

A COMPARATIVE STUDY OF THE ATTITUDE TOWARD TEACHERS OF
HOSPITALIZED EMOTIONALLY HANDICAPPED HIGH SCHOOL
AGE STUDENTS AND NONHANDICAPPED HIGH SCHOOL
AGE STUDENTS IN A REGULAR HIGH SCHOOL

A DISSERTATION
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CHAPTER I

Introduction

Numerous articles have appeared in both professional and lay journals concerning "the Problem of American Education Today." U.S. education in the late 1970's-- particularly that of the high school--is in deepening trouble: declining student performance, rising violence, spreading shutdowns because of a lack of funds, teacher strikes, mounting absenteeism, and negative teacher-student relationships.

The relationships between the teacher and student are a focal point of much of the present crisis. The literature abounds with information concerning the student's negative or positive feelings toward these representatives of society who have been charged with educating its youth-- the teacher. As Biehler (1971) pointed out, many "normal" students go out of their way to show contempt for the teacher as a representative of the world around them. The teacher of the child with an emotional handicap may find this scorn so magnified that it does not allow the student to benefit from academic work. This concept was central to the writings of Redl and Wineman.

Practically none of the personality ingredients which are necessary for ever so well-designed an educational program to work exist at all in these children. They do not react as we would want them to and some of them even get worse because something about the very attempt to lure them out of their pathology makes their defenses work overtime. (Redl & Wineman, 1957)

The teacher makes or breaks the material she handles. The importance of this was described by Biber as Follows:

It is assumed that the teacher-student relationship through which learning school is mediated, can contribute toward the maturing of positive feelings toward self and others, deepen the potential for interpersonal relatedness, and increase the flexibility of the adaptive process. (Biber, 1961, p. 337)

Much has also been written about the special qualities that teachers of the emotionally handicapped should possess. Haring and Phillips (1962) have compiled such a list of characteristics drawn from the writings of experts such as Newman, Rogers, D'Evelyn, Hymer, and Feifer. These traits include calmness and firmness. Rothman (1966) stated that the teacher must be a specialist in human relations. A synthesis of the writings of Rabinow (1955); Mackie, Kvaracius, and Williams (1957); and Haring and Phillips (1962) suggest that teachers of emotionally handicapped children should have the following characteristics: tender without being sentimental, tough but not callous, sensitive

but not irritable, possessed by conviction, profoundly aware without loss of spontaneity, trusting in the intuitive humane responsiveness of one's self and one's colleagues, and self-actualized. A hierarchy of teacher competencies roughly parallel to his hierarchy of educational tasks for children with emotional and learning disorders was developed by Hewett (1966) in the Neuropsychiatric Institute School at the University of California of Los Angeles.

Problem

The problem is whether emotionally handicapped students have the same attitudes toward teachers as the nonhandicapped student. The basis for the characteristics used in developing a scale to measure these attitudes was formulated from a review of the writings of the experts in the field of educating the emotionally handicapped. Based upon research in designing and using instruments for the measurement of attitudes, a model was selected and used to develop this scale.

This project measured student attitude toward teachers. It did not attempt to equate the student's attitude and action toward the teachers. It was not intended to be an evaluation of the teacher's professional expertise as measured by the student's attitude toward teachers, nor was

it to compare the student's academic success with the student's attitude toward teachers.

Purpose

The purpose of this study was to develop an instrument to measure a student's attitude toward his teachers. Based upon current research in designing and using instruments for the measurement of attitudes, the Osgood model was selected to construct the scale because it was economical while just as reliable and valid as other models (Fishbein, 1967; Osgood, 1971). Using the 20 scales developed by Jenkins, Russell, and Suci (1957) and adding 20 additional scales, an instrument was developed to cover the characteristics of a good teacher of the emotionally handicapped. The Jenkins, Russell, and Suci (1957) scales seemed to exhaust the semantic space thoroughly and factor analysis sampled six factors. The additional unique scales were formulated from a bipolar adjective list which was related to this concept, characteristics of a good teacher, and came from the writings of the experts in the field of educating the emotionally handicapped. This instrument was used to compare the attitude of hospitalized emotionally handicapped students of high school age toward teachers and the attitude of the nonhandicapped students of high school age in the regular high school toward teachers.

Using this instrument, the following comparisons were made:

The first comparison was a non-parametric correlation between the measured attitude of the hospitalized emotionally handicapped on the Jenkins, Russell, and Suci total scale toward teachers and the measured attitude of the non-handicapped in the regular high school on the Jenkins, Russell, and Suci total scale toward teachers.

A second comparison was a non-parametric correlation using the same two groups by comparing their measured attitude on the total scale developed from a review of the literature.

A third comparison was a non-parametric correlation using the same two groups by comparing their measured attitudes on the six factors of the Jenkins, Russell, and Suci scales.

A final comparison was an analysis of agreement between the Jenkins, Russell, and Suci total scale and the total scale developed from the literature; and an analysis of agreement on the individual items from these two scales.

CHAPTER II

Review of the Literature

Emotionally Handicapped Child

It has been said that nothing would ever be attempted if all possible objections had first to be overcome. Defining the term "emotionally handicapped" has many of the qualifications necessary for this kind of immobility. Not only is a scientifically understandable definition of the term a prerequisite for research action, but, one needs to be mindful of legal, financial, legislative, operational, and parental perceptions of any definition. From an educational point of view, the term "emotionally disturbed" has widespread acceptance and usage in describing children who are inattentive, withdrawn, aggressive, nonconforming, disorganized, immature, and unable to get along with others. These descriptions run the gamut from minor misbehavior to the severe psychological reactions of violence or withdrawal. As Hewett (1971) stated, however, "The term emotional disturbance has very little pragmatic value in the classroom" (p. 3). A teacher's first concern is to control aggressive or other nonconforming behavior which interferes

with academic learning. Academic tasks can be undertaken only when control is established.

Definitions of the "emotionally disturbed" oscillate from one focus to another, for each professional involved with these children bases his definition on his unique interest, experience, concerns, and semantics. For example, Berkowitz stated in Kauffman and Lewis (1974) that:

I was doing my weekly planning when a brilliant idea occurred to me. I decided that the greatest contribution I could make that week would be to bring some culture into the lives of those poor, deprived, disturbed children at Bellevue. To start on this enriching experience, I elected to read to them a favorite poem from my own elementary school days, "The Owl and the Pussycat." Imagine my consternation at the chaos I caused when I reached the lines, "What a beautiful pussy you are, you are. What a beautiful pussy you are." The children actually tumbled out of my room with noisy screaming and guffawing. Within minutes, I was left alone in the classroom, bewildered and unaware of what had caused the difficulty. I had a lot to learn. (p. 31)

Hewett (1971), however, offered the following observation:

Louis had been an outstanding student prior to his hospitalization, but at this point in time academic tasks were not appropriate or practical to assign to him. Here was a boy who had regressed so completely that the teacher had to reduce expectations almost to zero in order to make contact with him. The simple task of moving a lever back and forth was chosen because it required so little of Louis and the probability of success was great. He was not asked to speak, to move his body, to write, or to do anything but pay attention and make a simple motor response. Since the attention and response

levels are considered the most basic on the developmental sequence, this task was suitable for initiating an education program for this seriously emotionally disturbed boy. (p. 64)

In defining the term "emotionally handicapped," most authorities have described the behaviors of such children.

Kessler (1966) made the following statement:

Terry, age 11, with an IQ in the mid-sixties, was in danger of being excluded from special classes because of his aggressive and uncooperative behavior. In addition to his retardation, he had a number of other problems: congenital club feet which had been corrected by casting, myopia which had been partially corrected with eyeglasses, and a speech defect. He had had two hernia operations, a year apart, when he was eight and nine. Terry explained his aggressiveness as self-defense. According to him, the other boys picked on him (they did tease him) and attacked his genitals (they did not). In a frenzy of fear and rage, he would use any handy weapon to fight back. It was explained to him that he was so afraid of an attack on his genitals that he thought it was about to happen; in other words, that his fear distorted his perception of reality. The second step was to relate the fear to his surgical experiences and his tremendous anxiety that the hernia would return. He considered himself fragile, and in real danger of being "broken." Fortunately, his anxieties could be relieved by explanation and reassurance. (p. 189)

Descriptions of this nature are to be found in all writings on the "emotionally handicapped" child. They all indicated that, in the classroom, the socially maladjusted child is the most difficult student with which a teacher has to work.

Hay, in Harshman (1969), described David as a boy who was afraid to come to school alone and who manifested real

panic with spells of weeping. He also mentioned Roberta, a girl who would sit isolated in a corner and who was so withdrawn and fearful that she had to be escorted into the classroom. Henry, on the other hand, was so aggressive and destructive that he could not participate in group activities.

Nichtern, Donahue, O'Shea, Marans, Curtis, and Brody, in Harshman (1969), stated it in these terms:

J. A., Male, 8 years, 8 months. His diagnosis was schizophrenic reaction of childhood with the severe regressive symptom of soiling. He was hyperactive, harmful to others and disruptive so that he could not be contained in the regular classroom. (p. 240)

For the purpose of this project, the term "emotionally handicapped" is defined as it is in the Texas Education Agency's Policies and Administrative Procedures for the Education of Handicapped Students:

A student who is emotionally disturbed is one who has been evaluated by a licensed and/or certified psychologist, a psychiatrist, or an associate psychologist under the direct supervision of a licensed and/or certified psychologist who determines that the student exhibits one or more of the following characteristics over a period of time and to a degree which adversely affects educational performance:

- (i) an inability to learn which cannot be explained by other defined handicapping conditions;
- (ii) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

- (iii) inappropriate types of behavior or feelings under normal circumstances;
- (iv) a general pervasive mood of unhappiness under normal circumstances; or
- (v) a tendency to develop physical symptoms or fears associated with personal or school problems. (p. 24-25)

The Teacher of the Emotionally Handicapped

Making positive statements about factors of personality as they relate to successful teaching of emotionally handicapped children is a risky business that involves most experts in the field. Disagreements do exist, to some extent, as a result of philosophical differences concerning the approaches and methods to be used in the teaching process. Another reason authorities vary in opinion is that they refer to the emotional and physical demands made upon the teacher of the emotionally handicapped. Teachers are viewed as having qualities ranging from above average to average or below average; they are also viewed as non-conformists or even as saints. Haring and Phillips (1962) are of the opinion that, even though basic competencies may remain the same for regular and special education teachers, personal characteristics are an important element. These personal characteristics of the special education teacher, as outlined by Haring and Phillips, included:

1. A calmness in the way they respond to and deal with the problems and conflicts of children.
2. An unshakable stability in all phases of their relationships with children.
3. An attitude of fairness and sincerity with children.
4. A firm belief in the potential of all children.
5. An unyielding firmness in holding limits once set and clearly defined.
6. The ability to apply and direct teaching materials in an orderly manner. (p. 109-110)

In addition, they said,

These teachers should hold a realistic view of themselves and their relationship to others and to their environment; they should be self-accepting and accepting of others; they should be spontaneous and creative in their activities and have a hearty and enthusiastic outlook upon living and working. (p. 108)

Morse (1966) stated that the main skill of the teacher of the emotionally handicapped is a keen sensitivity which enables him to use his own personality in useful interpersonal relationships. Kessler (1966) described the teacher as one who has the ability to control himself and a capacity for understanding others--in other words, good mental health. She also stated that teachers must have tolerance and patience to keep order in the classroom, project a positive future for her students, and to function without fear of her students.

Hewett (1971) stated that after his years of training teachers, he has selected seven characteristics as most important. These characteristics are called his Hierarchy of Competencies for Teachers of Emotionally Handicapped Children and are based upon the work of Mackie et al. (1957). The characteristics include:

1. Objectivity: knowledge of normal and deviant psychosocial development and professional literature in special education; ability to communicate with other disciplines and define educational goals in understandable terms; concern with objectively evaluating teaching successes and failures and capacity to separate own emotional needs from those of the students.
2. Flexibility: ability to shift teaching goals easily and instantly in line with the student's capacity for learning of the moment.
3. Structure: ability to set and maintain reasonable behavioral and academic expectations.
4. Resourcefulness: ability to formulate innovative, meaningful and impactful approaches to learning.
5. Social Reinforcement: capacity to establish one's self as a positive social reinforcer in the classroom.
6. Curriculum Expertise: thorough knowledge of all basic curriculum content and methods.
7. Ability to Function as an Intellectual Model: skill to stimulate student's creativity and pursuit of learning in breadth and depth. (p. 235)

Larkin, quoted by Haring and Schiefelbusch (1967), described an educational program which seemed to suggest that a positive attitude toward children and their work, academic and professional expertise, the ability to organize, adaptability, and flexibility are important attributes of the teacher of the emotionally handicapped. Also, Berkowitz and Rothman (1960) stated that,

The teacher of emotionally disturbed students should be a strange, hybrid creature who is emotionally mature, well rounded in education and psychology, talented in the arts, has a wide range of interests, and with all these attributes, is aware of personal limitations. Teachers who are genuine human beings who have insight into their own needs and who have the capacity to become an integral part of the treatment team. (p. 129)

In review, the list of desired characteristics commonly held desirable in teachers of emotionally disturbed children are as follows: firmness, fairness, resourcefulness, orderliness, acceptance, intelligence, sincerity, stability, flexibility, objectivity, maturity, creativity, sensitivity, patience, tolerance, enthusiasm, warmth, and friendliness. They need to be professionally a nonconformist, possess positive feelings toward the student, have the ability to clearly set and maintain reasonable behavioral and academic expectations, and have good physical and mental health. These personality characteristics associated with effective teaching by the experts in the field are not clearly

understood. Research has not determined whether successful special education teachers do, in fact, possess such characteristics. This question is not posed here. For the purpose of this study, which will determine whether emotionally handicapped students perceive the concept of teacher more favorably than will students in regular classes, these traits have been used to develop an attitude scale.

Attitude

The question that was addressed in this paper concerned the attitudes of a group of emotionally handicapped students and a group of normal students toward the teacher. Attitudes fall within the realm of personality constructs. Attitudes are differentiated from other personality constructs as follows: they are rational; their referents are specific; they possess an evaluative function; they serve as predispositions to respond overtly.

After considering a representative selection of definitions and characterizations of attitude, Allport reported in Fishbein (1967) a common thread running through these diverse definitions.

In one way or another each regards the essential feature of attitude as a preparation or readiness for response. The attitude is incipient and preparatory rather than overt and consummatory. It is not behavior, but the precondition of behavior. It may exist in all degrees of readiness from the most

latent, dormant traces of forgotten habits to the tension or motion which is actively determining a course of conduct that is under way. (p. 8)

For the purpose of this study, attitude has been defined within the framework of Semantic Differential. The Semantic Differential, Osgood's measurement operation, relates to the functioning of representational processes in language behavior and serves as an index of these processes. This definition by Osgood, Suci, and Tannenbaum (1971) characterizes attitude

as a learned implicit process which is potentially bipolar, varies in its intensity, and mediates evaluative behavior, suggests that attitude is part--to some authorities, the paramount part--of the internal mediation activity that operates between most stimulus and response patterns. (p. 190).

Using this point of view, this variable called attitude can be measured by considering either beliefs or behavioral intentions, or by attempting to get at evaluation per se.

Attitude Scale. The three types of attitudinal scales reviewed were attempts to measure the same thing--each attempting to arrive at a single score representative of how favorable or unfavorable the individual is toward the object in question. Two of the most frequently used methods of measuring attitude (Thurstone, 1959; Likert,

1932) required subjects to indicate agreement or disagreement with a set of statements about the object. Generally, these statements attributed characteristics to the object that were positively or negatively evaluated and rarely neutral.

Thurstone scales were found to be a means of measuring attitude using a method which began with a selected group of people who devised many various statements which expressed different opinions of a given idea or concept such as war or religion. Those statements were then given to a group of judges who sorted them into stacks representing degrees of the attitude. After scale values have been determined, the subject then expresses his agreement or disagreement with the stated opinions (Lemon, 1973).

The next model of attitudinal scales examined was that of Likert. Likert, as discussed in Fishbein (1967), modified the Thurstone scale. He first eliminated the use of judges and their function of sorting opinions into stacks representing various degrees of opinion. Instead, he modified the scale so that subjects were allowed to indicate the extent to which they agreed with the stated opinions by making one of five alternatives ranging from "strongly approve" to "strongly disapprove." Item analysis was then used to determine the extent of agreement between

each item and the scale as a whole. The scale was then ready for use.

The third method of measuring attitude was the method developed by Osgood (1971). He used a technique he termed the Semantic Differential. The Semantic Differential first requires that a concept be chosen. Next, a list of bipolar adjectives are developed which are related to that concept. The subject then places a mark on one of the seven spaces provided between the adjectives. Scoring is done on a one to seven scale with seven being the most positive number. Such a scale allows the measurement of several factors. It allows the measurement of the direction of the attitude either toward the positive or the negative poles. It allows the measurement of the intensity of the attitude. Osgood seemed to think that it would also measure certain individual factors which compose an attitude such as activity and potency rather than simply evaluating a concept. Scoring is done in terms of the three factors named: intensity, potency, and activity. Using the Semantic Differential, the meaning of a particular concept to a particular individual is specified quantitatively as a particular point in the multidimensional space defined by the instrument (Osgood, 1952).

A two factor analytic study by Osgood and Suci (1955) yielded highly similar structures among the relations of 50 bipolar descriptive scales. The three factors which appeared were: first factor is clearly evaluative in nature, the second represents potency, and the third factor was activity. Utilizing the results of the most recent factorial work at Illinois, Jenkins, Russell, and Suci (1957) selected three hundred sixty words for evaluation with the Semantic Differential. A set of 20 scales which seemed to exhaust the semantic space thoroughly were selected to sample six factors: Evaluation--eight scales sampling four subcategories of this broad, pervasive factor; Potency--three scales; Activity--three scales; Tautness--two scales; Novelty--two scales; and Receptivity--two scales. See Appendix A for Form and Order of the Semantic Differential Scales (p. 690). Finally, the report provided a normative study of the Semantic Differential, facilitated the use of the instrument and provided raw material for use in experiments to test the validity of assertions concerning it.

A review of the research that made a comparison and evaluation of these methods of attitude scale construction reveals several important points. First, Edwards and Kenney, in Fishbein (1967), found that scales constructed

by the Likert method yielded higher reliability coefficients with fewer items than scales constructed by the Thurstone method. Second, evidence in the same study indicated that the Likert technique is less time-consuming and less laborious than the Thurstone technique. Third, Fishbein (1976) states that:

Likert (1932-1933) has shown that the simple a priori method of scoring in arbitrary units (1-5) when applied to these rational scales may yield results as reliable as do the psycho-physical scores themselves. The agreement between the two methods is approximately .90. This fact may give comfort to investigators who wish to avoid the more complex procedures. (p. 11)

Osgood (1971) reported the evaluation of his Semantic Differential for reliability and validity. "Test-retest reliability data were obtained by Tannenbaum (1953). The test-retest coefficients ranged from .87 to .93 with a mean r (computed by z -transformation) of .91." With regard to validity, he reported reasonable face-validity as a measure of attitude. In a comparison with Thurstone scales, Osgood (1971) reported that studies support the notion that the evaluative factor of the Semantic Differential is a valid index of attitude.

Discussion and Conclusions

Based upon the above research, the Osgood model was used to construct an attitude scale to measure the student's

attitude toward teachers. Research indicated this model was more economical while being just as reliable and valid as the Thurstone and Likert scales (Fishbein, 1967; Osgood, 1971). This scale permitted the measurement of several factors. It allowed the measurement of the direction of attitude either toward the positive or negative poles. It allowed the measurement of the intensity of the attitude. The simplicity of construction, the simplicity of reading, and its versatility in measuring direction and intensity are desirable features. Adding these qualities to the previously mentioned advantages of the Osgood scale, this model adapted well to the purposes of this study.

Before attempting to develop an attitude scale, one first had to determine if there is a need for such a scale or if a scale, which measures student's attitudes toward teachers, is already in existence. Shaw (1967) listed an attitude scale for measuring attitude toward any teacher which was developed by L. D. Hoshaw in 1936 under Remmers' supervision by the usual Thurstone procedure. He pointed out that this scale is subject to the same criticism as other generalized scales. Also, evidence of validity is quite limited. The main criticism is that it was developed some 40 years ago. Shaw advised the development of a new scale.

Using the 20 scales developed by Jenkins, Russell, and Suci (1957) and adding an additional 20 scales from the literature an instrument was developed to cover the characteristics of a teacher of the emotionally handicapped. Jenkins, Russell and Suci scales seemed to exhaust the semantic thoroughly and factor analysis yielded six factors. This study with its normative data, supports and facilitates the use of the new instrument.

Recent research into the development and use of attitude scaling includes these relevant studies. Chojko (1961) compared the behavior (and inferred attitudes) of her physically handicapped children with that of regular classes. A factor analysis of the dimensionality of the attitudes of students was made by Huek and Whittrock (1962). Gathery (1971) investigated the difference in attitude of educationally handicapped, mentally retarded, and normal students towards their teachers as indicated by school attitude. Burke's School Attitude Scale was administered in this study. These studies pointed out the need for an attitude scale to measure directly the student's attitude toward the teacher.

In an extensive review of bibliographical sources that could be used in search for existing measures Henderson, Morris, and Fitz-Gibbon (1978) reported measures that deal

with attitudes toward school and school-related concerns. Most measures investigated broad concepts and contained sub-scales, yet none addressed student attitude toward the teacher.

Further investigation revealed only scales designed to measure student attitude toward educational institutions and research in related areas but do not address the problem in question. A search of the Seventh Mental Measurement Yearbook (Buros, 1972), Educational Research Information Center, Research in Education, Psychological Abstracts, Sociological Abstracts and unpublished dissertations revealed no scale suitable for the purposes being researched here.

The foregoing provided the basic research for development of an instrument to measure the attitude of students toward their teachers. The need for this scale was indicated by interest and concern expressed in both professional and lay journals concerning the attitude of the student in the American school today. The use of the developed attitude scale in general educational research and in research relative to the emotionally handicapped will benefit all professionals in the field of education.

CHAPTER III

Procedures

Selection of Sample

Forty students selected from the adolescent school of the Terrell State Hospital, a Texas Department of Mental Health/Mental Retardation facility in the North Texas area, comprised the emotionally handicapped from the hospital setting. The students were enrolled in the hospital school in the 1980-1981 academic year. They were selected by drawing names from the available pool of students. The age range was from 14 years to 17 years. The subjects were male Caucasian only. The study did not address differences based on the factors of race, age, geographical location, sociological backgrounds, or sex. The hospitalized subjects had a Verbal IQ score above IQ 75 as determined by the WISC-R.

A matching group of 40 nonhandicapped students were selected by a process of simple random sampling from Terrell High School Caucasian male students. This group was matched with the handicapped group for age, + or - 6 months, a receptive vocabulary above 75 score on the Peabody Picture Vocabulary Test, and the IQ score on the PPVT compared

+ or - 13 points with the WISC-R Verbal IQ score of the handicapped student.

Instrumentation

The Peabody Picture Vocabulary Test IQ scores and WISC-R IQ scores were obtained from existing records or, if unavailable, were administered individually by the investigator in this study. All tests administered followed standardized administration and scoring procedures as stated in the examiner's manuals.

The attitude questionnaire (see Appendix A) was administered in groups of five to eight following the directions stated in Appendix B. The score was the mean for the 50 items.

Limitations

1. Comparison of hospitalized emotionally handicapped students of high school age to nonhandicapped high school age students in a regular high school.

2. The study was limited to one geographic area, namely the North Texas area served by the Terrell State Hospital.

3. Emotionally handicapped subjects enrolled in the academic year 1980-1981 in Terrell State Hospital adolescent school.

4. Nonhandicapped subjects matched for age, sex, and receptive vocabulary with the handicapped group.
5. Subjects were Caucasian males.
6. Subjects were high school age, ages 14-17 years.

Hypotheses

- HO₁: There will be no significant difference between the measured attitude of the hospitalized emotionally handicapped on the Jenkins, Russell, and Suci total scale toward teachers and the measured attitude of the nonhandicapped in the regular high school on the Jenkins, Russell, and Suci total scale toward teachers.
- HO₂: There will be no significant difference between the same two groups by comparing their measured attitude on the total scale developed from a review of the literature.
- HO₃: There will be no significant difference between the same two groups by comparing their measured attitudes on the six factors of the Jenkins, Russell, and Suci scales.

HO₄: There will be no significant agreement between the Jenkins, Russell, and Suci total scale and the total scale developed from the literature; and no significant agreement on the individual items from these two scales.

Statistical Analysis

Descriptive statistics were analyzed using SPSS

Programs:

Frequencies: Nie, N. H., Hull, C. H., Jenkins, J. A., Steinbrenner, K., Bert, D. H. Statistical Package for the Social Sciences. N.Y.: McGraw-Hill, 1970.

Non-Parametric: Matzel, M. A. The University of Pittsburgh, SPSS-10/20 Statistical Package for the Social Sciences (Release 7.02A). Chicago: SPSS, Inc. 1978.

Other test of data were completed with the SPSS non-parametric program.

CHAPTER IV

Results

Analysis of the Subjects

Forty students selected from the adolescent school of the Terrell State Hospital, a Texas Department of Mental Health/Mental Retardation facility in the North Texas area, comprised the emotionally handicapped from the hospital setting. The students were enrolled in the hospital school in the 1980-81 academic year. They were selected by drawing names from the available pool of students. The age range was high school age, 14 years to 17 years. The subjects were male Caucasian only. The study did not address differences based on the factors of race, age, or sex. The subjects had a Verbal IQ score above IQ 75 as determined by the WISC-R.

A matching group of 40 nonhandicapped students were selected by a process of simple random sampling from Terrell High School Caucasian male students. This group was matched with the handicapped group for age, + or - six months, a receptive vocabulary above 75 IQ score on the Peabody Picture Vocabulary Test, and the IQ score on the PPVT compared + or - 13 points with the WISC-R Verbal IQ score of the handicapped students.

TABLE 1
DESCRIPTIVE DATA FOR THE 40 SCALES

Scale	Rating						
	1	2	3	4	5	6	7
Kind-Cruel	* 19.0	20.0	11.0	21.0	6.0	2.0	1.0
	** 23.8	25.0	13.8	26.6	7.5	2.5	1.3
Firm-Yielding	15.0	21.0	9.0	16.0	11.0	4.0	4.0
	18.8	26.3	11.3	20.0	13.8	5.0	5.0
Straight-Curved	5.0	2.0	9.0	32.0	12.0	7.0	13.0
	6.3	2.5	11.3	40.0	15.0	8.8	16.3
Fair-Unfair	18.0	22.0	12.0	11.0	6.0	7.0	4.0
	22.5	27.5	15.0	13.8	7.5	8.8	5.0
Masculine-Feminine	23.0	19.0	14.0	11.0	5.0	6.0	2.0
	28.8	23.8	17.5	13.8	6.3	7.5	2.5
Order-Disorder	19.0	9.0	11.0	23.0	11.0	4.0	3.0
	23.8	11.3	13.8	28.8	13.8	5.0	3.8
Timely-Untimely	21.0	25.0	15.0	6.0	9.0	2.0	2.0
	26.3	31.3	18.8	7.5	11.3	2.5	2.5
Intelligent-Ignorant	10.0	11.0	12.0	31.0	6.0	4.0	6.0
	12.5	13.8	15.0	38.8	7.5	5.0	7.5
Active-Passive	18.0	23.0	18.0	11.0	7.0	3.0	0.0
	22.5	28.8	22.5	13.8	8.8	3.8	0.0
Sincere-Insincere	7.0	13.0	7.0	25.0	13.0	5.0	10.0
	8.8	16.3	8.8	31.3	16.3	6.3	12.5
Savory-Tasteless	19.0	17.0	9.0	23.0	7.0	4.0	1.0
	23.8	21.3	11.3	28.8	8.8	5.0	1.3
Stable-Unstable	12.0	23.0	16.0	21.0	6.0	1.0	1.0
	15.0	28.8	20.0	26.3	7.5	1.3	1.3
Successful-Unsuccessful	27.0	24.0	10.0	8.0	7.0	1.0	3.0
	33.8	30.0	12.5	10.0	8.8	1.3	3.8
Flexible-Inflexible	9.0	9.0	14.0	18.0	12.0	8.0	10.0
	11.3	11.3	17.5	22.5	15.0	10.0	12.5
Hard-Soft	9.0	14.0	11.0	12.0	11.0	15.0	8.0
	11.3	17.5	13.8	15.0	13.8	18.8	10.0
Objective-Subjective	19.0	14.0	16.0	22.0	5.0	3.0	1.0
	23.8	17.5	20.0	27.5	6.3	3.8	1.3
Wise-Foolish	13.0	26.0	11.0	12.0	5.0	10.0	3.0
	16.3	32.5	13.8	15.0	6.3	12.5	3.8
Mature-Immature	8.0	2.0	4.0	15.0	7.0	21.0	23.0
	10.0	2.5	5.0	18.8	8.8	26.3	28.8
New-Old	11.0	9.0	10.0	41.0	4.0	2.0	3.0
	13.8	11.3	12.5	51.3	5.0	2.5	3.8
Creative-Uncreative	11.0	25.0	13.0	19.0	5.0	3.0	4.0
	13.8	31.3	16.3	23.8	6.3	3.8	5.0

*Absolute Frequencies
**Relative Frequencies (%)

Table 1 (Continued)

Scale	Ratings						
	1	2	3	4	5	6	7
Good-Bad	* 19.0	18.0	17.0	11.0	8.0	5.0	2.0
	** 23.8	22.5	21.3	13.8	10.0	6.3	2.5
Sensitive-Insensitive	20.0	25.0	9.0	15.0	5.0	3.0	3.0
	25.0	31.3	11.3	18.8	6.3	3.8	3.8
Strong-Weak	32.0	24.0	10.0	7.0	3.0	2.0	2.0
	40.0	30.0	12.5	8.8	3.8	2.5	2.5
Patient-Impatient	39.0	20.0	10.0	7.0	2.0	1.0	1.0
	48.8	25.0	12.5	8.8	2.5	1.3	1.3
Important-Unimportant	19.0	18.0	16.0	12.0	8.0	3.0	4.0
	23.8	22.5	20.0	15.0	10.0	3.8	5.0
Tolerant-Intolerant	22.0	22.0	15.0	5.0	4.0	7.0	5.0
	27.5	27.5	18.8	6.3	5.0	8.8	6.3
Round-Angular	17.0	17.0	15.0	9.0	10.0	5.0	7.0
	21.3	21.3	18.8	11.3	12.5	6.3	8.8
Enthusiastic-Indifferent	6.0	12.0	14.0	13.0	15.0	10.0	10.0
	7.5	15.0	17.5	16.3	18.8	12.5	12.5
Calm-Excitable	28.0	17.0	18.0	8.0	2.0	4.0	3.0
	35.0	21.3	22.5	10.0	2.5	5.0	3.8
Mentally Sound-Mentally Ill	23.0	16.0	13.0	14.0	3.0	7.0	4.0
	28.8	20.0	16.3	17.5	3.8	8.8	5.0
True-False	17.0	17.0	14.0	10.0	8.0	5.0	9.0
	21.3	21.3	17.5	12.5	10.0	6.3	11.3
Warm-Cold	13.0	17.0	13.0	15.0	5.0	5.0	12.0
	16.3	21.3	16.3	18.8	6.3	6.3	15.0
Colorful-Colorless	11.0	21.0	14.0	14.0	6.0	6.0	8.0
	13.3	26.3	17.5	17.5	7.5	7.5	10.0
Healthy-Unhealthy	19.0	14.0	12.0	13.0	4.0	8.0	10.0
	23.8	17.5	15.0	16.3	5.0	10.0	12.5
Unusual-Usual	27.0	18.0	13.0	14.0	5.0	3.0	0.0
	33.8	22.5	16.3	17.5	6.3	3.8	0.0
Friendly-Unfriendly	13.0	20.0	14.0	21.0	7.0	1.0	4.0
	16.3	25.0	17.5	26.3	8.9	1.3	5.0
Beautiful-Ugly	24.0	22.0	9.0	17.0	2.0	5.0	1.0
	30.0	27.5	11.3	21.3	2.5	6.3	1.3
Competent-Unfit	29.0	21.0	13.0	5.0	5.0	5.0	2.0
	36.3	26.3	16.3	6.3	6.3	6.3	2.5
Fast-Slow	29.0	23.0	11.0	8.0	2.0	5.0	2.0
	36.3	28.8	13.8	10.0	2.5	6.3	2.5
Clear-Confusing	18.0	12.0	10.0	8.0	5.0	15.0	12.0
	22.5	15.0	12.5	10.0	6.3	18.8	15.0

*Absolute Frequencies

**Relative Frequencies (%)

Analysis of the Data

Descriptive data for the 40 scales is presented in Table 1. Absolute frequencies and relative frequencies (percentage) for each of the 80 subjects are presented.

Analysis of the data using the Jenkins, Russell, and Suci total scale.

H_{01} : There will be no significant difference between the measured attitude of the hospitalized emotionally handicapped on the Jenkins, Russell, and Suci total scale toward teachers and the measured attitude of the nonhandicapped in the regular high school on the Jenkins, Russell, and Suci total scale toward teachers.

Using the Kolmogorov-Smirnov 2-Sample Test: (N of group = 40)

Maximum absolute difference = -0.1955

Maximum positive difference = 0.0699

Maximum negative difference = -0.1955

Kolmogorov-Smirnov Z = 0.869

2-Tailed P = 0.437

Kolmogorov-Smirnov significance tables from Sigel (1956) reveals that in order to reach a significant difference at the .05 level between groups a Kolmogorov-Smirnov Z of 13 or

greater is needed. Examination of the data reveals that H_{0_1} was accepted. There was no significant difference between the groups using the Jenkins, Russel, and Suci total scale.

Analysis of the data using the total scale developed from a review of the literature.

H_{0_2} : There will be no significant difference between the same two groups by comparing their measured attitude on the total scale developed from a review of the literature.

Using the Kolmogorov-Smirnov 2-Sample Test: (N of group = 40)

Maximum absolute difference = 0.1160

Maximum positive difference = 0.1160

Maximum negative difference = -0.0782

Kolmogorov-Smirnov Z = 0.516

2-tailed P = 0.953

Examination of the data reveals that H_{0_2} was accepted. There was no significant difference between the groups using the total scale developed from a review of the literature.

Analysis of data using the six factors of Jenkins, Russell, and Suci scales.

H_{0_3} : There will be no significant difference between the same two groups by comparing their measured

attitudes on the six factors of the Jenkins, Russell, and Suci scales.

Using the Kolmogorov-Smirnov 2-Sample Test: (N of group = 40)

Evaluation Factor:

Maximum absolute difference	=	0.1308
Maximum positive difference	=	0.1308
Maximum negative difference	=	-0.0788
Kolmogorov-Smirnov Z	=	0.581
2-tailed P	=	0.888

Potency factor:

Maximum absolute difference	=	0.1853
Maximum positive difference	=	0.1853
Maximum negative difference	=	-0.0788
Kolmogorov-Smirnov Z	=	0.823
2-tailed P	=	0.507

Activity factor:

Maximum absolute difference	=	0.0821
Maximum positive difference	=	0.0821
Maximum negative difference	=	-0.0308
Kolmogorov-Smirnov Z	=	0.365
2-tailed P	=	0.999

Tautness factor:

Maximum absolute difference = -0.0628
 Maximum positive difference = 0.0340
 Maximum negative difference = -0.0628
 Kolmogorov-Smirnov Z = 0.279
 2-tailed P = 1.000

Novelty factor:

Maximum absolute difference = 0.1404
 Maximum positive difference = 0.1404
 Maximum negative difference = -0.0032
 Kolmogorov-Smirnov Z = 0.624
 2-tailed P = 0.831

Receptivity factor:

Maximum absolute difference = -0.1103
 Maximum positive difference = 0.1064
 Maximum negative difference = -0.1103
 Kolmogorov-Smirnov Z = 0.490
 2-tailed P = 0.970

Examination of the data reveals that H_0 was accepted. There was no significant difference between the groups when comparing their measured attitudes in the six factors of the Jenkins, Russell, Suck scales.

Analysis of the data using the Jenkins, Russell, Suci total scale and the total scale developed from the literature and the individual items from the scales.

Ho₄: There will be no significant agreement between the Jenkins, Russell, and Suci total scale and the total scale developed from the literature; and no significant agreement on the individual items from these two scales.

Using the Spearman Correlation Coefficients comparing the two groups, the following data is presented:

$$r = .7892$$

$$\text{Sig. } (.001)$$

$$r^2 \approx .6228$$

Examination of the data reveals that Ho₄ was rejected. There was a significant correlation between the two groups at the .001 level of significance. There was a strong positive correlation between the two groups (Fitz-Gibbon & Morris, 1978).

The common variance between the two groups was approximately sixty-two percent. The individual scales and their comparative significance is presented in Table 2.

The data reveals the following correlations: Scale 8 had a significant positive correlation with scales 3, 18, and 28. All other correlations were negative correlations except scale 20 which was positive. Scale 18 had a significant positive correlation with scales 8, 10, and 28; a positive correlation with scales 5, 22, and 34; and a negative correlation with all other scales. Scale 28 had a significant positive correlation with scales 8, 18, 22, 26, and 36; a positive correlation with scales 1, 3, 13, 16, 17, 20, 33, 35, and 37; and a negative correlation with all other scales. Scale 1 had a significant positive correlation with all scales except 8, 10, 14, 15, 18, 20, and 28. These were all positive correlations except 8 and 18 which were negative. Scale 2 had a significant positive correlation with all scales except 3, 8, 10, 18, 28, and 34. These were all negative except 10 and 34 which were positive. Scale 3 had a significant positive correlation with scales 1, 8, 10, 11, 14, 15, 16, 20, 26, 30, 31, 32, 35, 37, and 39. Scales 4, 6, 7, 13, 17, 23, 25, 28, 29, 33, 34, 38, and 40 had a positive correlation with scale 3. All other correlations were negative with scale 3. Scale 4 had a significant positive correlation with all scales except 3, 8, 18, 22, and 28. These were all positive correlations except for 8, 18, and 28 which were negative.

Scale 5 had a significant positive correlation with all scales except 3, 8, 10, 14, 15, 18, 20, and 28. These were all positive correlations except 3, 8, and 28 which were negative. Scale 6 had a significant positive correlation with all scales except 3, 8, 10, 18, 21, and 28. These were all negative correlations except 3, 10 and 21 which were positive. Scale 7 had a significant positive correlation with all scales except 3, 8, 18, 21, and 28. These were all negative correlations except 3 and 21 which were positive. Scale 9 had a significant positive correlation with all scales except 3, 8, 18, 20, and 28. These were all negative correlations except 20 which was positive. Scale 10 had a significant positive correlation with these scales 3, 4, 7, 9, 11, 14, 15, 16, 17, 18, 19, 24, 25, 27, 29, 30, 31, 32, 33, 34, 37, and 40. Scale 10 had a negative correlation with 8, 20, and 28; all others were positive correlations. Scale 11 had a significant positive correlation with all scales except 8, 18, 20, 21, and 28. These were all negative correlations except scale 20 and 21 which were positive correlations. Scale 12 had a significant positive correlation with all scales except scales 3, 8, 10, 15, 18, and 28. These were all negative correlations except 10 and 15 which were positive. Scale 13 had a significant positive correlation with all scales except 3, 8, 10, 15,

18, and 28. These were all positive correlations except 8 and 18 which were negative. Scale 14 had a significant positive correlation with all scales except 1, 5, 8, 15, 18, 22, 25, 28, and 36. All of these were positive correlations except 8, 18, and 28 which were negative. Scale 15 had a significant positive correlation with all scales except scales 1, 5, 8, 12, 13, 14, 17, 18, 19, 20, 22, 24, 28, 30, 34, 35, and 36. These were all positive correlations except 8, 18, 28, and 36 which were negative correlations. Scale 16 had a significant positive correlation with all scales except scales 8, 18, 21, 24, and 28. These were all positive correlations except 8 and 18 which were negative correlations. Scale 17 had a significant positive correlation with all scales except scales 3, 8, 15, 18, 23, and 28. These were positive except for 8 and 18 which were negative correlations. Scale 19 had a significant positive correlation with all scales except scales 3, 8, 15, 18, 28, and 35. These were all negative correlations except 15 and 35 which were positive correlations. Scale 20 had a significant positive correlation with all scales except 1, 5, 8, 9, 10, 11, 15, 18, 22, 24, 25, 27, 28, 29, 30, 32, 33, 36, and 40. Of these scales 10, 18, 24, 27, 29, and 30 were negative correlations and the other scales were positive correlations. Scale 21 had a negative correlation

with scales 3, 8, 18, 28, 32, and 33. Of the remaining positive correlations, scales 1, 2, 4, 5, 9, 12, 13, 14, 15, 17, 19, 20, 26, 30, 31, 36, 37, and 38 were significantly correlated. Scale 22 had a significant positive correlation with all scales except 3, 4, 8, 10, 14, 15, 18, 20, 21, and 31. These were all positive correlations except 3 and 8 which were negative. Scale 23 had a significant positive correlation with all scales except 3, 8, 10, 17, 18, 21, 28, 30, 34, and 36. These were all positive correlations except scales 8, 18, and 28 which were negative. Scale 24 had a significant positive correlation with all scales except 3, 8, 15, 16, 18, 20, 21, and 28. These were all negative correlations except scales 15, 16, and 21 which were positive. Scale 25 had a significant positive correlation with all scales except 3, 8, 14, 18, 20, 21, and 28. These were all positive correlations except scales 8, 18, and 28 which were negative. Scale 26 had a significant positive correlation with all scales except 8, 10, 18, and 34. These were all positive correlations except scales 8 and 18 which were negative. Scale 27 had a significant positive correlation with all scales except 3, 8, 18, 20, 21, and 28. These were all negative correlations except scale 21 which was positive. Scale 29 had a significant positive correlation with all scales

except 3, 8, 18, 20, 21, 28, and 37. These were all negative correlations except 3, 21, and 37 which were positive. Scale 30 had a significant positive correlation with all scales except 8, 15, 18, 20, 23, 28, 35, and 37. These were all positive correlations except scales 8, 18, 20, and 28 which were negative. Scale 31 had a significant positive correlation with all scales except 8, 18, 22, and 28. These were all negative correlations except 22 which was positive. Scale 32 had a significant positive correlation with all scales except 8, 18, 20, 21, and 28. These were all negative correlations except 20 which was positive. Scale 33 had a significant positive correlation with all scales except 3, 8, 18, 20, 21, and 28. These were all positive correlations except 8, 18, and 21 which were negative. Scale 34 had a significant positive correlation with all scales except 2, 3, 8, 15, 18, 21, 23, 26, and 28. These were all positive correlations except 8 and 28 which were negative. Scale 35 had a significant positive correlation with all scales except 8, 10, 15, 18, 19, 21, 28, and 30. These were all positive correlations except 8 and 18 which were negative. Scale 36 had a significant positive correlation with all scales except 3, 8, 10, 14, 15, 18, 20, and 23. These were all positive correlations except 3, 8, 15, and 18 which were negative. Scale 37

had a significant positive correlation with all scales except 8, 18, 28, 29, and 30. Scales 8 and 18 were negative correlations with scale 37. Scales 28, 29, and 30 were positive correlations with scale 37. Scale 38 had a significant positive correlation with all scales except 3, 8, 10, 18, and 28. Scales 3 and 10 had a positive correlation with scale 38. Scales 8, 18, and 28 had a negative correlation with scale 38. Scale 39 had a significant positive correlation with all scales except 8, 10, 18, 21, and 28. Scales 10 and 21 had a positive correlation with scale 39. Scales 8, 18, and 28 had a negative correlation with scale 39. Scale 40 had a significant positive correlation with all scales except 3, 8, 18, 20, 21, and 28. Scales 3, 20, and 21 had a positive correlation with scale 40. Scales 8, 18, and 28 had a negative correlation with scale 40.

CHAPTER V

Discussion and Recommendations

The primary purpose of this study was to develop an instrument to measure a student's attitude toward his teacher. This instrument was a combination of the 20 scales developed by Jenkins, Russell, and Suci (1957) and 20 additional scales taken from a review of the literature related to the characteristics of a good teacher of the emotionally handicapped. This instrument was used to make four comparisons. The first two comparisons were nonparametric correlations between the measured attitude of hospitalized emotionally handicapped students and the measured attitude of non-handicapped students in the regular high school using the Jenkins, Russell, and Suci total scale and the total scale developed from a review of the literature. The third comparison was a non-parametric correlation using the same two groups but comparing the measured attitude on the six factors of the Jenkins, Russell, and Suci scale. The final comparison was an analysis of agreement between the Jenkins, Russell, and Suci total scale and the total scale developed from the literature and an analysis of agreement on the individual items from these two scales.

The sample consisted of forty emotionally disturbed students selected from the Adolescent School of the Terrell State Hospital. These students were enrolled in the hospital school in the 1980-81 academic year. They were selected by drawing names from the available pool of students. The age range was high school age, 14 years to 17 years. The subjects were male Caucasian only. The study did not address differences based on the factors of race, age, or sex. The subjects had a Verbal IQ score above IQ 75 as determined by the WISC-R.

A matching group of 40 nonhandicapped students were selected by a process of simple random sampling from Terrell High School Caucasian male students. This group was matched with the handicapped group for age, + or - six months, a receptive vocabulary above 75 IQ score on the Peabody Picture Vocabulary Test, and the IQ score on the PPVT compared + or - 13 points with the WISC-R Verbal IQ score of the handicapped students. All subjects had the written consent of one parent to participate in the study.

The Peabody Picture Vocabulary Test IQ scores and WISC-R IQ scores were obtained from existing records or test were administered individually by the investigator in this study. All test administered followed norm procedures and scoring procedures as stated in examiner's manual. The

attitude questionnaire (20 items from Jenkins, Russell, Suci and 20 items from review of literature, Appendix B) was administered in groups of five to eight following the directions stated in Appendix C. The score was the mean of the 40 items.

Subprogram frequencies were used to determine absolute and relative frequencies for each variable (Nie, Hull, Jenkins, Steinbrenner, & Bert, 1970). Subprogram non-parametrics were used to test the study's major hypothesis (Matzel, 1978).

Four research hypothesis were stated as follows:

Ho₁: There will be no significant difference between the measured attitude of the hospitalized emotionally handicapped on the Jenkins, Russell, and Suci total scale toward teachers and the measured attitude of the nonhandicapped in the regular high school on the Jenkins, Russell, and Suci total scale toward teachers.

Ho₂: There will be no significant difference between the same two groups by comparing their measured attitude on the total scale developed from a review of the literature.

Ho₃: There will be no significant difference between the same two groups by comparing their measured attitudes on the six factors of the Jenkins, Russell, and Suci scales.

Ho₄: There will be no significant agreement between the Jenkins, Russell, and Suci total scale and the total scale developed from the literature; and no significant agreement on the individual items from these two scales.

An analysis of the data demonstrated the following:

1. The null for Hypothesis 1 was supported. There was no significant difference between the groups using the Jenkins, Russell, and Suci total scale.

2. The null for Hypothesis 2 was supported. There was no significant difference between the groups using the total scale developed from a review of the literature.

3. The null for Hypothesis 3 was supported. There was no significant difference between the groups when comparing their measured attitudes on the six factors of the Jenkins, Russell, and Suci scale.

4. The null was rejected for Hypothesis 4. There was a significant correlation between the two scales at the .001 level of significance. There was a strong positive

correlation between the two scales (Fitz-Gibbon & Morris, 1978). The common variance between the two groups was approximately sixty-two percent. The correlation of the individual scales produced a variety of patterns. Scales 8, 18, and 28 had negative correlations with the majority of the other scales. All other scales except 21 had a majority of significant positive correlations with the other scales. These heterogeneous results allowed for no further interpretation.

Summary

The development of an instrument to measure the attitude of students toward their teachers and using this instrument to determine if emotionally handicapped students have the same attitudes toward teachers as the nonhandicapped student was the impetus for this study. The concern for the student-teacher relationship and its reported effect upon educational performance found in both professional and lay journals was the basis for the research about the attitude of the emotionally disturbed toward teachers.

Based upon the current research in designing and using instruments for the measurement of attitudes, the Osgood model was selected to construct the scale because it was economical while just as reliable and valid as other models

(Fishbein, 1967; Osgood, 1971). Using the 20 scales developed by Jenkins, Russell, and Suci (1957) and adding 20 additional scales, an instrument was developed to cover the characteristics of a good teacher of the emotionally handicapped. The Jenkins, Russell, and Suci (1957) scales seem to exhaust the semantic space thoroughly and factor analysis sampled six factors. The additional unique scales were formulated from a bipolar adjective list which was related to this concept, characteristics of a good teacher and came from the writings of the experts in the field of educating the emotionally handicapped. This instrument was used to compare the attitude of hospitalized emotionally handicapped students of high school age toward teachers and the attitude of the nonhandicapped students of high school age in the regular high school toward teachers.

This comparison using both the total scales from the Jenkins, Russell, and Suci scales; the total scale from the review of the literature; and the six factors from the Jenkins, Russell, and Suci scales indicated no significant difference between the attitudes of the emotionally handicapped group and the nonhandicapped group. This would indicate that as a group the emotionally disturbed students in this research have attitudes toward teachers that are

not significantly different from their nonhandicapped high school peers.

The scales developed from a review of the literature concerning the characteristics commonly held desirable in teachers of emotionally disturbed children when compared with the Jenkins, Russell, and Suci scales indicated a strong positive correlation. The common variance between the two scales was approximately sixty-two percent. The heterogeneous correlations of the individual scales allow for no further interpretation.

In conclusion, this study developed an instrument based upon a review of the literature concerning the characteristics held desirable in a teacher of the emotionally disturbed that had a strong positive correlation with the Jenkins, Russell, and Suci instrument. The study indicated that there is no significant difference between the attitudes of the emotionally handicapped high school age Caucasian male student and their nonhandicapped peers.

Recommendations for Further Research

The following recommendations for further research are indicated:

1. the results of this study be disseminated to encourage further research;

2. a longitudinal study be conducted to determine the effect of age on attitude toward teachers;

3. studies that consider the factors of sex and race upon attitude toward teachers;

4. a replication of this study be conducted to cross-validate the results of the current study;

5. factor analysis of the data using the scale developed from the review of the literature;

6. factor analysis of the data using the Jenkins, Russell, and Suci scale and the scale designed from the review of the literature.

APPENDIX A

SCALES

Scales. The scales were selected to sample six factors: Evaluation--eight scales sampling four subcategories of this broad, pervasive factor; Potency--three scales; Activity--three scales; Tautness--two scales; Novelty--two scales; and Receptivity--two scales.

Rating

- (1) cruel:__:__:__:__:__:__:kind
 (2) curved:__:__:__:__:__:__:straight
 (3) masculine:__:__:__:__:__:__:feminine
 (4) untimely:__:__:__:__:__:__:timely
 (5) active:__:__:__:__:__:__:passive
 (6) savory:__:__:__:__:__:__:tasteless
 (7) unsuccessful:__:__:__:__:__:__:successful
 (8) hard:__:__:__:__:__:__:soft
 (9) wise:__:__:__:__:__:__:foolish
 (10) new:__:__:__:__:__:__:old
 (11) good:__:__:__:__:__:__:bad
 (12) weak:__:__:__:__:__:__:strong
 (13) important:__:__:__:__:__:__:unimportant
 (14) angular:__:__:__:__:__:__:rounded
 (15) calm:__:__:__:__:__:__:excitable
 (16) false:__:__:__:__:__:__:true
 (17) colorless:__:__:__:__:__:__:colorful
 (18) usual:__:__:__:__:__:__:unusual
 (19) beautiful:__:__:__:__:__:__:ugly
 (20) slow:__:__:__:__:__:__:fast

Figure 1. FORM AND ORDER OF THE SEMANTIC DIFFERENTIAL SCALES

APPENDIX B

QUESTIONNAIRE

QUESTIONNAIRETEACHER

1. kind:__:__:__:__:__:__:__:cruel
2. yielding:__:__:__:__:__:__:__:firm
3. straight:__:__:__:__:__:__:__:curved
4. unfair:__:__:__:__:__:__:__:fair
5. masculine:__:__:__:__:__:__:__:feminine
6. disorderly:__:__:__:__:__:__:__:orderly
7. timely:__:__:__:__:__:__:__:untimely
8. ignorant:__:__:__:__:__:__:__:intelligent
9. active:__:__:__:__:__:__:__:passive
10. insincere:__:__:__:__:__:__:__:sincere
11. savory:__:__:__:__:__:__:__:tastless
12. unstable:__:__:__:__:__:__:__:stable
13. successful:__:__:__:__:__:__:__:unsuccessful
14. inflexible:__:__:__:__:__:__:__:flexible
15. hard:__:__:__:__:__:__:__:soft
16. subjective:__:__:__:__:__:__:__:objective
17. wise:__:__:__:__:__:__:__:foolish
18. immature:__:__:__:__:__:__:__:mature
19. new:__:__:__:__:__:__:__:old
20. uncreative:__:__:__:__:__:__:__:creative

21. good:___:___:___:___:___:___:___:bad
22. insensitive:___:___:___:___:___:___:___:___:insensitive
23. strong:___:___:___:___:___:___:___:weak
24. impatient:___:___:___:___:___:___:___:patient
25. important:___:___:___:___:___:___:___:unimportant
26. intolerant:___:___:___:___:___:___:___:tolerant
27. rounded:___:___:___:___:___:___:___:angular
28. indifferent:___:___:___:___:___:___:___:enthusiastic
29. calm:___:___:___:___:___:___:___:excitable
30. mentally ill:___:___:___:___:___:___:___:mentally sound
31. true:___:___:___:___:___:___:___:false
32. cold:___:___:___:___:___:___:___:warm
33. colorful:___:___:___:___:___:___:___:colorless
34. unhealthy:___:___:___:___:___:___:___:healthy
35. unusual:___:___:___:___:___:___:___:usual
36. unfriendly:___:___:___:___:___:___:___:friendly
37. beautiful:___:___:___:___:___:___:___:ugly
38. unfit:___:___:___:___:___:___:___:competent
39. fast:___:___:___:___:___:___:___:slow
40. confusing:___:___:___:___:___:___:___:clear

APPENDIX C

DIRECTIONS

DIRECTIONS

You are about to take an evaluation instrument, In it you will be asked to judge "meanings" of certain things (concepts) against a series of descriptive scales. Please respond on a basis of what the concepts mean to YOU.

Here is how you are to use the scales:

If you feel the concept at the top of the page is VERY CLOSELY RELATED to one end of the scale, you should place your check mark as follows:

fair: X : ____ : ____ : ____ : ____ : ____ : ____ : unfair

or

fair: ____ : ____ : ____ : ____ : ____ : ____ : X : unfair

If you feel that the concept is QUITE CLOSELY RELATED to one of the other end of the scale (but not extremely), you should place your check mark as follows:

strong: ____ : ____ : X : ____ : ____ : ____ : ____ : weak

or

strong: ____ : ____ : ____ : ____ : ____ : X : ____ : weak

If the concept seems only SLIGHTLY RELATED to one side as opposed to the other side (but is not neutral), then you should check as follows:

active: ____ : ____ : ____ : ____ : X : ____ : ____ : passive

or

active: ____ : ____ : X : ____ : ____ : ____ : ____ : passive

If you consider the concept neutral on the scale, or both sides of the equally associated with the concept, or if the scale is completely irrelevant, unrelated to the concept, the place your check mark in the middle space, as follows:

safe: ____ : ____ : ____ : X : ____ : ____ : ____ : dangerous

IMPORTANT: Place your check marks in the middle of spaces,
not on the boundaries:

	this		not this
:	___	:	X
:	___	:	___
:	___	:	___
:	___	:	___
:	___	:	X
:	___	:	___

Be sure to check every scale for every concept--do not omit any. Never put more than one check mark on a single scale. Make every item a separate and independent judgement. Don't try to go back over your first responses.

APPENDIX D

PROCEDURAL FORMS

TEXAS WOMAN'S UNIVERSITY
Box 23717 TWU Station
Denton, Texas 76204

HUMAN SUBJECTS REVIEW COMMITTEE

Name of Investigator: Larry Madison Center: Denton
Address: 3117 Raleigh Apt. C Date: May 8, 1980
Dallas, TX 75219

Dear Larry Madison

Your study entitled A Comparative Study of the Attitude Toward Teachers of Hospitalized Emotionally Handicapped High School Age Students and Nonhandicapped High School Age Students in a Regular High School has been reviewed by a committee of the Human Subjects Review Committee and it appears to meet our requirements in regard to protection of the individual's rights.

Please be reminded that both the University and the Department of Health, Education, and Welfare regulations typically require that signatures indicating informed consent be obtained from all human subjects in your studies. These are to be filed with the Human Subjects Review Committee. Any exception to this requirement is noted below. Furthermore, according to DHEW regulations, another review by the Committee is required if your project changes.

Any special provisions pertaining to your study are noted below:

 Add to informed consent form: No medical service or compensation is provided to subjects by the University as a result of injury from participation in research.

 Add to informed consent form: I UNDERSTAND THAT THE RETURN OF MY QUESTIONNAIRE CONSTITUTES MY INFORMED CONSENT TO ACT AS A SUBJECT IN THIS RESEARCH.

 The filing of signatures of subjects with the Human Subjects Review Committee is not required.

 Others:

 X No special provisions apply.

cc: Graduate School
Project Director
Director of School or
Chairman of Department

Sincerely,

Marilyn Hinson

Chairman, Human Subjects
Review Committee

at Denton

June 23, 1980

Ms. Margaret J. Ferrell
Acting Provost of the Graduate School
Texas Woman's University
Denton, Texas 76204

Dear Ms. Ferrell:

Mr. Selby Lawrence Madison presented the prospectus for his research proposal "Attitudes of Emotionally Handicapped High School Age Students Toward Teachers" to the Terrell State Hospital Human Research Review Committee on June 3, 1980. The members of the committee approved the proposal unanimously.

The proposal was submitted to the Deputy Commissioner, Jim R. Clemons, M.D., and Dr. Clemons approved the proposal on June 6, 1980. On June 18, 1980 the proposal was filed with the Central Office Research Review Committee.

Mr. Madison is ready to begin his research project as soon as he receives your approval of the prospectus.

Sincerely,


Clyde D. Bartlett, M.D.
Chairman, Human Assurance Committee

CDB:gyw

cc.: Larry Madison
John Kegerreis

Attachment: 1

Terrell Independent School District

212 W. HIGH STREET
TERRELL, TEXAS 75106

TRUMAN WELCH
Asst. Superintendent

DAN O. DOUGLASS
Superintendent

BRUCE WOOD
Asst. Superintendent

June 24, 1980

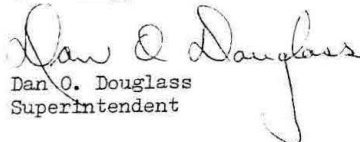
Ms. Margaret J. Farrell
Acting Provost of the Graduate School
Texas Woman's University
Denton, Texas 76204

Dear Mrs. Farrell:

Mr. Selby Lawrence Madison presented the prospectus for his research proposal "Attitudes of Emotionally Handicapped High School Age Students Toward Teachers" to the Terrell Independent School District. I have approved the gathering of the data within the district.

Mr. Madison is ready to begin his research project as soon as he receives your approval of the prospectus.

Sincerely,


Dan O. Douglass
Superintendent

E. P. SHAW
Asst. Principal
HERMAN FURLOUGH
Counselor

Terrell
HIGH
SCHOOL

ROUTE 4 - TERRELL, TEXAS 75160

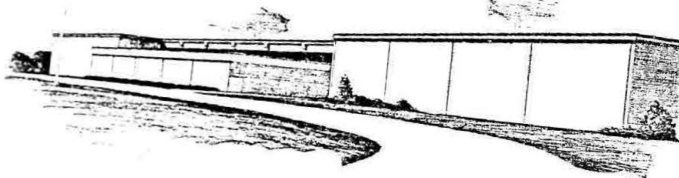
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MARSHALL J. McMILLAN
Principal

SHARON BISHOP
Vocational Counselor

BETTY WILLIAMS
Educational Secretary

DON T. LEWIS
Asst. Principal
JANIE MORRIS
Registrar



June 18, 1980

Margaret Ferrell
Provost for Graduate School
TWV
Denton, Texas

Dear Ms. Ferrell:

Larry Madison has been granted permission to conduct research at Terrell High School for his graduate work.

Sincerely,

Marshall J. McMillan

Marshall J. McMillan
Principal

TEXAS WOMAN'S UNIVERSITY
Box 23717, TWU Station
DENTON, TEXAS 76204

HUMAN SUBJECTS REVIEW COMMITTEE

July 9, 1981
Date

TO: Project Director

Director of School or
Chairman of Department

This is to inform you that, as of this date, Larry Madison
has placed on file with the Human Subjects Review Committee the signatures
of the subjects who participated in his/her research. The signatures consti-
tute evidence of informed consent of each subject.

Marilyn Hanson
Chairman, Human Subjects Review
Committee

cc: Investigator
Graduate School

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