of control and organization. Their analysis led them to suggest the presence of less control exercised by low control teachers, more pupil independent work, less convergent teaching, greater encouragement of the exploration of ideas, more unstructured time and more positive pupil affect. Over time, low control teachers tended to

140 J. T. Sandefur, "Teaching Experience as a Modifier of Teaching Behavior," ERIC Clearinghouse, ED 035 598.

141 Robert S. Soar, Ruth M. Soar, and Marjorie Ragosta, "Change in Classroom Behavior from Fall to Winter for High and Low Control Teachers," ERIC Clearinghouse, ED 083 152.
decrease the amount of pupil freedom. The authors findings for high control were in the opposite direction.

Khan's stated purpose was "to examine factors related to adoption and internal acceptance of educational innovations in formal organizations." 142 Among the independent variables "role satisfaction, teacher perception of student benefit from the innovations, and time of awareness of innovations and self perceived change orientation were found to be significantly related to innovation adoption and internalization." 143

Among his purposes, Stahl stated his intention "to investigate the association between the extent of adoption of behavior objectives and teacher perceptions of the characteristics of innovations." 144 He utilized a questionnaire to examine two hundred elementary school teachers. He concluded that "many problems encountered in implementing change might be resolved by greater teacher participation in decisions to use and adopt innovations," and "when teachers participate in the decision-making process to utilize an innovation and possess a greater understanding of its utility, they will develop more positive attitudes toward that innovation." 145

Carter administered the Semantic Differential to eighty-one teachers at a six-week In-service Training Seminar on Race Relations. He hypothesized


143 Ibid.


145 Ibid.
"that outer directed individuals would reply in a more 'desirable' direction, and thus describe the children and themselves as individuals who were pleasant, nice, and good." According to his findings, all the teachers viewed themselves as fair, alert, active, good, and clean. There was little variance in teacher perceptions of students. Teachers seemed to view the children as close to average. Teachers saw Anglo children as "somewhat more alert than the other two groups of children. They viewed Negroes as more strong, and Anglos and Negroes as more active than Mexicans."147

Sinclair utilized the Elementary School Environment Survey (ESES) in order to identify differences in teacher and student perceptions of the school context. He identified a series of assumptions regarding the ways schools are similar and different. Accordingly, schools are similar in their "emphasis on the work ethic, but not necessarily the products of work, being perceived as warm and friendly places, and in procedural happenings."148 Schools differ in "the ways students take care of property, and the degree of openness and after hours availability."149 He compared student and teacher perceptions along six variables. Analysis of the data indicated that "students perceived the environment as less congenial and involving than teachers did, teachers see the school as a place with more concern for individuals and creativity than students do, teachers viewed the climate as

146 Thomas P. Carter et. al., "Value Systems of Teachers and Their Perceptions of Self, and Mexican American, Negro, and Anglo Children," ERIC Clearinghouse, ED 037 507.

147 Ibid.


149 Ibid.
emphasizing individuality and free expression more than students, and teachers view attitudes toward school as more positive than students."\textsuperscript{150}

Mayeske stated that "thirty-six per cent of differences among students in their achievement is associated with attributes of the schools they attend. This leaves sixty-four per cent to be explained by within school and non-school factors."\textsuperscript{151} He hypothesized that the "racial-ethnic group membership of teachers accounted for a large portion of verbal skill differences among students."\textsuperscript{152} Examination of his data suggested the "existence of a dominant color-caste system in the preparation of teachers and the self-perpetuating role it could play through the reinforcement of differential verbal skills along racial and ethnic lines."\textsuperscript{153}

Tuckman and Oliver sought to replicate Bryan's study which demonstrated that "teachers will alter their behavior as the outcome of receiving feedback from their students."\textsuperscript{154} The goal of these researchers was to extend Bryan's findings "by determining the relative effects of feedback from students and from instructional supervisors."\textsuperscript{155} The authors generated three hypotheses and twice administered the Student Opinion Questionnaire to the students and supervisors of the teachers included in the sample. The results suggested

\textsuperscript{150} Ibid.
\textsuperscript{151} George W. Mayeske, "Teacher Attributes and Social Achievement," \textit{ERIC Clearinghouse}, ED 037 398.
\textsuperscript{152} Ibid.
\textsuperscript{153} Ibid.
\textsuperscript{154} Bruce W. Tuckman and Wimot F. Oliver, "Effectiveness of Feedback to Teachers as a Function of Source," \textit{Journal of Educational Psychology} 59 (1968) 297-301.
\textsuperscript{155} Ibid.
the possibility of inferring change in teacher behavior as an outcome of certain feedback conditions. A "surprising finding of this study was that teachers receiving feedback from supervisors changed more in the opposite direction from the feedback . . . " Additional findings led the writers to suggest that student feedback is an overlooked, positive form of feedback for teachers.

In this section of the chapter summaries of research were presented which related to the explicit function of the socialization process. Generalizations appropriate to a developing awareness of the persistence phenomenon are:

VI. The persistence phenomenon manifests itself in patterns of behavior characterized by rigidity and an avoidance of commitment to self and others.

VII. Investigators perform cultural maintenance functions in their adherence to objective assessment of pre-ordered reality.

VIII. Adherence to performing the explicit function forestalls consideration of change options which may be growth-producing.

In the next section of the chapter, reports of research related to the implicit function will be summarized and the findings germaine to this study will be reported.

Implicit Function

The implicit function of the socialization/enculturation process was described as being manifest in the absence of intentional efforts of adults

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156 Ibid.
to relate certain cultural features to children, yet adult actions are observable to the recipients of said cultural features. It was further suggested that these patterns of culture are so consistently observed by children that they tend to acquire them "through a kind of psychic osmosis."

Included under this heading are summaries of reports which tend to indicate the presence of those attitudes, behaviors, and characteristics in individual educators about which they may be unaware, but which have great influence on their patterns and styles of functioning.

Walberg's findings suggest predictable relationships between teachers' personalities and classroom climates. For example he concluded that "measured needs for both dependence and power, order and change on the part of the teacher make for a formal subservient climate with little animosity among the class members."

Warren suggests that teaching is a dichotomous act and that the "teaching experience is characterized by a value system or ideology which often bears little relationship to the persistent patterns of behavior functional to school routine." He further suggests the presence of teacher sensitivity to teaching democratic values in an authoritarian manner.

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157 Williams, "The Socialization Process."

158 Herbert J. Walberg, "Teacher Personality and Classroom Climate," ERIC Clearinghouse, ED 015 886.


160 Ibid.
As a result of her study to "assess the effect of learning and using Flander's Interaction Analysis technique upon the verbal behavior of intern teachers," Dickmann concluded the following:

Although interns indicated understanding of interaction analysis and indicated attempts at incorporating principles of the system in their teaching, this appeared to exist only at the verbal level . . . Possession of information is a necessary but apparently not a sufficient condition to bring about behavior change.\textsuperscript{161}

Similarly, Tuckman, McCall and Hyman sought "to determine if teachers whose self-perceptions of teaching behavior differed from their behavior as recorded by an observer would change their perception, behavior, or both as a result of feedback."\textsuperscript{162} One of their groups of subjects was trained in Flander's Interaction Analysis System. All of their findings tended to support their stated purpose. From the results of their study, they were able to conclude "that the behavior and self-perception of experienced, in-service teachers can be changed by invoking a discrepancy between a teacher's observed behavior and his own self-perception of his behavior, and then making him aware of this discrepancy via verbal feedback."\textsuperscript{163}

Hummel and Cox related the work of a university staff "to develop cadres of change agent teams who would acquire the skills and tactics necessary to effectively plan, implement and evaluate change efforts in their respective schools."\textsuperscript{164} They concluded that "heightening role awareness

\begin{itemize}
\item \textsuperscript{161} Lenore W. Dickmann, "Observation of Intern Teaching as a Technique to Improve Teaching Methods," \textit{ERIC Clearinghouse}, ED 015 890.
\item \textsuperscript{163} Ibid.
\item \textsuperscript{164} Raymond C. Hummel and Leslie Salman Cox, "Change in Teacher Attitudes Toward Decision Making and School Organization, \textit{ERIC Clearinghouse}, ED 044 798.
\end{itemize}
and interest is not enough to effect change. The trainees needed training to improve their competencies to communicate, establish goals and plans, and negotiate with administrators and colleagues.\textsuperscript{165}

Hannum and his associates devised an intensive study around two teachers who volunteered to participate in an experiment which involved their monitoring their self-evaluative thoughts. They reasoned it possible to train teachers in these skills in order to change their classroom behaviors from negative to positive. Utilizing a technique called Thought Stopping, the researchers trained the teachers in Positive Intervention and over an eighteen week period observed the teachers and accumulated information based on teacher self-observation. The authors concluded their study by citing several cautions and recommending further work be undertaken to establish the functional relationships between overt and covert behaviors.\textsuperscript{166}

Woog sought to determine the presence of a relationship between teacher stated priorities and the objectives pursued in classrooms. He utilized classroom observations and a Q-Sort to measure teachers' perceived priority along the lines of five theoretical categories of educational objectives. Included were (1) low cognitive; (2) high cognitive; (3) tool skills; (4) affective-personal; (5) affective-interactive.\textsuperscript{167} He found

\textsuperscript{165}Ibid.

\textsuperscript{166}James W. Hannum, Carl E. Thoreson and David R. Hubbard, Jr., "Changing the Evaluative Self-Thoughts of Two Elementary Teachers," ERIC Clearinghouse, ED 092 519.

\textsuperscript{167}Pierre Woog, "The Relationship Between Elementary School Teachers' Assignments of Educational Priorities and Their Practices: A Q-Study," ERIC Clearinghouse, ED 061 176.
that teachers tend to prioritize toward categories four and five. The results of his observations indicated no relationship between expressed attitude and classroom behavior for more than half the teachers in his study. Observer assessed categories were objectives three, two, and one.

Kron investigated the ways teachers "react to, cope with, and conquer (or are conquered by) culture shock when transferred from more to decidedly less affluent schools." He defined culture shock as "a feeling of disorientation and helplessness and physical and/or emotional stress." He also sought to determine "how the culture shock might be minimized" and recommended techniques personnel might use to help teachers in transfer situations "overcome culture shock with speed and ease." His findings bore out his definition of culture shock and suggested that "problems appeared greatest in those schools where the greatest number of transfer teachers were assigned. Additionally, he found severe culture shock existed among those teachers who viewed their principals and colleagues minimally communicative. He recommended in-service training, acquainting teachers with the characteristics of culture shock, assigning a coordinator with high communications skills to help transfer teachers make their initial adjustment.

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169 Ibid.
170 Ibid.
171 Ibid.
172 Ibid.
173 Ibid.
Silberman contended that teachers behave differently toward students who are objects of certain attitudes, namely, attachment, concern, indifference, and rejection. 

"Pilot observations indicated three categories of teacher behavior which might serve as means of communicating attitudes: contact, positive and negative evaluations, and acquiescence." Utilizing teacher interviews, classroom observations, and student interviews, the author concluded that teachers do reveal their attitudes in their actions toward students. His findings also led him to suggest that some attitudes are more clearly expressed than others. Teachers in this study felt "less constrained to express concern and indifference than they did rejection and attachment." He finally concluded that students are aware of most "behavioral expressions of teachers' attitudes."

St. John predicted a relationship between the quality of teaching and learning in the desegregated classroom. The teachers in thirty-six classrooms were observed and rated on a "modified version of Ryans Characteristics of Teachers Scale." Citing the necessity for distinguishing between various dimensions of teacher behavior, the researcher's evidence tended to support her stated belief regarding the presence of a predictable relationship between teacher characteristics and student learning. Her findings showed that child-oriented or interpersonally competent teachers tended to be more successful in

175 Ibid.
176 Ibid.
177 Ibid.
contributing to the growth of black children in reading and that task oriented teachers tended to be more successful in working with white children. The writer cited several limitations of her work and recommended their inclusion in further studies relative to this subject.

Koselak investigated the attitudes teachers and principals hold in regard to educational innovation. A portion of the teachers who responded to his instrument revealed they were not in favor of innovation for reasons that involved student discipline and their doubts about the adequacy of the new program.

One of the questions Vickery and Brown chose to investigate was the following:

Can measures of a teacher's beliefs be used to predict changes in teaching behavior that occur when he is exposed to empirical evidence of his personal inconsistency?

In addition to classroom observations, they utilized several instruments including the Teacher Practices Inventory (TPI) and Rokeach's Dogmatism Scale (D Scale). The authors conducted an extensive in-service program with a group of fifty-three teachers directly affected by court ordered integration in a rural southern district. As a result of their study, they

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were unable to answer any of their questions in the affirmative. In their conclusion appeared the following statement:

Empirical evidence of personal inconsistency seemed to promote greater consistency only in those instances in which the consistency was associated with some very personal threat that could be eliminated by changed beliefs and behavior, especially, the latter.  

One purpose of McDonnell's study was "to determine if teacher attitudes toward innovative characteristics (Innovation) and normative characteristics (Normation) in teacher role performance exist empirically as attitude parameters, and if the same parameters are observed in actual teacher performance." The results of his procedures allowed him to establish the "empirical existence of teacher attitudes toward innovation and normation in specific educational policies and functions of the teacher roles as independent parameters." A significant finding of this study was "a low level of relationship between attitudes and performance, indicated by the relative independence of performance and attitude factors." It was further indicated that experimental program teachers appeared to demonstrate consonance between expressed belief and actual performance.

The stated purpose of Zimmerman's study was "to identify the personality characteristics and school related perceptions that differentiated the innovative

181 Ibid.
183 Ibid.
184 Ibid.
185 Ibid.
teacher." He derived his data from an analysis of subject responses to three instruments and biographical information. The results of his analysis indicated that "innovative teachers tended to be significantly more venture-some, imaginative and assertive." Though not significant, his data also indicated that innovators tended to be "younger males with more graduate school education, more teaching experience and more salary."

The central hypothesis of a study conducted by Amidon and Blumberg stated that "principals would perceive faculty meetings differently than would teachers." They assumed "the nature of faculty meetings (faculty-centered or principal-centered) is related to faculty perceptions and attitudes relative to their (meetings) effectiveness;" and "the interpersonal nature of faculty meetings reflect accurately the status of interpersonal relations in schools as a whole." Utilizing a questionnaire, their findings indicated that "teachers viewed principals as non-committal--principals perceive themselves as accepting and encouraging; principals believed teachers to be more open in their acceptance of colleague commentary than teachers (believed); teachers and principals felt that teachers are more negative in their reactions to the contributions of fellow teachers


187 Ibid.

188 Ibid.

189 Edmond Amidon and Arthur Blumberg, *Principal and Teacher Perceptions of School Faculty Meetings*, *ERIC Clearinghouse*, ED 012 696.

190 Ibid.
than are principals." The researchers concluded that "teachers view their primary responsibility to the classroom--they do not perceive their stake in the organization as a whole" and "differences in principal-teacher perception point to inadequacy on the communications network within the organization.

Chesler explored "the internal social relations among members of a school staff." His study was an investigation of "the relationship between certain structural conditions and one major aspect of the teacher's professional activity, teacher innovation and classroom practice." One of the questions to which he sought answers was "what conditions encourage meaningful and effective teaching innovations?" The researcher generated multiple hypotheses with two dependent variables and several independent variables and multiple hypotheses with two dependent variables and several independent and intervening variables. He utilized self-report and peer-report items and identified a series of twelve innovations. Included in his findings were the ideas that "discrepancies in self-report and peer-report items, i.e., teachers seem to view themselves as innovative but their peers may or may not think so;" as well as "perception of the staff as a cohesive unit, being nominated by peers as being highly influential and as highly enthusiastic about new approaches to teaching appear to be positively and significantly related to one or more measures of innovation."  

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191 Ibid.
192 Ibid.
193 Mark Arnold Chesler, "Social Structure and Innovation in Elementary Schools," ERIC Clearinghouse, ED 014 817.
194 Ibid.
195 Ibid.
The second of two studies by Washington was "designed to determine whether a positive shift in the attitudes of prospective white teachers toward inner-city schools would occur as a function of their exposure to pre-service educational experiences germaine to inner-city teaching."\(^{196}\) The study focused on the development of a pre-service program which would foster attitude change. The researcher used the Semantic Differential with control and experimental groups. Experimental subjects experienced lectures, micro-laboratories and small discussion groups. Though not significant, his findings suggested a definite trend toward positive attitude change toward inner-city schools. The researcher indicated that the treatment "caused many of the teachers to become hyperanxious."\(^{197}\)

Jackson, Silberman, and Wolfson used a naturalistic data gathering technique in order to search "for evidence of teachers' personal involvement with the students (as revealed) in the type of descriptive comments they might make to a fellow teacher."\(^{198}\) Utilizing a content analysis of the typescripts of teacher interviews the researchers were able to identify certain "indicators of a teacher's personal involvement."\(^{199}\) An examination of the data led the authors to conclude that "unbiased perception and a sense of professional dedication may well be incompatible qualities, at least for those who work intimately with children." The results seemed to indicate that boys fit the

\(^{196}\) Kenneth Ralph Washington, "An Analysis of the Attitude of Prospective White Teachers Toward the Inner City Schools," ERIC Clearinghouse, ED 083 176.

\(^{197}\) Ibid.


\(^{199}\) Ibid.
school setting less comfortably than do girls and the writers suggested the need for further study in order to develop this notion.

Swick and Lamb's study focused on "the potential value of courses of study dealing with teaching disadvantaged children." They sought to determine if such "courses of study could improve the racial-ethnic attitudes of teacher education students." They worked with two groups of pre-service teachers. One of their findings appeared to reinforce findings of prior studies. The researchers suggested that "on an abstract level, teacher's attitudes may be quite liberal; however, on a more concrete situational level, their behaviors are in opposition."

Wagner was concerned with cognitive discrimination training, the idea of "presenting the trainee with relevant behavioral instances and then teaching him to discriminate between them." He hypothesized that such training will result in more behavioral change than standard micro-teaching practice. The results "strongly supported" his hypothesis and led him to suggest the importance of the process dimension of linking verbal concepts to behavioral instances as a significant outcome of this form of training.

In this section summaries and findings of research reports related to the implicit function of the socialization process were presented. Generaliza-

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201 Ibid.

202 Ibid.

tions pertinent to this section are as follows:

IX. Persistence and cultural maintenance are generic terms. Terms such as racism and sexism can be viewed as specific instances.

X. The sociocultural system as evidenced in the milieu of the educational subsystem acts as a constricting web which precludes a blending of existing theory and practice.

XI. The particular nature of childhood and youth is ideally beautiful but practically unacceptable in the presently organized educational subsystem.

XII. Forms and styles of child behavior specific to diverse ethnic and lower socioeconomic groups are extrinsic to widely held perceptions of socio-cultural expectations for enculturation and hence, are disparaged.

In the next section of this chapter summaries of studies and findings related to the deutero function of the socialization process will be discussed.

Deutero Function

The deutero function involves the acquisition of culture "from the contexts of learning situations and not from the particular overt acts of the cultural transmitters." 204 The reports of quantitative and qualitative research summarized under this heading include findings and their interpretations which point to the importance of the setting in which individual educators function. The assumption here is that practitioners not only influence learner acquisition of culture but are themselves influenced by the contextual quality of their environs.

In describing their attempts to develop change agents for the public school setting, Edgar and Clear concluded that the organizational context is

204 Williams, "The Socialization Process."
just as important as the value structure of its incumbents in the maintenance of their own sense of power and control. 205

In his ten-year review of the literature describing the American teacher, LeVine was able to corroborate previously identified hypotheses, one of which was as follows:

(Teacher) trainees who choose to enter a multi-purpose institution will demonstrate personality patterns that are responsive to the press of the institution rather than to the press of the profession. Conversely, teacher trainees who enter a teachers college will display personality patterns which resemble those of practicing professionals. 206

One of the findings of Ferren's study which directly relates to this category was a fundamental concern among high school teachers relative to lack of freedom. According to the author, "rules, regulations and assignments made teachers feel repressed and inhibited." 207

Baty and his associates worked with more than one hundred teachers who volunteered to participate in a Culture Awareness Education Project. Teacher activities included lectures, discussions, media exposure, and home visits. The researchers conducted classroom observations and interviews with the experimental group subjects. At the conclusion of their project, they concluded that the participants were more aware of cultural differences and constraints which impacted the lives of the children they served. 208


206 LeVine, "The American Teacher."


208 Roger M. Baty, "In-Service Training of Teachers for Cultural Awareness," ERIC Clearinghouse, ED 063 426.
In a similar effort, Bauman and Nussell reported the outcome of their efforts with a group of teachers and administrators, with one difference. Although there was a definite measured change at the conclusion of their project, when the authors retested the subjects six months later, they discovered that the residual scores for many of the participants were not resilient. Interviews with the participants revealed their beliefs that the knowledge they had gained was worthwhile, but not feasible for implementation.  

Smith and Kleine sought to determine whether teachers with "the more differentiated and complex cognitive structures would be more aware (and) more knowledgeable of the ongoing classroom social system." The subjects of their study were sixty-nine teachers and the pupils in their classrooms. According to these researchers, "cognitive complexity and cognitive differentiation in this study proved to be independent variables." They further found cognitive differentiation to be significantly related to teacher awareness, but not to pupil esteem.

Bigelow chose to train teachers in organizational development and included attention to verbal communication skills and problem solving. He sought to determine the effect of the organizational development program on the social-emotional climate of the classrooms of the teachers involved. His

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209 Reemt Bauman and Edward J. Nussell, "Study of Change in Attitude of Participants in Summer Workshops for Teachers of Culturally Disadvantaged Youth," ERIC Clearinghouse, ED 028 144.

210 Louis M. Smith and Paul F. Kleine, "Teacher Awareness--Social Cognition in the Classroom." ERIC Clearinghouse, ED 030 609.

211 Ibid.

212 Ibid.
findings indicated that training in organizational development appeared to result in changes in teaching style, but resulted in little change in students' attitudes toward class. However, there was some indication of change in students' relationships with their peers. 213

Ayers utilized the Minnesota Teacher Attitude Inventory in order to measure the "change of attitudes of elementary education majors after one year of teaching." 214 One finding of interest was that "teachers employed in schools using innovative educational practices tended to have the greatest score increases." 215

White used Osgood's Semantic Differential in his effort to identify affective dimensions of teachers who worked with disadvantaged children. As a result of his work he theorized that teachers who work with children from depressed areas begin to feel low self worth. He recommended involving teachers in activities which would heighten their "sense of ego strength." 216

In a similar study Faunce sought to identify attitudes and characteristics of teachers who worked with the disadvantaged. The results of his questionnaire led him to suggest that effective teachers of children from depressed areas: (1) accept the factor of physical deprivation; (2) tend not to stereotype the disadvantaged; (3) believe in non-punitive acceptance of

213 Ronald Clyde Bigelow, "The Effect of Organizational Development on Classroom Climate," ERIC Clearinghouse, ED 033 453.

214 Mary N. Ayers, "Beginning Teachers' Attitudes and Their Relationship to Selected Variables," ERIC Clearinghouse, ED 073 166.

215 Ibid.

evidenced handicaps; (4) have come from lower socio-economic areas."\textsuperscript{217}

Belasco and his associates examined "the relationship between the commitment on the part of teachers to either their profession or their employing school districts and their attitudes toward professional and militant activities."\textsuperscript{218} Their findings led them to conclude that "high organizational commitment is more significantly related to favorable evaluation of militant activities than high professional commitment (and) high professional commitment is related to favorable evaluation of professional activities."\textsuperscript{219} They theorized the possibility that frustration in the attainment of professional goals might influence the development of favorable evaluation of militant activities."\textsuperscript{220}

Kirkton utilized the responses of principals and teachers to a set of questionnaires in order to determine whether or not the "persistence of an innovation is greater in schools previously identified as high in innovative processes."\textsuperscript{221} His findings led him to formulate several conclusions, one of which indicated the existence of a significant relationship "between the processes of internalization of innovations by

\textsuperscript{217} R. W. Faunce, "Attitudes and Characteristics of Effective and Not Effective Teachers of Culturally Disadvantaged Children," ERIC Clearinghouse, ED 039 289.

\textsuperscript{218} James A. Belasco et. al., "Commitment and Attitudes," ERIC Clearinghouse, ED 037 416.

\textsuperscript{219} Ibid.

\textsuperscript{220} Ibid.

school personnel and the innovative processes within the organization."²²²

Ferren hypothesized that "teacher adaptive behaviors may be categorized and coincide in classification with those adaptive behaviors reported in industrial psychology, for example--becoming apathetic and disinterested in organizational goals and evolving a psychological set that human factors become increasingly unimportant and material factors become increasingly important."²²³ Part of her findings led her to suggest that conflict resulted when teacher expectations of others were not fulfilled, for example, a fundamental complaint among middle school teachers was that no one seemed to care what they did including themselves.

The purpose of Fuller's study was "to examine intensively the developing concerns of small groups of prospective teachers and to reexamine the findings of other investigators in the hope of discovering what teachers are concerned about and whether their concerns can be conceptualized in some useful way."²²⁴ In addition to reviewing that body of literature which tentatively identified concerns of beginning teachers, the author conducted two studies. In the first, three small groups of student teachers participated in open-ended group discussions with a group psychologist over a period of three semesters. In the second study, student teachers were asked to indicate their concerns in writing after their sessions with a counseling psychologist. This work and data from

²²²Ibid.

²²³Ferren, "Teacher Survival Behaviors Within the School Organization."

similar studies indicated support for the notion of three phases of teacher concern: "a pre-teaching phase, an early teaching phase, and a later teaching phase."225 The pre-teaching phase appeared to be one of "non-concern with the specifics of teaching." The early teaching phase appeared to overtly concern feelings of self-adequacy and to covertly concern needs to "discover parameters of the school situation."226 The concerns during the later teaching phase appeared related to pupil growth and self-evaluation. Hawkins determined to identify "some factors which contribute to successful education innovation."227 He utilized a partially structured questionnaire and visited each of twenty-seven school districts interviewing administrators, teachers, and lay citizens. He found that teachers who were prone to accept innovation had more than a year of graduate study, more than ten years experience, tended to work in districts with supportive school boards, and were located close to colleges or universities.228

Meyers' research sought to "determine the relationship between the degree to which selected structural characteristics of school systems are bureaucratized and the sense of power expressed by teachers within the system."229 Neither of his hypotheses was supported by his data. He

225 Ibid.
226 Ibid.
227 Ibid.
228 Ibid.
concluded that professional training of teachers, teacher age, and professional training of district administrators were negatively related to teachers' sense of power. He recommended the study of teacher sense of power using the individual school as the unit of analysis with the suggestion that within school variance is possibly greater than between school variance.

One of the studies related by Miklos was an investigation which sought to determine the relationships between perceptions of and reactions to bureaucratic characteristics held by teachers with differing role orientations. The results showed that "teachers expressed significantly higher levels of satisfaction with the organizational structure of the more bureaucratic schools, i.e., teachers with a local orientation expressed higher satisfaction with structure than did those with a more cosmopolitan orientation."  

Jenks investigated "the ratio of adoption of the process approach to teaching elementary science by teachers undergoing in-service training." He utilized a conceptual framework adapted from Rogers' model of innovation diffusion. His findings led him to conclude that peer group variables were poor predictors of teacher adoption of an innovation. He further concluded that "faculties of low and high adopting schools differed in perceptions of actual power exerted by their principals. Faculties of schools with higher mean

230Miklos, "Organizational Structure and Teacher Behavior."

ratios of adoption saw the principal as exerting more actual power than did faculties of low adopting schools. High adopting faculties thought the principal should ideally exert more influence than did low adopting faculties."\textsuperscript{232}

Brennan's stated purpose was "to explore the relationship between Everett Rogers' characteristics of an innovation, Ronald Lippit's forces that facilitate and hinder classroom innovation, and the acceptance or rejection by teachers of a new classroom practice called Project Read."\textsuperscript{233}

The investigator used a structured interview guide and analyzed subject responses to questions derived from the characteristics and forces previously alluded to. Those subjects who rejected the innovation responded unfavorably to questions based on their perceptions of such innovation-related characteristics as "relative advantage--the degree to which an innovation is relatively difficult to understand and use; 'divisibility'--the degree to which an innovation may be tried on a limited basis; and 'communicability'--the degree to which results can be diffused to others."\textsuperscript{234} Those subjects who accepted and rejected the innovation responded favorably to questions based on their perception of such forces as "physical and temporal arrangements, peer and authority relations, and personal attitudes."\textsuperscript{235}

LaMantia investigated relationships among the innovativeness of high schools, the organizational climates of these schools, and the job satisfactions


\textsuperscript{233} Ibid.

\textsuperscript{234} Ibid.

\textsuperscript{235} Ibid.
of teachers within these schools." His sample included the faculties of eleven innovative and eleven non-innovative high schools. He concluded that "teachers in non-innovative high schools with closed organizational climates were the most satisfied as a group; and that experienced teachers were more satisfied with their jobs than were less experienced teachers."  

Gansneder explored the relationship between teachers' attitudes toward students and students' performance in school and their attitudes toward school. He utilized the Stanford Achievement Tests, the School Morale Scale, and an author-devised questionnaire for teachers. He found pupil achievement scores to be much higher in schools where teacher attitudes were above the mean. His data suggested that students felt more positively about school when they perceived community support, parental involvement, and positive teacher attitude. Socio-economic factors rather than teacher attitudes appeared more significant in the more affluent schools of this study.  

Gerhardt and Miskel were concerned "with isolating types and sources of conflict which teachers experience in differentially structured public schools." They hypothesized that "authority dimensions of bureaucracy, satisfaction, and central life interests will be significant predictors of
In addition to finding that "the level of satisfaction and the perceived level of bureaucracy were significant predictors of conflict," the researchers concluded that "role behavior of the administrator is a significant factor in determining the level of teacher conflict."

In this section summaries of research with findings related to the deutero function of the socialization process were presented. A generalization pertinent to this function and related to cultural maintenance is as follows:

XIII. Elements of the socio-cultural system permeate the contextual quality of the educational setting and their presence is accepted as factual. That these elements serve to deny many learners access to life and growth is not.

Summary

In this chapter the questions which identified the thrust of this investigation were re-stated. Three of the questions were addressed and reports of quantitative and qualitative research were summarized. The features and functions of the socialization process utilized in the development of the notion of the persistence phenomenon served as headings. Under each of the headings the summaries were clustered according to the stated findings, and generalizations related to the persistence phenomenon were presented.

In the next chapter of this work, it will be the task of the writer to analyze the findings and their interpretations as they relate to the structural features and functions of the socialization process as discussed in preceding chapters.

\[240\] Ibid.
\[241\] Ibid.
CHAPTER IV

ANALYSIS AND INTERPRETATION OF THE DATA

Introduction

The final section of Chapter III presented summaries of research and theoretical reports which described attitudes, behaviors, and characteristics of individual educators. The features and functions of the socialization process were used as headings under which the summaries were grouped. In this chapter, the findings of the reports and their interpretations will be examined as they relate to the headings and the conceptual framework which was developed in Chapter II.

The fourth in the series of questions which determined the thrust of this work was as follows:

Are there tenacious and non-accepting forces present within individual educators?

The attempt to address this question will provide the direction for the discussion of the reports of research. The chapter will conclude with a summary of the discussion and an indication of the content of the final chapter of this work.

Analysis and Discussion

To maintain continuity, the discussion and interpretation of the findings reported in the previous chapter will utilize the features and functions of the socialization process as headings. In many instances the
statements which follow will appear direct and conclusive. The author recognizes the tentative nature of the conclusions and suggests the presence of possibilities for further study and exploration is therein contained.

Personal Agents

The discussion in prior chapters described personal agents of cultural transmission as those adults with whom children have personal contacts and who possess special skills, knowledge and abilities. It is assumed that these "human links" act out of their developed awareness of the socio-cultural system's plan for their behavior. They have been enculturated and their attitudes, behaviors, and characteristics are derived from their own encounters with agents of cultural transmission.

One of the previously acquired tasks of personal agents can be discerned in the use of authority in the transmission of culture. The work of Feitler, Garrison, and Medley appears related to this function.\(^1\) The authors suggest that content-oriented teaching style, needs for control, and teaching in a junior high school setting are related to less opportunity for freedom and the presence of more structure. Medley found the presence of

\(^1\)Fred C. Feitler et. al., "The Relationship Between Interpersonal Relations Orientations and Preferred Classroom Physical Settings," ERIC Clearinghouse, ED 039 173; William Douglas Garrison, "The Relationship Between School Organization and Teachers' Authoritarian Attitudes," ERIC Clearinghouse, ED 062 294; Donald M. Medley, "Studying Teacher Behavior with the OSCAR Technique," ERIC Clearinghouse, ED 024 659.
increased pupil activity. Under these conditions personal agents of culture feel thwarted in their ability to socialize learners according to prescribed modes. Such feelings contribute to their implementation of more stringent controls against which learners strive in order to gain initiative and power.

A question might be raised relative to whom the individual practitioner looks for reinforcement of his attitudes, behaviors, and characteristics. Several of the reports indicated the importance of the principal in providing support. Other reports pointed to the saliency of peer leadership. In effect, the principal or peer leader becomes the personal agent for those practitioners for whom he is responsible. Leader view of the role and place of the educational subsystem within the overall cultural milieu has influence on the view of the practitioner.

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2 Medley, Ibid.


Earlier in this work it was stated that the phenomenon of persistence has both positive and negative dimensions. The findings indicated that level of awareness and exposure to counseling experiences contribute to the ways practitioners transmit those forms of knowledge attitude, and skills which are a part of cultural experience. Also, prospective and beginning teachers tend to benefit from counseling experiences. Innovators also appear to be younger and use more impersonal sources of information. In the milieu of the educational subsystem, minimal practitioner experience is indicative of minimal enculturation in the system. If it could be shown that the benefits of group counseling experiences extend over a period of years, then the positive dimension of the persistence phenomenon would be demonstrated.

Several of the reports connected the use or incorporation of innovations with teacher satisfaction, status, and self-interest. The writer suggests that such characteristics are directly linked to cultural transmission. "Self-


interest," "satisfaction," and "status" imply preservation. The use or incorporation of innovations which do not interfere with the maintenance of previously acquired styles and patterns of performance do not require change in basic, underlying system structure.

Further examination of the reports under this heading direct attention to a consideration of educator perception of personal competence. There are two ways of interpreting these findings. In one respect perception of personal competence seems to indicate a magnificent blending of educational theory and practice. A more elusive meaning relates to assessed competence as it is rooted in researcher scrutiny of appropriate acts of cultural transmission. Assuming that all individuals who interface in the educational subsystem influence and are influenced by the existing culture, then researchers, who are practitioners also, search for those attitudes, behaviors, and characteristics which point to satisfactory performance bound unknowingly by imposed cultural constraints.

In a few instances the findings in this category appeared unrelated. Though tenuous, examination and discussion of the findings become challenging.

If video-playback of teaching performance without the support of a critic

9 Ibid.

leads to de-valuing, the presence of discomfort when faced with an image of one's styles of behavior in the learning environment is to be expected. Moreover, if teaching performance decreases with an increase in teaching experience, a sense of defeat after several years of performing the function of personal agent can be hypothesized. Finally, if the nature of a learner's misbehavior is viewed with less seriousness by the designated school leader, then front-line cultural imposition is tedious. Practitioners take seriously their roles as the personal agents of cultural transmission. Years of interaction in the educational sub-system can be wearing and become enervating. In another section of this chapter the findings point to the dichotomous nature of the teaching act. The researcher believes that the natural jubilance of learners as touted by social science theoreticians often has little place in the real and practical world of public schools in western culture.

Several findings indicated that various observed styles of practitioner interaction influence learner behavior. It should be stated that all individuals experience the socio-cultural milieu in different ways. Varied forms and patterns of interaction do not negate the conditions of cultural transmission. If, in fact, educators fulfill the role of personal agent then their acts of pedagogy are enmeshed in the fabric of culture. If persistence and cultural

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maintenance have viability as pertinent constructs for consideration, then
teacher-learner patterns of interaction can be scrutinized in terms of those
cultural elements which obstruct the formation of long-term change in the
forms and patterns of their interactions.

Of interest were those findings which hinted at learner influence on
practitioner behavior. Learner assessment and impact on the attitudes,
behaviors, and characteristics of those educators whose lives influence
theirs constitute an intriguing thought. Persons in process have not acquired
those values and behavior forms which characterize adults. Such a lack of
acquisition has possibilities for contributing a degree of freshness which
may be absent from the learning encounter.

In this section, findings and their interpretations which were included
under the heading of personal agents of culture were examined. Statements were
made which attempted to link the findings to the phenomenon of persistence.
The next portion of this chapter will concern an examination of those findings
which were included under the heading of a socializational conceptual scheme.

A Socialization Conceptual Scheme

Basic to an understanding of a socialization conceptual scheme is the
notion that cultures have a "distinct set of ideas concerning the whole
socialization process." Also, the assumptions concerning cultural transmission

12 Susan S. Klein, "Student Influence on Teacher Behavior," American
Teacher Attitudes Toward Human Relations Problems in Integrated Schools," ERIC
Clearinghouse, ED 061 173.

House, 1972.)
used by adults, "can be referred to in the long operation of (the) process." The most essential factor in this feature is the presence of a plan which is implemented unknowingly as adults perform their functions in the process.

In the previous chapter, naming was mentioned as a notion which has relevance in a discussion of the persistence phenomenon. Naming was described as a way to direct attention to conditions, prescribe boundaries, and pre-determine reality. A portion of the socialization process in the western socio-cultural milieu relates directly to the identification of individuals and/or groups as disadvantaged or socioeconomically handicapped. Reports clustered under this heading lend some credence to these ideas. Practitioner-demonstrated need for control, absence of long-term attitudinal change, experienced-teacher rejection of a different paradigm for pupil acceptance, and the impact of teacher attitudes on peer regard, all reflect the presence of an ingrained socialization conceptual scheme surrounding the disadvantaged learner. A portion of the distinct set of ideas concerning socialization in western culture involves the need for control and direction of learner behavior. Such needs for

14Ibid.

control proscribes cognitive structures and predetermine modes of accepting and evaluating learner performance. 16

In the preceding section of this discussion it was stated that principals and researchers act as agents of enculturation in performing leadership and assessment-descriptive functions. Part of the socialization plan in the educational subsystem includes lack of provision for the development of an attitude of openness to new experience. An out-of-awareness emphasis on the transmission of a distinct set of ideas operates against such receptivity. Openness to new ideas is in opposition to the cultural maintenance of a distinct socialization conceptual scheme. Hence, findings that rejection of innovation is due to a lack of knowledge or perceived importance obfuscate the effects of enculturation. 17

The utilization of a different set of assumptions relative to teacher acceptance of innovative activity seems to be present when practitioners are included in the development and implementation of a change. 18 In these


reports, the findings indicated that change agents viewed their tasks differently. The assumptions upon which they functioned included the sharing of information in order to generate those forms of knowledge which can contribute to the acceptance of change. Information-seeking behavior and the use of varied, objective sources also suggested the presence of different assumptions relative to the acceptance of innovation.\(^{19}\) Quality, form, style, and extent of training in certain instances contribute to the acquisition of a different set of distinct ideas about teaching and learning.

Clearly related to the presence of a socialization conceptual scheme were those reports which related information concerning the attitudes, behaviors, and characteristics of pre-service and beginning teachers.\(^{20}\) Theoretical considerations about teaching and learning have impact on the assumptions of novice practitioners. The implementation of such considerations is dependent on the assumptions utilized by those more experienced teachers with whom beginners come in contact in the educational subsystem. Moreover, the work which reported practitioner handling of social issues discussions was also


related to this matter.\textsuperscript{21} The findings pointed to the presence of a degree of blindness to the importance of discussing controversial issues. The possession of a distinct set of ideas relative to cultural transmission precludes involvement in such discussions.

The findings showed that tentative receptivity to evaluation and acceptance of innovative activity are related to years of experience.\textsuperscript{22} It has been stated previously that minimal years of actual experience in the educational subsystem appear to be positively related to openness to experience. As in the wider socio-cultural milieu, the longer an individual is part of the educational subsystem, the more likely the configuration of ideas upon which he functions will tend to become concretized.

In this section those reports which were summarized under the heading of a socialization conceptual scheme were discussed. Attitudes, behaviors, and characteristics of practitioners in the educational subsystem were related to a distinct set of ideas related to the transmission of culture. The occurrence of persistence and cultural maintenance is due to the presence of this distinct configuration of ideas and to a lack of awareness of the presence of these ideas.

In the next section of this chapter, the explicit function of the socialization process will be discussed as it relates to those reports of qualitative and quantitative research summarized in the previous chapter.

\textsuperscript{21} Byron G. Massialas et. al., "Belief in Traditional Socio-Political Values and the Discussion of Social Issues," ERIC Clearinghouse, ED 032 250; Byron G. Massialas et. al., "Identification of Social Issues Teachers," ERIC Clearinghouse, ED 032 249.

Explicit Function

In performing explicit functions in the socialization process, adults engage in direct comment and intentional and overt acts which are sanctioned by the culture. Findings and their interpretations included under this heading will be discussed as they relate to the explicit function.

There were reports under this heading which pointed to the presence of practitioner need for control. The presence of culturally sanctioned attitudes, behaviors, and characteristics on the parts of adults in the educational subsystem is a reasonable expectation. The interpretation of these cultural sanctions as manifested through behaviorally expressed needs for control is not. Prescriptions for constraint of learner behavior are locked into the western enculturation process. Only through direct forms of intervention can these prescriptions be analyzed and confronted.

23 Williams, "The Socialization Process."

Several studies indicated that different forms of training, experience, and participation will enable practitioners to examine their behaviors and choose another modus operandi in their interactions with learners. Moreover, practitioners appear to have remote awareness of the dichotomies present in their actions. The tenacity of cultural constraints forestalls the ability of the individual to see opportunities to practice different patterns and styles of behavior. Adults might be willing to consider different behavior options if those persons who tend to influence their choices demonstrate alternative modes of operating.

Reports included under this heading provide an opportunity to illuminate specific persistence and cultural maintenance behaviors. In addition to their performance of overt acts of cultural transmission, adults in the educational subsystem are influenced by their interpretation of a definitive configuration


of ideas. These ideas and their attendant acts influence practitioner observa-
tions of their colleagues and their interpretations of proferred change options.
Practitioner criticism of colleague behavior, rejection of supervisor suggestions,
and incorporation of those innovations which do not require a change in their
underlying attitudes, behaviors, and characteristics can be linked directly
with their adherence to cultural maintenance functions.

In concluding this section related to the explicit function of the
socialization process, statements which relate this function to the two
previous headings are in order. An expected overt act of a personal agent
of cultural transmission is a demonstrated concern for the needs of the young.
Studies indicate that this concern is present. 29 The young, however, do not
interpret these behaviors in the same manner. 30 Adult plans for enculturation
as manifested in their explicit acts as agents of culture are clear to them.
Those who are the objects of their plan lack this same sense of direction and
hence, reject their behavioral intent.

28 Alfred Clinton and John H. House, "Attitudes of Innovation as Factors
in Diffusion," ERIC Clearinghouse, ED 038 347; Paterson Tony Graham, "A Study
of Changing Teacher Roles as Perceived by Teachers in Certain Traditional and
30 (1969): 3347A; Sister Marilyn Rose Ginder, "Perceptions of Adopters and Non-
adopters of an Innovative Idea in a Selected Secondary School," Dissertation
Abstracts, International 33 (1972): 2614A; Bruce W. Tuckman and Wilmot F.
Oliver, Effectiveness of Feedback to Teachers as a Function of Source," Journal
of Educational Psychology 59 (1968): 297-301.

29 Charles W. Babb, "Relationships Between Concerns and Verbal Behavior
of Elementary School Teachers," ERIC Clearinghouse, ED 075 366.

30 Robert L. Sinclair, "Explorations in Perceived Educational Environ-
ments: Contextual Dimensions in Elementary Schooling," ERIC Clearinghouse,
ED 066 423.
Locked into the distinct set of ideas related to cultural transmission is the perpetuation of deficits. To cling tenaciously to cultural maintenance functions implies the acceptance of descriptive data about persons or groups which has been determined previously. That intentional acts of cultural transmission occur along "racial and ethnic lines" appears to be a clear mandate for a more extensive examination of the persistence phenomenon.

In this section, the researcher discussed findings related to the explicit function of the socialization process. Overt attitudes, behaviors, and characteristics of educational practitioners were analyzed and linked with the concepts of persistence and cultural maintenance. In the next section of this chapter, those findings and interpretations of reports of research which relate to the implicit function will be discussed.

Implicit Function

Consideration of the implicit function requires an understanding of non-intentional and out-of-awareness behavioral acts. Important to an analysis of pertinent findings and interpretations of research reports is the presence of those attitudes, behaviors, and characteristics of adults which point to their role as personal agents, their commitment to the implementation of a socialization conceptual scheme, and their unintended performance. Thought unintentional, these behaviors are observable

31 George W. Mayeske, "Teacher Attributes and Social Achievement," ERIC Clearinghouse, ED 037 398.

32 Ibid.
and are transmitted to the recipients of culture. The discussion in this section will be confined to an examination of the implicit aspects of teacher attitudes, behaviors, and characteristics. The incorporation of these forms and styles of performance into the cognitive and affective structures of learners is to be inferred.

More than half of the reports included under this heading relate to inconsistencies in practitioner expressed attitude and demonstrated behavior. Several of the reports outlined the results of observational studies conducted with the intent to assist practitioners in heightening awareness relative to inconsistencies in their expressed attitudes and performance. In several instances the researchers' plan was to point out discrepancies in performance:


35 Dickman, Hannum, Hummel, Silberman, Tuckman, Vickery, Wagner.
other researchers incorporated training in the analysis of behavior. A few of the reports related the results of researcher observation without an indication of practitioner involvement in the identification of discrepancies.

The findings in these reports point toward an inability on the part of the subjects to blend their verbal acceptance of their role as teachers with their performance in the learning environment. The historical derivation of the notion of teaching is meshed so firmly into the fabric of culture that to expect an observable blend of attitude and performance may be impractical. Forms, patterns, and styles of interaction in the educational subsystem are locked into culturally derived modes. Notions of teaching are transmitted by "a psychic osmosis." The development and implementation of new paradigms which do not fit the former structures is mandated.

A second group of reports under the heading of the implicit function concerned the broad areas of human interaction. The reported findings

37 Williams, "The Socialization Process."
provide an opportunity for conjecture in operationalizing aspects of persistence as it is manifested in some of the behavioral acts of individuals in the educational subsystem. Feelings of disorientation, helplessness, and stress which accompany the reality of being plunged into an unfamiliar learning environment can be attributed to the presence of persistence. The hyper-anxiety which accompanies in-service experiences in preparation for interaction in a different setting can be linked with notions of cultural maintenance. Practitioners who have come to feel comfortable when operating with children whose learning styles are similar to their memories of themselves as students, do not understand the cultural derivation of their rejection of young people who exhibit different learning styles.

The historical exclusion of certain groups from participation in the mainstream of the wider society can be linked with the rejection of colleague behavior forms. Similarly, the suggestion that boy children fit "less comfortably in the school setting than girls" points to the presence of observable, implicit behaviors which are derived from a set of ideas dissimilar from expressed attitudes about learners. Disclaiming the importance of an innovation, due to its possible interference with accepted forms of discipline indicates an inflexibility which is tied to the practitioner's role as a conservator of cultural values. The finding that child-orientation and task-orientation of teachers is identifiable across

39 Kron, Ibid.
40 Washington, Swick and Lamb
41 Vickery and Brown
42 Jackson et. al.
43 Koselak
racial and ethnic lines is rooted in cultural expectations of pupil performance. Persistence is manifested in a myriad of ways. The above examples are only a few.

In Chapter II of this work, it was stated that an explicit value of the socio-cultural system revolves around the individual's desire for self-reliance. Such desires often are manifested in an emphasis on competition. It was further stated that such emphases are accompanied by implicit denigration of concern, cooperation, collaboration, and trust. In this section as well as the preceding one, findings pointed to educator criticism of their peers and designated leaders. It is presumed such forms of criticism are unintentional and occur as a result of an individual's need to fulfill the implicit function of the socialization process.

In this section reports of qualitative and quantitative research were discussed as they related to the implicit function of the socialization process. Findings which related to the implicit attitudes, behaviors, and characteristics of individual educators were scrutinized. Examples were used which pointed to manifestations of persistence and cultural maintenance. In the next section of this chapter the last of the features and functions of the socialization process, identified as having import for this thesis will be examined.

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44 St. John.

45 Edmond Amidon and Arthur Blumberg, "Principal and Teacher Perceptions of School Faculty Meetings," ERIC Clearinghouse, ED 012 696; Mark Arnold Chesler, "Social Structures and Innovations in Elementary Schools," ERIC Clearinghouse, ED 014 817.
Deutero Function

As described in Chapter II of this work, the deutero function involves the acquisition of culture in a "secondary manner without either explicit or implicit socialization process functions being involved." 46 Williams continues by saying that "culture is acquired from the contexts of learning situations and not from the particular overt acts of the cultural transmitters." 47 The realities present in the contextual quality of the educational subsystem are related directly to the socialization conceptual scheme within which the participants function. Decisions and assumptions which contribute to patterns of organization and spatial/temporal arrangements are influenced by each of the features and functions of the socialization process. It is in the contextual quality of the learning situation that these decisions and assumptions are revealed.

Included in the discussion under this heading are the findings of researchers which relate to the impact of the contextual quality of the learning environment on the attitudes, behaviors, and characteristics of adults, i.e., educational practitioners. Learners are also affected by their environmental conditions. The emphasis in this work is on the examination of information which will assist in lending substance to the claim that within individuals, persistence and cultural maintenance operate concertively in the obstruction of change.

46 Williams, "The Socialization Process."
47 Ibid.
Several of the findings included under this heading appear directly related to the impact of contextual quality on the subjects studied. The reports indicated that the nature of the organization contributes to practitioner sense of freedom, power, and identity. Authors reported teachers characterized as being satisfied and dissatisfied with their roles and positions. Practitioner satisfaction may be derived from a sense of comfort which accompanies knowledge of cultural expectations for performance. Dissatisfaction arises from a form of discomfort which accompanies knowledge of cultural expectations for performance and awareness of the dichotomies inherent in those expectations. The impact of the contextual quality is observable in the interactions of individuals. Patterns, forms, and styles of behavior can divulge practitioner sense of freedom, power, and identity.

A second group of reports alluded to the degree of innovativeness present. Whether the unit studied was the school or the school district,


the findings indicated that acceptance and incorporation of innovations can be linked with educator view of the kinds of receptivity existing in the environment.

Several reports included under this heading related to attitudes, behaviors, and characteristics of educators who function in environments which service minority children. Of interest were findings which divulged teacher sense of low self-worth, belief that, although worthwhile, innovations would not work, and acceptance of deprivation. Forces of cultural transmission contribute to educator feelings and reactions. The entrenched negativisms which surround minority membership begin to permeate the awareness of individuals who regularly interface with children of minority groups. In earlier discussion as well as the present section, the value of forms of in-service which would heighten awareness of practitioners who work with children from depressed areas was mentioned. Such efforts do not result in long-term positive effects. The strength of the socio-cultural milieu as it penetrates the quality of the learning environment contributes to this abatement.

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Although teachers are aware of the conditions of the social system present in the school setting, their awareness does not bring about changes which effect the behavior of learners. In these instances, such understanding is minimal. To have impact, such insight needs to be accompanied by changes in temporal and spatial arrangements which could help negate the intransigent hold of the elements of culture.

In conclusion, this section has included a discussion of reports of research which pointed toward the influence of the contextual quality of the learning environment. It was stated that the total fabric of the socialization process contributes to change obstruction and that structural change within the educational subsystem may be necessary in order to allay the effects of cultural maintenance.

Summary

In this chapter, reports of studies which examined the attitudes, behaviors, and characteristics of educators were discussed. The features and functions of the socialization process which were identified as having import for this work were used as headings. Elements of persistence and cultural maintenance were linked to the findings and their interpretations. Though tenuous, it was stated that change obstruction is associated with a form of tenacity which exists within individuals and is bound by imposed cultural constraints.

In the final chapter of this work the writer will summarize the information which has been presented in this and preceding chapters. The chapter will also include a response to the final question of this search which relates to the process of change as a growth-producing experience. The dissertation will conclude with questions and suggestions for further study.
CHAPTER V

SUMMARY, CONCLUSIONS, AND SUGGESTIONS
FOR FURTHER STUDY

Introduction

The preceding chapters of this work included the development of theoretical constructs identified as persistence and cultural maintenance. The concepts were defined as dual forms of tenacity existing within individuals and bound by elements of culture. It was stated that these previously unconsidered forces act concertively in the obstruction of change. Utilizing five features and functions of the socialization process as headings, reports of research relating to teacher attitudes, behaviors, and characteristics were summarized and interpreted.

In this chapter, the investigator will identify the most recurrent findings present in the reports reviewed for this work. Also included will be a response to the fifth and final question stated originally in the introduction to this thesis and repeated below:

How can the information we have acquired about the change process be organized to promote a growth-oriented rather than a stasis-oriented educational subsystem within the overall socio-cultural milieu?

The dissertation will conclude with questions and suggestions for further study.

Recurrent Findings

In the second chapter of this thesis, features and functions of the socialization process were identified.¹ Five of these features and functions
were utilized in order to expand upon the notions of persistence and cultural maintenance. They are listed below:

1. personal agents
2. a socialization conceptual scheme
3. explicit function
4. implicit function
5. deutero function

In their order of presentation they were defined as (1) individuals who are sanctioned by the socio-cultural system to transmit elements of culture; (2) the presence of a plan, often out-of-awareness, for the transmission of culture; (3) overt and intentional acts which perpetuate cultural elements; (4) observable, but intentional acts which transmit aspects of culture; and (5) the contextual quality of the environment which contributes to the acquisition of culture.²

It was pointed out that these features and functions are not readily discernible due to the wholistic nature of the socialization process. Although the summaries and interpretations of reports of research were grouped under these features and functions, it became apparent that certain attitudes, behaviors, and characteristics of individual educational practitioners appeared repeatedly.

The most preeminent of these recurrent findings was the need for control. In discussing this need for control it is important to restate the definition of culture which was presented in the introduction to this work. Culture was defined as "a system of organized behavior that is learned, that is widely

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² Ibid.
shared, patterned, and transmitted, and that is manifest in act and/or artifact.\textsuperscript{3}

Assuming that a given cultural system represents a closed system, it becomes clear that the forms of behavior alluded to in the definition become necessary for the maintenance of that system. Individual educators can be identified as a primary group of personal agents in the transmission of culture and, as such, have an ingrained commitment to the perpetuation of the rudiments of a closed system. It is inherent in the nature of their tasks that they operate from a prescribed plan, that they act intentionally to carry out the elements of that plan, that their unintentional allegiance is to the sustenance of that plan, and that the environment within which they flourish reflects elements of the system they represent.

Teachers function in the public arena. The quality of their performance is assessed by representatives of the communities they serve. The majority of individuals in a cultural system have experienced and shared the acts and artifacts of schools. Their inclination is to be supportive of those forms, styles, and patterns of performance which they learned. Through their designated personal agents, they insist that their young have similar experiences.

In the third chapter of this work, it was stated that although change exists in the wider socio-cultural system, individuals or groups often acquiesce to options for change through the presentation of a veneer of acceptance. Modern technology has made available a multitude of artifacts which are accessible and in use in modern schools. Instances were cited in this thesis. However, the presence of an array of innovations does not remove historical and rudimentary patterns of interaction or performance. The element of control and the use of

\textsuperscript{3}Ibid.
ordained authority continue to be in evidence. They are requisite to the maintenance and preservation of culture.

A second recurrent finding which relates to the need for control involves discrepancies in the expressed attitudes and behaviors of educators in the learning environment. An explicit value in the socio-cultural system is a commitment to young people and tacit accord for their idiosyncratic patterns of growth and development. The nature of the traditional model of teaching in a closed cultural system is antithetical to such commitment and accord. Personal agents of culture owe allegiance to those who invest them with authority and control. To champion the rights of those who are equally dependent on the will of the investors would be impractical. Yet, the training and preparation of educational practitioners is such that this sort of behavior does not seem unwarranted. In order to resolve this dilemma, verbally expressed attitudes are supportive of learners. Non-verbal or implicit behaviors are not.

The final of the recurrent findings relates to the attitudes, behaviors, and characteristics of practitioners who interface with learners representative of groups outside the mainstream of culture—the poor, the ethnically and racially different. Traditionally, the cultural elements of groups in the mainstream have been held as exemplary. Individuals throughout the wider culture have been pressed to emulate the behaviors of those in the mainstream. In recent years, there has been a movement to accept elements of culture which characterize diverse groups. This movement has begun to permeate the language and activity of the educational subsystem. This form of acceptance results in changes in the ways teachers and learners interact. These changes can occur
in an atmosphere where the intransigent hold of culture is examined carefully. It will be necessary for practitioners to develop skills in recognizing manifestations of persistence.

It was stated that personal agents act in accordance with their perceptions of the wishes of those who control the system within which they function. Acceptance of the presence of persistence and cultural maintenance requires acknowledgment of the reality of intolerance of diversity. Recognition of the viability of these notions calls for a reexamination of the processes of teaching and learning in the wider culture.

In summary, the need for control, inconsistencies in practitioner behavior, and continuing problems of unsuccessful achievement in schools which service children of different backgrounds have been illuminated as the most recurrent findings in the research reports discussed in this thesis. These findings relate directly to the presence of persistence and cultural maintenance in the educational subsystem and throughout the wider socio-cultural system. In the next section, the final question of those stated in the introduction will be addressed.

Change As An Open-Ended Process

The process of cultural change discussed earlier in this work encompassed a series of identifiable stages. The stages proceeded as follows:

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1. a steady state
2. a period of increased individual stress
3. the period of cultural distortion
4. the period of revitalization
5. a new steady state

Each of the stages is characterized by some form of movement—from "moving equilibrium," to disequilibrium, to lack of control of moving forces, to the organization of a newly formulated code, to a return to "moving equilibrium." These stages are comparable to the stages of growth defined as part of the process of psycho-social development. They can also be linked with criteria of an open system in the study of personality.

The stages of psycho-social development were identified in the following manner:

Man exists freely (a) through the quality of his PERCEPTION: (b) by the strength of his IDENTITY; (c) and the synthesis of these into his anticipated and experienced COMPETENCE; (d) he INVESTS this with intensity and authenticity in his human environment; (e) by periodically SUSPENDING his cognitive structures and RISKING himself; (f) in trying to BRIDGE THE DISTANCE to the other(s); (g) he seeks to make a SELF CONFIRMING, SELF TRANSCENDING IMPACT upon the other(s); (h) and through a dialectic achieve a HIGHER SYNERGY; (i) each will attempt to INTEGRATE THE FEEDBACK from this process into mental matrices of developing COMPLEXITY...

The essential feature of the Hampden-Turner model is its forward thrust. He reminds us that his model can be compared to the double helix of biological science and encompasses the notion of continuous, intersecting cycles. There is no stoppage; there is ongoing movement and progression.

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5 Ibid.
8 Hampden-Turner, Radical Man.
9 Ibid.
The four criteria of an open system in the study of personality as explained by Allport include (1) "material and energy interchange;" (2) "homeostasis;" (3) "increased order over time;" and (4) "transaction with the environment." The author emphasizes that the first two criteria involve a state of being and that the addition of the last two criteria establishes the individual as one in the process of becoming. Once again, there is the condition of movement when all the criteria are considered.

Consideration of progression or movement as it relates for a given culture, an individual, and an open system is in keeping with the idea of change as growth-promoting, cyclical and continuous. The notions of persistence and cultural maintenance imply stoppage. As they relate to system and cultural change, the implication involves inability to complete the progression. An examination of the characteristics of individual growth provides suggestions regarding the presence of these forms of tenacity.

Central to an understanding of open-ended change is the notion of freedom, i.e., freedom to fulfill the promise one sees for himself. Individuals are inextricably bound into the material of culture. Although they develop their own idiosyncratic pattern of functioning, they influence and are influenced by cultural determinations. Educators are products of the system within which they operate. They feel responsible to those individuals who make decisions relative to the thrust of their on-going programs. There exists

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10 Allport, Pattern and Growth in Personality.
11 Ibid.
a decided emphasis on the control of learners. Behaviorally-expressed needs for control and lack of responsibility for decision-making mitigate against a sense of freedom for self.

Assuming such statements are reasonable, the next task is to examine the attendant outcomes of this lack of freedom. An individual who cannot see his possibilities for growth perceives his world as one which does not reward autonomous behavior. He hesitates to reward those whose lives he touches if they demonstrate forms of autonomous behavior.

One who holds little promise for his own continual development chooses not to determine his own identity. He does not reward a search for identity which is in evidence in the behavior of those he has been charged with enculturating.

The absence of this sense of growth and search for identity precludes the opportunity for that synthesis which allows the intensity of feelings of competence and control of one's own performance. The appearance of learner striving for a sense of personal competence or control is thwarted.

This absence of synthesis precludes an authentic transaction with the realities of one's environment. Ignorance of this form of experience results in those kinds of performance which block learner experimentation in the area of intense environmental interaction.

Without the inner sense of freedom to explore possibilities for personal growth, the individual can not afford to risk forms of involvement which require the suspension of his own needs in order to encourage the formation of these behaviors in the young. The avoidance of risk in human interaction obviates the possibility of establishing links or "bridging the distances" which exist
between one person and another. The denial of the rewards of human encounter prevent that confirmation of self, which is reflected in the relationships one establishes.

The evasion of involvement obstructs those forms of communication which allow for confrontation. There are no possibilities for experiencing "synergy." One loses the opportunity to experience the feedback which results in higher levels of cognitive and affective functioning. The presence of persistence and cultural maintenance obstruct those forms of individual activity which could contribute to an atmosphere within the educational subsystem characterized by its nurturance of freedom, and hence, growth.

Earlier in this section attention was directed to the ideas of movement and progression as adjunct occurrences in the process of change, in individual psycho-social development, and in the criteria of an open system. Throughout this work persistence and cultural maintenance have been presented as typified by the absence of movement and progression. The next paragraphs will describe individuals in an educational subsystem committed to open-ended, cyclical, and growth-promoting patterns of performance. The writer assumes that the individual actors within the subsystem recognize their freedom to exist and welcome opportunities to explore personal promises for fulfillment.

A challenge to individuals who operate in an open-ended system is the acceptance of the energetic existence of all those who bring their resources to the learning environment. The varied forms of interface which occur are dynamic and proactive. This conceptualization implies a readiness to move and grow. There is a clarity to the perception of the actors which allows each individual to feel the strength of his identity.
Individuals who anticipate and experience their own competence and who understand the cyclical nature of growth expect periods of increased stress. Their feelings about themselves spill over into their interactions with those who exist with them in their environment. They have become part of a human network and know they can trust others in their surroundings to be supportive when stress occurs. The system within which they function provides evidence of regard for their ability to make decisions and, in collaboration with their colleagues, act in ways which foster the growth of their charges.

Persons in touch with their freedom to exist within the confines of the limitations placed on them by the wider socio-cultural system, would be able to withstand the inner disturbances which occur when the cultural system undergoes times of distortion. Their comfort would come as a result of having a multitude of prior experiences in suspending their levels of cognitive and affective functioning in order to risk involvement in new encounters. Such prior experiences provide the security of knowing that increased order is the result of such risk-taking and is the consequence of reaching out to others in acts of self-confirmation.

Those who anticipate the promise of fulfillment welcome the forward thrust which occurs when proponents of a new order begin to proselytize the benefits of their way. Individuals who exist freely possess those skills and processes of assessment and analysis which enable them to engage in dialectic encounters. They are able to engage in those transactions which release them to experience synergy. They demonstrate by their performance their adherence to modes of functioning which encourage those whom they serve to explore similar interactions.
Individual commitment to open-ended growth is accompanied by an understanding of the need for integration of newly acquired forms, styles, and patterns of involvement and interaction. There is a time for rest and the incorporation of accepted options into the individual’s cognitive and affective structures. He senses the power of his ability to contend with more complex occurrences. He recognizes the vigorous existence of anticipation as he prepares to re-enter the cycle.

In summary, this section presented elements of cultural change, stages in model of psycho-social development, and the criteria of an open system. These notions were synthesized in a series of hypothetical statements regarding the manifestations of tenacity in individuals which forestall the promotion of a growth-oriented educational subsystem. A conjectural description of individuals in an educational subsystem committed to open-ended, cyclical growth was presented. The next section of this chapter will include the identification of research questions which were generated by this study. It will conclude with suggested methods for further study of the concertive forces of persistence and cultural maintenance.

Questions and Suggestions for Further Study

The purpose of this dissertation was to examine the notions of persistence and cultural maintenance as they relate to the problem of the obstruction of change in the educational subsystem as it exists in the wider culture. This study has generated a multitude of questions related to cultural maintenance as it is manifested in the attitudes, behaviors, and characteristics of individual educators. In this section of the chapter a few of these questions
will be identified and recommendations for further study will be made.

In the beginning stages of this quest for information regarding the persistence phenomenon, the investigator was searching for absolute answers as to its existence in the socio-cultural milieu in general and the educational subsystem in particular. As the thesis developed, the absence of absolutes became apparent. Much more in evidence were questions which will require rigorous and long-term study in order to substantiate the fledgling, theoretical statements which emerged. A series of those questions are listed below:

1. What are the elements of cultural transmission which relate most directly to public education in western culture?

2. How do educators acquire their information regarding these elements?

3. What factors are present in the contextual quality of schools in this society?

4. How do beginning teachers incorporate socio-cultural expectations for their performance into their attitudes about teaching and learning?

5. What forms of teacher preparation would provide prior knowledge about the presence of the persistence phenomenon?

6. How is cultural maintenance manifested in the daily interactions of teachers and learners?

7. What behaviors do a group of children exhibit when they enter a classroom which seems to require control?

8. What feelings occur within practitioners which motivate them to want to exercise control?

9. What exists in the learning environment which appears to promote antagonism instead of cooperation and collaboration?

10. Why do the presence of socio-economic, racial, and ethnic differences create such turmoil in the educational setting?

11. Why are inner freedom and growth such elusive goals for teachers and learners?
12. What is missing in in-service experiences for teachers which contributes to the abatement of innovative process?

13. Why do implicit behaviors appear to have greater impact on learner development than expressed attitudes?

14. What is the nature of the interaction between teachers which fails seemingly to foster trust and collaboration?

15. Is it possible to ferret the pieces of a socialization conceptual scheme as it is manifested in the learning environment?

16. What skills should educators acquire in order to handle persistence as it is manifested in their attitudes, behaviors, and characteristics?

One suggestion for the study of persistence and cultural maintenance would involve the development of a long-term collaborative effort on the part of a change agent and the faculty of a public school. The purposes of such an arrangement would be to identify forms of tenacity as manifested in the performance of adults in the learning environment and to implement a long-term clinical in-service experience to develop and maintain that repertoire of skills which would foster the open-ended and cyclical patterns of growth described earlier in this work.

There is some indication that several teacher preparation institutions have developed and implemented non-traditional programs of professional development. Such continued research in the area of teacher effects should begin to reveal some of the ways educators are caught in the web of cultural maintenance.

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12 Robert F. Peck, "How Do Teachers and Students Interact to Create the Outcomes of Education?" Paper presented at the National Invitational Conference on Research on Teacher Effects: An Examination by Policy-Makers and Researchers at the University of Texas, Austin, Texas, November 3-5, 1975.
It will be necessary also to formulate carefully worded hypotheses relating to the persistence phenomenon, and which can be accepted or rejected as the pieces of the puzzle of change obstruction begin to take form.

In concluding this effort, it seems appropriate to quote Albert Einstein:

... It is in fact nothing short of a miracle that the modern methods of instruction have not yet entirely strangled the holy curiosity of inquiry; for this delicate little plant aside from stimulation, stands mainly in need of freedom; without this it goes to wrack and ruin without fail.  

Summary

This chapter of the thesis identified recurrent findings in the reports of research relating to teacher attitudes, behaviors, and characteristics. A series of hypothetical statements regarding the manifestations of persistence within individual educators which forestall the development of an open-ended, cyclical, and growth-promoting process were presented. The chapter concluded with a list of questions regarding persistence and cultural maintenance with suggestions for further study.

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13 Albert Einstein, source unknown.
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