A STUDY OF THE RELATIONSHIP BETWEEN DEMOCRATIC VALUES, INTELLIGENCE AND TEMPERAMENT IN ELEMENTARY AND SECONDARY TEACHER POPULATION

THESIS

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By

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CHAPTER I

INTRODUCTION

Statement of the Problem

This study is concerned with the assessment of the values held by elementary and secondary teachers. The values measured are those which underlie the American democratic culture. In addition, the effects of intelligence, temperament and sex upon the subject's system of values, will be ascertained.

The values measured in this study are the traditional concepts of American democracy and are embodied in the Constitution. The following phrases illustrate these concepts:

Belief in human rights
Freedom of choice
Equality of opportunity
Respect for the individual
Individual initiative as opposed to the status quo
Flexibility--the ability to adapt to permit further development in the light of new discoveries
Belief in law
Sovereignty of people
Allowance of differing attitudes and philosophies.
Background Data and Related Literature

The development of a system of values, by the individual, is more difficult now than ever before. This is attributable to the effects of several occurrences: 1) the splitting of the major religious and socio-political ethics, causing fragmentation of the traditional systems of value; 2) the expanding body of knowledge, which necessitates flexibility in the application of the value code enabling adaptation when confronted with new evidence; and 3) the rapid state of transition of American society, requiring stability of individual standards in a society with a characteristic ambiguity of standards (7). Furthermore, the deluge of propaganda that engulfs the individual inhibits intelligent thought and action and it is in this atmosphere that intelligent action becomes paramount (1, p. 9).

Although value has been of long-standing interest to political economists, it did not become universally recognized as a great philosophical topic until the nineteenth century. The ancient Greeks had an interest in value and the problems it imposed. Value was considered by Plato and Aristotle to be a dominant universal principle and one of the most difficult questions of science (14, p. 962).

The objective or world-centered view of value, evolved by the Greeks, preserved through the Middle Ages, was abandoned during the period of empirical thought. Immanuel Kant restored the objectivity of values; however, this
objective form was new and different from that of the Greeks. He viewed value as being existent and having validity as well as practical reality (14, p. 962). The popularity of value theory is attributable to three men—Nietzsche, Lotz and Ritzschl. A major contribution of Ritzschl is the distinction between factual judgments and value judgments, and the superior position of judgments of value.

During the late 1800's, the Austrian economists Von Bawerk and Von Weiser, focused attention on the psychological aspects of value theory. Meinong and Von Ehrenfels, influenced by this new line of thought, studied values from the psychological and philosophical aspects. Meinong formulated the principle that values are objective and are not dependent upon their being experienced (14, p. 962).

Early psychological theories on values proposed that values were based on feelings and the desires underlying these feelings. The emphasis on instincts gave rise to the theory of values as innate or fundamental characteristics of man. The current theory views value as a basic part of the personality structure, which functions as a guiding and controlling force in relation to thought and action. The value structure is formed as part of the mental development of the individual. Although inherent predispositions are believed to have some effect on the development of this structure, its origins are attributed primarily to the environment, with the influence of culture assuming an important role.
Titchenor believed that psychology as a science should be concerned with facts. He felt that values were not factual in nature and, consequently, lay outside the scientific realm of psychological investigation (13). This attitude partially accounts for the lack of depth in psychological studies of value (2, p. 24). The problems faced in measuring or assessing human values seem to have been the primary factors inhibiting investigation of these values. The major shortcoming of these techniques is that they measure conceived values, that is, they measure values on an intellectual level rather than on an operative or behavioral level. The assumption is that intellectual assessment of value predicts the manner in which the individual will respond in an actual life situation; however, this assumption has not been verified.

The Development of Personal Values

The essential elements involved in the development of a core or set of values are the adjustment mechanisms of identification, self differentiation, and socialization (7, p. 80). The infant regards his environment merely as an extension of the self. The parent-figures are part of this environment and the early parent-child interaction forms the basis for the child's contact with the environment. The social and emotional values of the culture first affect the child in the form of attitudes related to birth, parental responsibility, and the significance of the child, as these attitudes profoundly
affect the parent-child relationship. In cultures where deprivation and isolation are part of the rearing of the child, a pattern of withdrawal is noted in the infant, while in cultures where positive motivation and a minimum of deprivation are present the adults are more secure and are effective in their ability to test reality (10).

The interaction between cultural agents and the infant is of primary importance in early adjustment. At first, the mother is regarded by the infant as part of his self. Deprivation plays an important role in the separation of infant and mother, for when the child is momentarily deprived he begins to realize that he does not control all.

As the infant matures, he encounters conflicts between social prohibitions and biological drives, and as a result he finds he must restrict, alter, or abolish certain of these drives. The adjustment mechanisms of introjection and projection begin to be utilized at this stage. The child is able to introject many of the behaviors of the parent figures and the lack of ego boundaries enable him to incorporate these behaviors as his own. Reward of the approved behaviors reinforces this process.

On occasions, the child experiences a conflict in his need for love and certain hostile wishes. This conflict is frequently resolved by projecting these wishes on to the frustrator, generally the mother, and the strong need for support and love which is satisfied by the mother causes the
child to ingratiate himself with his parent even though he perceives her as hostile. In the process of ingratiating himself he introjects these projected hostile impulses along with positive new standards; however, these hostile impulses are still unacceptable to him so he reprojects them. This alternating sequence of introjection and projection is the make-up of subsequent identification (10).

Identification enables the child to conform to imposed prohibitions without losing his self-esteem, for through the subleties of this mechanism he believes he is performing the acts of his own volition and does not see the situation as coercive. This mechanism enables him to resolve the conflict between unacceptable impulses and his need for support and love. Support and love are forthcoming when the child conforms, thereby reinforcing the conforming act. Ultimately the child shares in the power of the parents, for through identification he has made their demands his own.

The end result of this process is that the child moves from a stage in which he conformed due to outside pressures into one in which he experiences an inner need to conform to a behavioral code. The child adheres rigidly to this code because violations of it reinstate the original conflict and the accompanying anxiety. As the child comprehends the reasons underlying the adherence to this code he is able to reduce the rigidity with which he adheres to it (10).
Throughout his socialization the child is a participant in the interpersonal processes contributing to his development. He has been incorporating the standards and qualities of his parent figures and organizing these standards into a pattern which will enable him to effectively deal with his environs. The child, in building a self, a socially acceptable ego, has been introjecting the standards of society by identifying with important figures in the environment and organizing the standards he has internalized into a system of values (7, 10).

As the child realizes that his bodily needs will be met, he is better able to cope with successive deprivations and thereby learns to control anxiety. He learns to tolerate anxiety when he realizes that he can overcome need deprivation by reliance on his own strength and strength gathered from the assistance provided by his parents, parental surrogates, and peers. His immediate group is composed of these latter three categories and part of the process of development is the identification with this group and incorporation of its norms, standards, and rules of the game into his own value system. Through identification and empathy with significant others he interiorizes the attitudes of his immediate group and ultimately society (3, 6, 8, 11). The core values of the individual, formed during the first six years of life, are relatively stable and do not change rapidly or easily (6).
The Importance of the School in the Development of Values

The school fulfills a unique function in the development of a value structure. The child, by the time he is ready to enter school, has developed a core of values; in order to be able to utilize this core of values, the acquisition of insight, necessary for understanding the values, and experience, necessary for applying the values, is essential. The school and its environs present a laboratory whereby the child gains both, for within the miniature society of the school the process of democratization occurs (8, p. 40). This is an important facet of value development in a democratic culture. For the first time, the child will be faced with the need to interact with a group which presents new ideas and challenges his previously acquired value system. Furthermore, the teachers and administrators assume an importance rivaling that of the primary group.

In order to cope with this new set of challenges, the child will need to have facts at his command; he will need to acquire the ability necessary for the intelligent application of these facts; and he needs experience in dealing with people, groups, and the divergent ideals they present. Two very important aspects of school life in the development of a value system are the influences exerted by the pupils, and by the teachers. These two groups are the primary guiding forces in the further value development of the child.
It is important for teachers and administrators to accept common goals, for the child views teacher differences in the light of these goals. If the teaching group has not shared experiences in light of common goals, then teacher differences will be confusing to the children, for loyalty to one teacher could mean disloyalty to another. In an atmosphere characterized by conflicting loyalties, guilt and anxiety are engendered and inhibit the integration of the child's self (8, pp. 40-41). In order for the student to learn rationally defined social values, it is important that the teachers and administrators be aware of what they are attempting and what they are accomplishing, as well as a perspective of themselves and their program (8). The person teaching influences the child as much by his presence and behavior as through his verbal teaching (6). Therefore, the values and value system of the teacher assume a place of primary importance in the further development of the child's value system.

The school environment enables the child to acquire the necessary social ability to identify with different groups. When faced with conflicting situations imposed by different groups, this ability enables him to deal with these situations effectively and without engendering great anxieties. The child will be confronted with situations in which his set of values is challenged, and he is likely to react with hostility when this happens. The creation of an ingroup or ingroup feeling is the most effective way for the individual to
accept new values. This acceptance comes about with the adoption of new reference points, which may be a specific group, a particular role, or a source of authority (9, p. 64). The group is especially important in relation to the individual's value structure, for due to his limited experience he places his trust in the experience of the group and he does this regardless of whether or not the group experience is similar to his own (9, p. 54). The group also places a great amount of pressure on the individual to conform to its standard of values (9). Within the classroom, this is of major importance, because of the well-defined formal and informal group structure. The teacher is, in effect, the most important single guiding source for the classroom group and, in turn, is one of the foremost influences on the development of the value structure of the individual student.

Rationale and Hypotheses

The purpose of this study is to assess the values of elementary and secondary school teachers in relation to the underlying principles of American democracy, as measured by "What Is Your Opinion?" scale (15). The degree of conviction with which these values are held as well as the effects of intelligence, temperament, and sex are to be determined.

The training of the elementary teacher is pupil-oriented and the utilization of democratic classroom procedure is encouraged; however, the training of the secondary teacher emphasizes subject matter and less weight is attached to the
importance of a democratic classroom atmosphere. It is anticipated that the exposure of the elementary teacher to this emphasis has the effect of increasing the value placed upon democratic principles.

Intelligence affects the ability of the individual to determine, comprehend, appraise, and select the values or principles that he will employ as guides in his life (12, p. 39). Temperament, popularly referred to as disposition, pertains to the mode of an individual's behavior as differentiated from his activities or the degree of success with which he carries out these activities (4, pp. 430-431). Ten traits of temperament have been isolated with the aid of factor analysis (4, pp. 183-187). The characteristics of these traits are rather diverse and only five traits are believed related to the values measured in this study:


2) Restraint: self control, conscientiousness, and seriousness (4, p. 413).

3) Objectivity: objectiveness, and the ability to resist coercion (5, pp. 3, 9).

4) Personal relations: tolerance and understanding of people, and faith in social institutions (5, pp. 3, 9).

The subject of male and female differences has received considerable attention in experimental studies. Prior evidence indicates that there are no sex differences in relation to democratic values (16).

This rationale forms the basis for the following hypotheses:

**Hypothesis 1.**--Elementary teachers will place more value on democratic principles than secondary teachers.

**Hypothesis 2.**--The degree of conviction with which democratic values are held will favor elementary teachers.

**Hypothesis 3.**--Males and females will not demonstrate significant differences in the value they place on democratic principles.

**Hypothesis 4.**--Males and females will not demonstrate significant differences in the degree of conviction with which democratic values are held.

**Hypothesis 5.**--The greater the value assigned to democratic principles, the higher the intelligence of the teacher.

**Hypothesis 6.**--The stronger the belief in democratic principles, the higher the intelligence of the teacher.

**Hypothesis 7.**--The greater the value assigned to democratic principles, the more favorable the temperament of the teacher in relation to the characteristics of the traits: ascendance, restraint, objectivity, personal relations, and masculinity.
Hypothesis 8.--The stronger the belief in democratic principles, the more favorable the temperament of the teacher in relation to the characteristics of the traits: ascendance, objectivity, personal relations, and masculinity.
CHAPTER I BIBLIOGRAPHY


CHAPTER II

METHOD

Subjects

One hundred teachers enrolled in the graduate education program of North Texas State University were used as the subjects for this study. The experience of the teachers varied considerably: 13 per cent had completed student teaching; 76 per cent had one to five years experience; the remaining 11 per cent had six to fifteen years' experience with a mean of nine years. The age range was twenty-two to fifty-two years, with a mean age of thirty years. The group of elementary teachers was comprised of sixteen males and thirty-two females; the group of secondary teachers was comprised of twelve females and forty males.

Instruments

Democratic principles and values were measured by the "What is Your Opinion?" scale (8). This measure (see Appendix) consists of thirty statements, each of which is based on the fundamental values and principles underlying American democracy. The scale yields an "Index to Values," The higher this score, the greater the value accorded the democratic concepts upon which the scale items are based. An index to the strength
with which these values are held is established by the "Degree of Conviction" score; a low score indicates strength of conviction, while a high score attests to a lack of conviction (9). Although no validity data are available in relation to this scale, reliability coefficients of .84 (5, p. 177) and .974 (7) have been reported.

The Ohio State University Psychological Test (6) was used to assess intelligence. Favorable reliability and validity data have been reported (4).

Temperament was measured by The Guilford-Zimmerman Temperament Survey (2). A variety of studies attest to the reliability and validity of this survey (1, 3).

Collection of Data

The "What Is Your Opinion?" scale was administered to 180 students, enrolled in nine courses. These data were collected during the first two weeks of August, 1961. One hundred students were selected; the criteria for selection were: 1) the availability of Ohio State University Psychological Test and The Guilford-Zimmerman Temperament Survey data; 2) properly filled out "What Is Your Opinion?" scale answer sheets and the accompanying personal data forms (see Appendix). Participation in the study was voluntary; however, there were no refusals to participate.

A standard procedure was followed in the administration of the scale. The sheet of directions, the scale and answer
form, and a personal data form were distributed to the participants. The directions were read both by the student and orally by the examiner. Thirty minutes were required for the administration of the test and accompanying data form.

The Ohio State University Psychological Test and The Guilford-Zimmerman Temperament Survey are required of all candidates for the Master's Degree in Education. The scores were made available by the North Texas State University Guidance Department.

Statistical Treatment

The hypotheses, formulated in Chapter I, will be examined in relation to five population categories: elementary teachers, secondary teachers, males, females, and the combined population. They will be tested as null hypotheses and the 5 per cent level of confidence will be required for rejection. Means, standard deviations, and Pearson $r$ coefficients of correlation were computed on the Univac Scientific 1103 Computer in the Computing Laboratory of Southern Methodist University. The Univac Scientific 1103 Correlation Program (CORK) was the technique employed for statistical manipulation. The differences between means for hypotheses 1 through 4 were calculated using Fisher's $t$. 
CHAPTER II BIBLIOGRAPHY


6. Toops, Herbert A., Ohio State University Psychological Test, forms 21, 23, and 25, Columbus, Ohio, Ohio College Association Committee on Technical Research, Ohio State University, 1940-1954.


CHAPTER III

RESULTS AND DISCUSSION

The results of the study will be presented for each hypothesis separately. In addition one unanticipated finding, which proved to be of interest, will be discussed following the data for which predictions were made. Discussion of the results will be reserved for a later section of the chapter.

Results

Hypothesis I stated that elementary teachers would place more value on democratic principles than secondary teachers. The results, summarized in Table I, revealed no significant differences between the mean scores of the two groups. The null hypothesis is retained and the hypothesis as stated is not supported.

TABLE I

DIFFERENCES BETWEEN ELEMENTARY AND SECONDARY TEACHERS ON INDEX TO VALUES

<table>
<thead>
<tr>
<th>Number of Teachers</th>
<th>Index to Values</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>Elementary    48</td>
<td>57.7</td>
</tr>
<tr>
<td>Secondary      52</td>
<td>56.3</td>
</tr>
</tbody>
</table>
In Hypothesis 2, it was anticipated that the degree of conviction with which democratic values are held would favor elementary teachers. Table II summarizes the results. Again, the difference between the two groups is not significant. This hypothesis, as stated, is not supported and the null hypothesis is retained.

**TABLE II**

DIFFERENCES BETWEEN ELEMENTARY AND SECONDARY TEACHERS ON DEGREE OF CONVICTION

<table>
<thead>
<tr>
<th>Number of Teachers</th>
<th>Degree of Conviction</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>Sigma</td>
</tr>
<tr>
<td>Elementary</td>
<td>48</td>
<td>12.1</td>
<td>4.7</td>
</tr>
<tr>
<td>Secondary</td>
<td>52</td>
<td>12.6</td>
<td>6.1</td>
</tr>
</tbody>
</table>

The proposition advanced in Hypothesis 3, proposed that no difference would be demonstrated between males and females on the value they placed on democratic principles. As indicated by Table III, a significant difference did not appear; the null hypothesis is retained and the hypothesis as proposed is sustained.

Hypothesis 4 stated that no significance in the degree of conviction, with which democratic values are held, would be found between males and females. Table IV reveals that there was no significant difference between the sexes; therefore the proposed hypothesis is upheld.
TABLE III
DIFFERENCES BETWEEN MALE AND FEMALE TEACHERS ON INDEX TO VALUES

<table>
<thead>
<tr>
<th>Number of Teachers</th>
<th>Index to Values</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>Male</td>
<td>56</td>
</tr>
<tr>
<td>Female</td>
<td>44</td>
</tr>
</tbody>
</table>

TABLE IV
DIFFERENCES BETWEEN MALE AND FEMALE TEACHERS ON DEGREE OF CONVICTION

<table>
<thead>
<tr>
<th>Number of Teachers</th>
<th>Degree of Conviction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>Male</td>
<td>56</td>
</tr>
<tr>
<td>Female</td>
<td>44</td>
</tr>
</tbody>
</table>

It was postulated in Hypothesis 5, that the greater the value assigned to democratic principles, the higher the intelligence of the teacher. The findings, presented in Table V, reveal that a significant relationship existed only for the elementary group and the proposed hypothesis is supported in this instance; however, the hypothesis is not sustained in relation to the remaining four population categories.

In Hypothesis 6, a relationship between strength of belief in democratic principles and intelligence was proposed.
TABLE V

THE RELATIONSHIP BETWEEN INDEX TO VALUES ($v_1$) AND INTELLIGENCE (OSUPT)

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Number</th>
<th>$v_1$</th>
<th>OSUPT</th>
<th>$r$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>Sigma</td>
<td>Mean</td>
</tr>
<tr>
<td>Combined</td>
<td>100</td>
<td>56.9</td>
<td>12.8</td>
<td>81.9</td>
</tr>
<tr>
<td>Elementary</td>
<td>48</td>
<td>57.7</td>
<td>11.9</td>
<td>79.4</td>
</tr>
<tr>
<td>Secondary</td>
<td>52</td>
<td>56.1</td>
<td>13.7</td>
<td>84.3</td>
</tr>
<tr>
<td>Male</td>
<td>56</td>
<td>57.0</td>
<td>13.9</td>
<td>80.8</td>
</tr>
<tr>
<td>Female</td>
<td>44</td>
<td>56.7</td>
<td>11.6</td>
<td>83.5</td>
</tr>
</tbody>
</table>

*Significant at the .05 level of confidence.

The data found in Table VI do not support the hypothesis as stated; the null hypothesis is retained in relation to all population categories. Due to the construction of the "What Is Your Opinion?" scale, the negative correlations found in Tables VI, VIII, and IX, are in the predicted direction, for a low score in relation to degree of conviction indicates strength of belief in democratic principles, whereas high scores in all other instances are favorable.

The proposition advanced in Hypothesis 7, that the greater the value assigned to democratic principles, the more favorable the temperament of the teacher in relation to the characteristics of the traits: ascendance (A), objectivity (O), personal relations (P), and masculinity (M). The means and
TABLE VI
THE RELATIONSHIP BETWEEN DEGREE OF CONVICTION (£v_{2}) AND INTELLIGENCE (OSUPT)

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Number</th>
<th>$v_{2}$ Mean</th>
<th>Sigma</th>
<th>OSUPT Mean</th>
<th>Sigma</th>
<th>$r$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combined</td>
<td>100</td>
<td>12.3</td>
<td>5.4</td>
<td>81.9</td>
<td>22.6</td>
<td>-.0853</td>
</tr>
<tr>
<td>Elementary</td>
<td>48</td>
<td>12.1</td>
<td>5.5</td>
<td>79.4</td>
<td>23.2</td>
<td>-.4333</td>
</tr>
<tr>
<td>Secondary</td>
<td>52</td>
<td>12.5</td>
<td>6.1</td>
<td>84.3</td>
<td>22.0</td>
<td>-.0593</td>
</tr>
<tr>
<td>Male</td>
<td>56</td>
<td>12.4</td>
<td>5.9</td>
<td>80.8</td>
<td>22.0</td>
<td>-.0680</td>
</tr>
<tr>
<td>Female</td>
<td>44</td>
<td>12.2</td>
<td>4.9</td>
<td>83.5</td>
<td>23.5</td>
<td>-.1103</td>
</tr>
</tbody>
</table>

Sigma for the temperament traits are presented in Table I (see Appendix). Table VII presents the findings relative to the proposed hypothesis. The null hypothesis is retained throughout the population categories. A significant relationship between democratic values and temperament is not demonstrated. Even though there was no significant difference in the predicted direction, the traits of objectivity and personal relations were found to be significant at the .10 level of confidence. A trend tending to support the hypothesis for these two traits is indicated.

The assumption formulated in Hypothesis 8 was that the stronger the belief in democratic principles, the more favorable the temperament of the teacher in relation to the characteristics of the traits: ascendance (A), objectivity (O),
TABLE VII

RELATIONSHIP BETWEEN INDEX TO VALUES AND TEMPERAMENT

<table>
<thead>
<tr>
<th>Teachers</th>
<th>No.</th>
<th>A</th>
<th>R</th>
<th>O</th>
<th>P</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Combined</td>
<td>100</td>
<td>.0175</td>
<td>.0087</td>
<td>.1737*</td>
<td>.1709*</td>
<td>.1551</td>
</tr>
<tr>
<td>Elementary</td>
<td>48</td>
<td>.0344</td>
<td>-.1045</td>
<td>.1498</td>
<td>.1867</td>
<td>.0858</td>
</tr>
<tr>
<td>Secondary</td>
<td>52</td>
<td>.0127</td>
<td>.0968</td>
<td>.2079</td>
<td>.1690</td>
<td>.2125</td>
</tr>
<tr>
<td>Male</td>
<td>56</td>
<td>.0048</td>
<td>-.0876</td>
<td>.1986</td>
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<td>.2095</td>
</tr>
<tr>
<td>Female</td>
<td>44</td>
<td>.0355</td>
<td>.1485</td>
<td>.1327</td>
<td>.2144</td>
<td>-.0015</td>
</tr>
</tbody>
</table>

*Significant at .10 level of confidence.

personal relations (P), and masculinity (M). The results illustrated in Table VIII, reveal that a significant relationship exists between strength of conviction and the trait of masculinity in the secondary and male population categories. The null hypothesis is retained in all other instances.

The unanticipated finding which proved to be of interest was found in the relationship between democratic values and the degree of conviction with which these values are held. This additional finding is illustrated in Table XI. Individuals who place high value on democratic principles have a strong belief in these principles; individuals who manifest strong disagreement with democratic principles indicated strength of conviction in their disagreement. This relationship was fully supported by the high negative correlation
### TABLE VIII
**RELATIONSHIP BETWEEN DEGREE OF CONVICTION AND TEMPERAMENT**

<table>
<thead>
<tr>
<th>Teachers</th>
<th>No.</th>
<th>A</th>
<th>O</th>
<th>P</th>
<th>M</th>
</tr>
</thead>
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<td>-0.1264</td>
<td>-0.1961</td>
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<td>-0.1478</td>
<td>-0.2824*</td>
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<td>-0.2665*</td>
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<tr>
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<td>0.0318</td>
<td>0.0575</td>
<td>-0.1416</td>
<td>-0.0119</td>
</tr>
</tbody>
</table>

*Significant at .05 level of confidence.

between index to values and degree of conviction. As previously stated, a low score in relation to degree of conviction indicates strength of belief, consequently, a significant negative correlation denotes a high degree of relationship between the two variables.

### TABLE IX
**RELATIONSHIP BETWEEN INDEX TO VALUES AND DEGREE OF CONVICTION**

<table>
<thead>
<tr>
<th>Teachers</th>
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<tbody>
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<td>-0.8016*</td>
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</tr>
<tr>
<td>Secondary</td>
<td>-0.8634*</td>
</tr>
<tr>
<td>Male</td>
<td>-0.8718*</td>
</tr>
<tr>
<td>Female</td>
<td>-0.6990*</td>
</tr>
</tbody>
</table>

*Significant beyond .01 level of confidence.
Discussion

The values measured in this study are those which underlie American democracy and, consequently, they are highly regarded in the culture. For this reason, these values are core values and, as such, are subject to change only in extraordinary circumstances. The individual's value system is developed prior to his entrance to college. There is no reason to suppose that the previously formed value system of the teacher undergoes drastic revision during college education and subsequent teaching experience. The value system is flexible in its application; the training of the elementary teacher acts to utilize this flexibility in the formation of certain attitudes toward students and classroom procedure. During the formative years, the elementary and secondary teachers are subjected to similar cultural influences in relation to the formation of the value structure. This would account for the similarity among teachers found in this study.

Teacher attitudes have been modified as a result of exposure to training and experience. On occasions when students who have been majoring in secondary education transfer to the field of elementary education, they have difficulty in accepting the emphasis on democratic procedures required of teachers in this area. Pressure to accept these new attitudes is exerted by the instructor and the classroom group. The
value structure is not being challenged directly, for new attitudes may be acquired through adaptation of the value structure.

This same assumption applies to male and female similarities in values. Males and females reared in similar cultural environments would tend to value the fundamental principles underlying the culture similarly. These two findings attest to the validity of this measure and support the assumption that core values, rather than superficial attitudes, are being assessed.

The intelligence of the teachers in this study is above average in all cases; therefore it may be assumed that the majority of the participants had the ability necessary for insight into their selection of values. The relationship between democratic values, strength of belief in these values, and intelligence is highly subject to this sample peculiarity, for if the ability to see the reasoning behind one’s selection of values is great in the majority of cases, then, due to the homogeneity of the sample, a high degree of correlation would be difficult to obtain. However it is interesting to note that all the correlations are in the direction indicative of a relationship between democratic values, degree of conviction and intelligence. A sample with a wider range of intelligence might be expected to demonstrate an increase in this relationship.
Relations between certain temperament traits, the value assigned to democratic principles and the strength of belief in these principles are suggested by the findings. The diversity of the characteristics comprising the traits, as well as the emphasizing of certain characteristics, is believed to account for the low correlations in some instances.

To effectively assess the relationship between temperament and democratic values, it would be necessary to use more relevant trait categories. The trait of masculinity tends to penalize the female, due to the construction of the temperament survey. A female, in order to rate high on this trait in relation to democratic values, would have to score high in masculinity, since male interests are emphasized in this trait category. This would seem to partially account for the low negative correlation in relation to the female population, when one might have expected a high negative correlation. Consequently, a relationship between the trait of masculinity, democratic values, and the strength of conviction with which these values are held is suggested. The findings also indicate a trend in the direction of a positive relationship between value placed on democratic principles and the traits of objectivity and personal relations.

An additional finding is believed to be important. The person willing to take a stand highly in favor, or substantially against, fundamental democratic principles seems to have a well-developed system or core of values and, in all
probability, would be firm in his convictions even under great pressure.

The combined results of the study indicate that a teacher who values democratic principles highly would tend to be intelligent, objective, able to resist coercion, tolerant and understanding of people, and have faith in social institutions. In addition, the teacher who values democratic principles highly and has strength of conviction in his belief in these principles would have the additional assets of initiative, assurance and equilibrium.
CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study was undertaken to assess the value placed upon democratic principles, and the strength of conviction to these principles. Differences between elementary and secondary teachers, as well as males and females, were ascertained, and the relationship of intelligence and temperament to these values was studied. Furthermore an additional finding, the relationship between democratic values and the belief in these values, was discussed. One hundred teachers, all of whom were enrolled in graduate courses at North Texas State University, served as subjects. Three instruments were employed: 1) the "What Is Your Opinion?" scale was used in the assessment of democratic values; 2) the Ohio State University Psychological Test was the measure of intelligence; 3) The Guilford-Zimmerman Temperament Survey was used to assess temperament. Fisher's t was used as the test of significance between differences and Pearson rs were employed in studying relationships.

Eight hypotheses were formulated and examined statistically in the null form; the .05 level of confidence was required for rejection. Five popular categories, elementary
teachers, secondary teachers, males, females, and the combined population, were studied. The hypotheses as stated were:

**Hypothesis 1.**--Elementary teachers will place more value on democratic principles than secondary teachers.

**Hypothesis 2.**--The degree of conviction with which democratic values are held will favor elementary teachers.

**Hypothesis 3.**--Males and females will not demonstrate significant differences in the value they place on democratic principles.

**Hypothesis 4.**--Males and females will not demonstrate differences in the degree of conviction with which democratic values are held.

**Hypothesis 5.**--The greater the value assigned to democratic principles, the higher the intelligence of the teacher.

**Hypothesis 6.**--The stronger the belief in democratic principles, the higher the intelligence of the teacher.

**Hypothesis 7.**--The greater the value assigned to democratic principles, the more favorable the temperament of the teacher in relation to the characteristics of the traits: ascendance, restraint, objectivity, personal relations and masculinity.

**Hypothesis 8.**--The stronger the belief in democratic principles, the more favorable the temperament of the teacher in relation to the characteristics of the traits: ascendance, objectivity, personal relations, and masculinity.
The findings relative to these hypotheses are: Hypotheses 3 and 4 were upheld in full. Males and females did not demonstrate differences in the value they placed on democratic principles nor in the degree of conviction with which these values were held. Two of the hypotheses were partially sustained. In Hypothesis 5, it was found that the higher the values assigned to democratic principles, the higher the intelligence of the teacher; however, a significant relationship was obtained only with subjects in the elementary teacher category. In Hypothesis 8, the stronger the belief in democratic principles, the more favorable the temperament of the teacher in relation to the characteristics of the trait of masculinity; this relationship was upheld relative to the secondary and male population categories.

One hypothesis was not supported statistically, but trends were present. Hypothesis 7 stated the greater the value assigned to democratic principles, the more favorable the temperament of the teacher in relation to the characteristics of the traits, objectivity and personal relations. Supporting trends significant at the .10 level of confidence were found in the combined population category. Hypotheses 1, 2 and 6 were not substantiated.

An additional, highly significant, finding related to strength of conviction prevailed. Individuals who placed
high value on democratic principles have a strong belief in these principles; and individuals who manifest strong disagreement with democratic principles indicate strength of conviction in their disagreement.

Conclusions

The findings of this study indicate that elementary and secondary teachers, as well as females and males, are relatively similar in the value they place on democratic principles and their strength of conviction to these principles. The teacher who values democratic principles highly tends to be intelligent, objective, able to resist coercion, tolerant and understanding of people, and tends to have faith in social institutions. Furthermore, the teacher who values democratic principles highly and has strength of conviction in his belief in these principles tends to have the additional assets of initiative, assurance, and equilibrium.

Recommendations

The subject of this study, democratic values, is an area of particular importance in the United States, for these values are fundamental to the continuance of the American democratic tradition. It is recommended that further research be undertaken to study the relationship between environment and the development of values. One method by which this could be accomplished is the assessment of the similarities between the
values of the individual, his parents and his peers. In addition, longitudinally designed studies could be utilized in evaluating the roles played by the school, church and community. An important and necessary aspect of this research, is the evolving of methods by which stronger personal value structures could be acquired, perhaps through the influence of persons with strong values.

Even though intelligence and temperament have been shown to be related to values, this relationship needs further examination. Intelligence tests with sub-tests covering particular areas of intelligence would allow for the study of the relationship between values and these specific areas. It would be particularly advantageous to study the relationship between specific temperament characteristics and democratic values. It may be possible to accomplish this by grouping items in a temperament inventory in relation to temperament characteristics, rather than according to traits, and utilizing these for further investigation.
APPENDIX

DIRECTIONS FOR "WHAT IS YOUR OPINION?" QUESTIONNAIRE

The purpose of this thesis study is to learn how people in the education professions think about various problems. This is an opinion poll or census. You are urged to give your sincere answers to the questions, otherwise, as you realize the results will be of little or no use. Your answers will be kept confidential.

This questionnaire consists of a series of statements about which you are to express your opinion. For each of these statements you are to give two responses, one in the column marked AGREE and one in the column labeled DISAGREE. The way this is to be done is explained below.

But first you will observe, if you glance at the questionnaire that part or all of the statement is underscored. The underscored portion of the statement is that particular part on which you are to express your agreement or disagreement. The part of the statement which is not underscored you are to accept as it is, whether in fact you do or do not agree with it.

1. With some statements you will find you will AGREE completely with the entire idea of this underscored portion of the statement, although you yourself might actually have expressed it differently. In such cases, since you agree completely with the whole idea, mark your RECORDING SHEET in the appropriate space as follows:

AGREE  DISAGREE

47.    3       0

2. With some statements you will find you will DISAGREE completely with the entire idea of the underscored portion of the statement, although you yourself actually have expressed it differently. In such cases, since you disagree completely with the whole idea, mark you RECORDING SHEET in the appropriate space as follows:

AGREE  DISAGREE

47.    0       3
3. With some statements you will find you AGREE in general with the idea of the underscored portion of the statement but not as strongly or as completely as in 1. above. That is, you agree more than you disagree, but your agreement is not complete. You might have some exception in mind or some reservation about agreeing with the idea in all cases. If such is the case, mark your RECORDING SHEET in the appropriate space as follows:

<table>
<thead>
<tr>
<th>AGREE</th>
<th>DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

4. With some statements you will find you DISAGREE in general with the idea of the underscored portion of the statement but not as strongly or as completely as in 2. above. That is, you disagree more than you agree, but your disagreement is not complete. You might have some exception in mind or some reservation about disagreeing with the idea in all cases. If this is the case, mark on your RECORDING SHEET in the appropriate space as follows:

<table>
<thead>
<tr>
<th>AGREE</th>
<th>DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

There is no such thing as a "Correct" response like on a test, this is not a test but merely a questionnaire where you give opinions about how you feel—like you might if you were interviewed by some one from a public opinion survey.

There is no time limit in recording your responses, but do not linger too long over any one statement. Do not leave any of the statements blank unless you find it really impossible to express an opinion. If you find it really impossible to express an opinion, indicate this by placing a dash in the appropriate space on the answer sheet. Be sure the course number of this class (e.g. Ed. 583), your name and the date are on the RECORDING SHEET. No marks should be made on these directions or on the questionnaire sheet but both should be turned in when you have completed recording your answers.

If for some reason you are not willing to participate in this study it is permissible for you to leave at this time and then return when the rest of the group has finished, or you may work through the questionnaire and then if for some reason you do not wish to participate your answer sheet will be destroyed.

PLEASE TURN IN ALL MATERIAL AFTER YOU HAVE FINISHED
PLEASE DO NOT WRITE ON THIS SHEET. Use the "Personal Opinion Sheet" to record your answers. Turn BOTH sheets in when the questionnaire is completed.

WHAT IS YOUR OPINION?

1. When a person is known to be guilty of some crime, it is a waste of the taxpayer's money to go through the expensive legal procedure necessary to determine his guilt.

2. It is important for people to feel brotherly, cooperative, tolerant, and humane. However, passing laws to force people to feel this way probably doesn't help very much.

3. So long as it does not call for actions which are against the law, a person should be free to choose his own form of worship or beliefs--whether a Communist, an "atheist," or, a conscientious objector to military service.

4. Since the best opinion on an issue in a group is usually the opinion held by the majority, those who are opposed to that opinion should change their minds when they find out what the majority thinks.

5. If a member is responsible for his team losing a game he should expect to lose respect from the other members of the team.

6. Religious faith is expressed through worship of God and loyalty to one's church, but it does not have very much to do with the practical affairs of daily life--witness, for example, those regular church attenders whose conduct in life is anything but ethical and moral.

7. Because some children simply cannot learn, a part of the taxpayer's money is wasted when all children are made to go to school. Even though it would result in wasting a lot of money, those children who are unable to learn should be allowed to go to school.

8. Human beings are very complex animals and defy attempts to predict how they will behave with any reasonable degree of accuracy, even in simple situations. Nevertheless, people can learn to manage human problems in such a way that in the future much better relationships can exist between groups and nations than do today.
9. As long as a person has good health, if he makes enough money he can get the other things that bring happiness, such as a good home, good clothes, etc.

10. A person who is friendly only with those people who are most like him in social background, religious ideas, and in other ways, is not a truly sincere person since he apparently does not try to be friendly to all kinds of people.

11. There should be a change in the laws of a country whenever a change is necessary. While it is desirable that changes be accomplished in a peaceful way, force or violence should be permissible if the cause be worthy enough--after all, this country was founded by a revolution.

12. People who go to church or synagogue show the qualities of love, sacrifice, forgiveness, charity, and humility, but people who do not go to a place of worship also have these same qualities--and with equal degree of sincerity.

13. Even though an organization or even a whole country contains a large number of different ideas and beliefs, that organization or country will probably be able to come to a united decision or have a unified program.

14. Since people are influenced by what they read, every community should have some kind of an organization to eliminate undesirable books from the school and public libraries, particularly those books which speak favorably about a government different from our own.

15. A person with a criminal record should have all the same considerations of the law as a respected member of a community who finds himself in trouble for the first time.

16. If one has good friends of different races or religions he should be considered intolerant if he objects to having such persons as neighbors.

17. Since a person's ideas about God and about heaven and hell affect his or her basic way of living, two people who have different ideas about God and about heaven and hell are not likely to have the same ideas about the way a person ought to act toward other people.

18. If a person says unfavorable things about the American government or the United States, that person should be tried before a court of law for disloyalty.
19. There is much to be gained by playing on a team even though it loses almost every game it plays.

20. Science and religion give us different pictures of the universe. These two pictures are very much in conflict with one another.

21. A person should be willing to attend a performance of a skilled artist who is a citizen or sympathizer of a country many believe to be our enemy.

22. A democratic group will not work well unless the members have respect for the opinions and rights of other members. But an individual member should not compromise on a principle even if many want to make an exception in order to accomplish a particular worthy purpose.

23. There are some people who do not have principles of right or wrong in which they believe. Most people of this kind are unable to live lives that are satisfying to themselves and useful to others.

24. In order to gain an advantage over your opponent in a sport it is only using one's head or being smart, to use such tactics, as faking an injury to slow up the game if it is to your advantage.

25. A person whose economic security seems to depend upon things continuing as they are, should be just as open-minded toward new ideas as a person who has but small material possessions.

26. If a governmental agency, like the F.B.I., catches a spy or a foreign agent, it should be necessary for them to produce their evidence in court even if doing so would mean revealing their source of this evidence, which might make it more difficult to catch such persons in the future.

27. A true believer in democracy does absolutely everything he possibly can to further the ideas he thinks are right but must be willing to accept compromises.

28. People who hope for a world of cooperation and peace are probably impractical dreamers because it is almost impossible to change human nature, or, at best, it is changed very slowly and in small amounts.

29. A person's religious beliefs are important only if those religious beliefs have a definite influence on the person's attitudes and actions.
30. So long as a goal to be achieved is necessary and important, any means of accomplishing the task are permissible— for example, to rid the government of communists it matters not how this be done so long as it is done in the quickest possible way.
RECORDING SHEET

Class_________________
Name_________________
Date_________________

WHAT IS YOUR OPINION?

For each statement, write

AGREE  DISAGREE

If you agree completely with the main idea of the given statement.

If you disagree completely with the main idea of the given statement.

If you agree in general, but not completely, that is, you have some reservation or exception with the main idea of the given statement.

If you disagree in general, but not completely, that is, you have some reservation or exception with the main idea of the given statement.

DO NOT WRITE IN THIS SPACE

I_____
II_____
III_____
All data will be kept confidential and utilized only for the purpose of this study.

Name: 

Age: 

Sex: Male; Female 

Married; Single 

Town of residence 

(if not Texas specify state) 

Date of Bachelors Degree 

Major Subject Concentration 

Teaching Concentration: 

Elementary; Secondary; Adm.; Other (Specify) 

Institution Conferring Degree 

Degree Working Toward Now 

Number of Years Teaching Experience 

Year First Started Teaching 

Type of Position: 

Elementary; Secondary; Adm.; Other (Specify) 

Name of Town or City Where You Spent Most of Your Childhood 

(childhood background: Rural; Small Town; City; Other)
### TABLE X

**TEMPERAMENT TRAITS: MEANS AND SIGMAs G-SCORES**

<table>
<thead>
<tr>
<th>Teachers</th>
<th>A*</th>
<th>R*</th>
<th>O*</th>
<th>P*</th>
<th>M*</th>
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<tbody>
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<td>Mn</td>
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<td>Mn</td>
<td>SD</td>
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<td>Female</td>
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<td>1.9</td>
<td>6.0</td>
</tr>
</tbody>
</table>

* A, Ascendance; R, Restraint; O, Objectivity; P, Personal Relations; M, Masculinity; Mn, Mean; SD, Sigma.
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Books


Articles


Encyclopedia Articles


Tests


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