

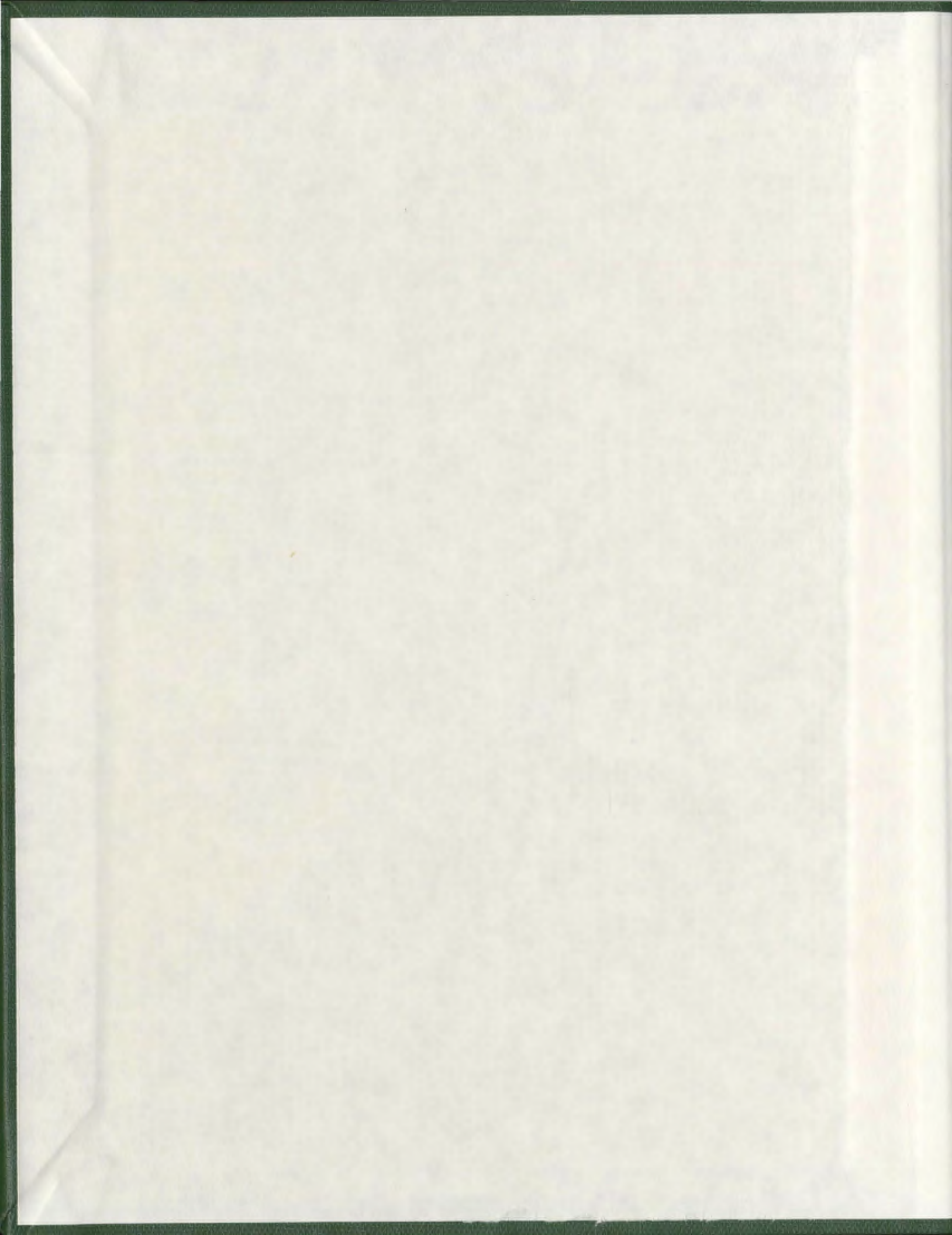
THE EFFECT OF PARENTAL EXPECTATIONS  
ON TEACHER BEHAVIOR IN AN OIL  
DEVELOPMENT ENVIRONMENT

CENTRE FOR NEWFOUNDLAND STUDIES

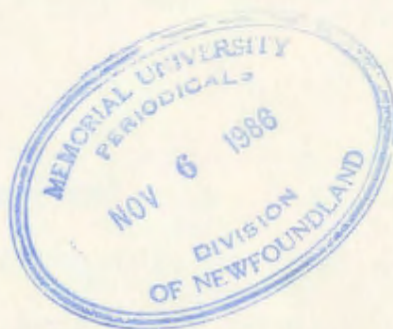
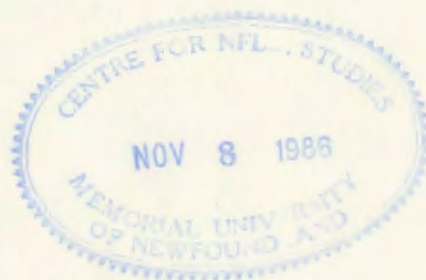
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THE EFFECT OF PARENTAL EXPECTATIONS ON  
TEACHER BEHAVIOR IN AN OIL DEVELOPMENT  
ENVIRONMENT

by



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A Thesis submitted in partial fulfillment of  
the requirements for the degree of  
Master of Education

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April, 1984

St. John's

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## ABSTRACT

This study evolved from a finding by Wiseman (1982) that Newfoundland teachers perceive local parents to be traditional in their educational views but they predict that parents who will move to the Province in the event of oil development will be progressive in their expectations of the teachers and will wish to be more involved in the school system. The purpose of this study was to experimentally examine the effect of parental expectations upon teacher behavior when the parent behaves in a manner which is congruent or incongruent with the teacher's expectancy.

The teachers were exposed to local parents with traditional and progressive philosophies and oil parents with traditional and progressive philosophies. In each of the four experimental conditions each subject indicated their Expectancy of the parent's behavior and their degree of Stress associated with interacting with the parent, prior to meeting the parent on videotape. Following exposure to the parent, the teachers indicated their decision to keep their behavior as it was at present, to fulfill the parents' expressed expectations or to move in the opposite direction of these expectations. They made this decision and ranked their satisfaction with their decisions in areas of teaching of high and low importance to them.

Examination of the multivariate analysis of variance and Pearson correlations performed on the results indicated that teachers, in general, would change behavior in a progressive direction. This tendency was reinforced if the teacher encountered an oil behavior in parents, and was further reinforced if this behavior was found in local parents. The progressive movement was greatest in the area of least importance to the teacher. When the behavior encountered by the teacher was incongruent with the expectancy of the teacher, and if the teacher reported higher levels of stress after exposure to the expectancy condition, then teachers tended to move more in the direction of parent demands.

## ACKNOWLEDGEMENTS

This study was part of a larger project funded by the following companies: Petro-Canada Exploration Inc.; Hudson's Bay Oil and Gas Company, Ltd.; Canterra Energy Ltd.; Esso Resources, Ltd.; and BP Exploration, Ltd.

To those whose contributions were different but all invaluable - Karen Mitchell, Barb Thorburn, and Benny Dalton for their role-playing talents; Tony Dawe for his technical assistance; Gwen Brokenshire for her help during the data collection; the teachers for their participation; and, Betty Morgan for the typing - a million thanks!

To my parents and special friend, George, for their encouragement and love, my deepest appreciation.

To Dr. William Spain, for displaying all the characteristics of a very fine teacher and supervisor, my gratitude and respect.



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## CHAPTER 1

### INTRODUCTION

With the development of off-shore oil a possible reality in the future of Newfoundland and Labrador many questions are being raised regarding social consequences. Of particular concern to educators are implications for change in the existing educational system.

The network of interpersonal relationships within the provincial system of schooling might be considered unique. Probably because of physical isolation and scarcity of resource development, immigration, especially into the rural areas of the province has been minimal. Many of the parents with whom teachers interact are native Newfoundlanders who have always lived, attended school, and worked in the Province. These parents now have children who are students in the same system. Furthermore, many of the teachers come from similar backgrounds to the parents and have received their teacher training at Memorial University in Newfoundland. The continuous interaction of parents, teachers, and students from similar geographical and social backgrounds has quite likely created a very uniform type of educational system, a system in which the effect of parental expectations on teacher stress and teacher behavior has stabilized.

The development of off-shore oil and the accompanying

influx of workers will introduce a new factor into the schools. That is, parents and students from different social backgrounds who may be accustomed to a more transient population and/or a different system of schooling. The result has to be a period of adjustment for local parents, students, and teachers as well as for the parents and students moving into the system. This adjustment may be facilitated if the nature and direction of change in the present educational system can be predicted in advance through experimental studies.

Research into the impact of oil development has shown that Newfoundland teachers anticipate differences in the parental demands of incoming parents and local parents. Wiseman (1982) investigated differences in teachers' perceptions of the expectations of incoming parents who may move to Newfoundland to work in the event of oil development, their perceptions of the expectations of local Newfoundland parents, and their ideal perceptions of the teaching situation. Results of this study indicated that Newfoundland teachers perceive local parents to be traditional in their approach to education but they expect that incoming parents will hold a more progressive view of schooling which will be reflected in their expectations of the teachers of their children. Teachers perceive Newfoundland parents to be concerned primarily with specific aspects of school work like rules, discipline, homework, and learning the basics

while they expect incoming parents will voice concerns about the make-up of the education program in general. Teachers also expect that oil parents will wish to be more directly involved in the education of their children and will initiate more contact with the teachers than local parents. It is evident from Wiseman's study that teachers perceive themselves to be in agreement with local parents on the importance of some aspects of the teaching situation, to agree with incoming parents on the importance of other aspects and to disagree with both sets of parents on the importance of still other areas in the teaching environment. It is also apparent from Wiseman's results that teachers consider some elements of their work such as teacher attitude to be of greater importance than others such as the extracurricular interests of students.

Depending upon the stage of development, the off-shore oil industry will quite likely attract workers from a wide social strata. Some of these parents may indeed be progressive in their attitudes towards education, but others might be more traditional. In describing the impact of oil development in Scotland, Hewlett (1983) reported differences in oil parents' expectations in different school districts. It is also likely that not all local Newfoundland parents are traditional in their educational views.

Based upon these assumptions, and the results of the Wiseman (1982) investigation, several combinations of teachers' expectancies of parent behavior and actual parent behavior may be predicted in the event of oil development

in Newfoundland. Teachers expect that local parents will make demands upon them that are reflective of a traditional philosophy of education. Some local parents may behave in congruence with this expectancy while others may be more progressive. Teachers expect that oil parents will make demands upon them and the education system indicative of a progressive educational view. Again, some oil parents are likely to behave in accordance with this teacher expectancy while others may adhere to a more traditional philosophy. The fact that such teacher expectancies and perceptions do exist has made it possible to examine the effect of these expectancies on teacher behavior when parents behave in a manner which is congruent or incongruent with the teachers' expectancies. Using naturally occurring teacher expectancies, it was possible to create an experimental replica of parent-teacher interactions in an oil development environment.

#### Purpose of the Study

The purpose of this study was to experimentally examine the effect of teachers' perceptions of parents' expectations upon teacher behavior in an oil development environment. Within this general purpose the study was to encompass several components:

1. First, the study was to determine the degree of



progressive or traditional expectancy of teachers when interacting with parents, based upon the parents' status as a local Newfoundlander or as an incoming parent who has moved to work in the oil industry.

2. Next, the study was to examine the degree of teacher stress associated with the teacher's expectancy of interacting with a local or oil parent to discuss the unsatisfactory performance of that parent's child.

3. Then, the study was to examine the teacher's proposed decisions to adhere to their present behavior or to change their behavior to fulfill the expectations expressed by parents. These decisions were to be investigated when teachers were confronted with actual parent expectations which were congruent or incongruent with the teacher's expectancy of those parents based upon the parents' status as local or incoming people.

4. Last, the study was to compare teachers' decisions to change or not change their behavior in areas of teaching considered to be of high and low importance to teachers. The study was also to reveal the degree of reported teacher satisfaction associated with their decisions.

#### Significance of the Study

This study has provided some insight into the nature of

the classroom atmosphere in Newfoundland schools to be expected in the event of off-shore oil development. It has helped to determine whether such an event would move the present educational system in the direction of progressivism or traditionalism, with respect to teacher attitudes and behaviors.

It also has provided a rationale for teacher decision making based upon the interaction of teacher perceptions of parental expectations and actual parental expectations. From this model, some assumptions might be made regarding teacher behavior and teacher stress in other areas of the teaching environment.

#### Definition of Terms

Local Parents: Local parents are native Newfoundlanders who have always lived and worked in the Province and have children attending Newfoundland schools.

Oil Parents: Oil parents are people from other provinces or countries who would move to Newfoundland to work in the oil industry and enroll their children in provincial schools.

Traditional: Traditional philosophy of education is a general belief that schooling should be "designed to open to pupils the boxes of knowledge symbolized by subjects, drawing on the technology of books and teacher talk" (Bennett, 1976,

p. 2). Educators refer to this particular philosophy with descriptors such as teacher-centred, formal and autocratic.

Progressive: Progressive philosophy of education is a general belief that educating should be "an active, discovery-based process with the teacher cast in a guiding, stimulating role rather than a didactic one" (Bennett, 1976, p. 2). This philosophy is discussed in such terms as student-centred, open, informal, and democratic.

Parents' Expectations: Parental expectations are demands that parents impose upon teachers of their children in accordance with their philosophy of education.

Teacher Expectancy: Teacher expectancy refers to the stereotype that teachers hold of parents' philosophy of education and expectations of teachers. This expectancy is based upon knowledge of the parent's status as an oil parent or a local parent. An oil-parent teacher expectancy means that the teacher expects that the parent will have a progressive philosophy of education. A local-parent teacher expectancy means the teacher expects that the parent will adhere to a traditional philosophy of education.

Local Parent Behavior: Local parent behavior is the behavior of any parent expressing expectations for teacher behavior that are indicative of a traditional philosophy of education.

Oil Parent Behavior: Oil parent behavior refers to the behavior of any parent expressing expectations for

teacher behavior that are indicative of a progressive philosophy of education.

Stress: Stress refers to negative teacher feelings associated with interacting with parents, as measured by the Stress questionnaire used in the study.

#### Limitations of the Study

The experimental nature of the study required subjects to place themselves in the position of the teacher in the videotape. In this sense, it was not a study of real situations and some teachers may not have been able to make a genuine response to the experimental stimuli. The generalizability of the findings, therefore, must be further examined.

## CHAPTER II

### REVIEW OF LITERATURE

#### Teacher Expectancies, Teacher Behavior, and Student Outcomes

Research indicates that teachers form differential expectations of student abilities based upon such salient group characteristics as race (Rubovits and Maehr, 1973; Woodworth and Salzer, 1971), sex (Levitin and Chananie, 1972; Palardy, 1969; Swift and Spivack, 1968), speech patterns (Williams, Whitehead and Miller, 1972) and socio-economic status (Rist, 1970). In general, teachers expect students who come from higher social and/or educational backgrounds to be more intelligent and more likely to have higher achievement.

Teachers treat students for whom they have high expectations differently than those for whom they have low expectations. Such distinctions are evident from studies which have looked at naturally existing expectancies, and expectations which have been experimentally induced. Brophy and Good (1970) found that teachers demand better performance from students for whom they hold high expectations and are more likely to praise these students when the expectations are fulfilled. They also found that teachers

are less likely to praise low expectation students and are more likely to accept poor performance from them. In addition, they found a tendency for teachers to initiate more interactions with low expectancy students in the areas of control and criticism. Cornbleth, Davis, and Button (1974) looked at already existing teacher expectations and found a difference in frequency as well as style of interaction with high and low expectancy students. In the microteaching experiment of Rubovits and Maehr (1971) an induced expectancy was created and teachers requested significantly more information and offered more praise to "gifted" students. Using induced experiments Rothbart, Dalfen, and Barrett (1971) found that teachers paid more attention to and rated high expectation students as more intelligent and more likely to succeed.

Data illustrating that teachers behave differently towards high and low achieving students is matched by student perception data. Weinstein reported that students perceive more variability in how low achieving students are treated by different teachers than in how highs are treated (Good, 1981). It might be concluded that not only are high and low expectation students treated differently by teachers but students can perceive the differential treatment in the classroom.

Teacher behavior has been found to influence student behavior and student outcomes. Stallings (1976) conducted

a study to investigate the relationship between teacher behaviors and student cognitive outcomes. She found that a high rate of drill, practise, and praise, and time spent in the area of reading and mathematics contributed to higher scores in these subjects. Furthermore, instructional approaches that provided a wide range of activities and allowed independence were positively related to lower student absenteeism and higher scores on nonverbal problem solving tests of reasoning. Aspy and Roebuck (1977) reported that teacher's facilitative conditions of understanding, genuineness, and respect were positively and significantly related to student achievement, attendance, and almost all aspects of self-concept. Brophy and Good (1974) reviewed the literature and concluded that teacher warmth and enthusiasm correlate with student achievement.

Teacher behavior has been known to affect intergroup behavior in the classroom. Serow and Soloman (1979) observed desegregated elementary school classes to determine the relationship between classroom climate and pupils interracial behavior. They found that in a classroom where the teacher emphasized interpersonal concerns and conveyed warmth and acceptance, more positive intergroup contacts were likely to occur. Intergroup effort was more common in classrooms where teachers exhibited patience, persistence, and devotion to helping students. Cross racial interactions were less likely to occur in a businesslike academic classroom

environment where local and incoming students can more effectively intermingle and function as a group. Thus, teacher behavior could be instrumental in eliminating some of the segregation and isolation that could exist whenever a new group of students is introduced into an already established classroom environment.

Students of different expectation levels behave differently in class. Students for whom teachers hold high expectations seem to raise their hands more frequently (Brophy and Good, 1970) and initiate work related contacts with teachers (Cornbleth, Davis, and Button, 1974). It has been suggested that the behavior of students, teachers, and the expectations of the two are quite probably accommodating such that one influences and reinforces the other. In a study which examined student behaviors, teacher reinforcing behaviors, student achievement, and changes in teacher expectancy, Ryan (1981) concluded that students through their behavior can find means to alter teacher expectations, producing the desired teacher behaviors. The danger inherent in the teacher expectation of student abilities is that when the teacher possesses false expectations based upon the students salient characteristics this teacher could behave in a manner that contributes to a lowering of the student's self-concept and achievement level.

It is very difficult to predict the exact nature of the effect of teacher expectancy on student outcomes because of



the complexity of the variables involved. Teachers who hold similar expectations towards a child may display that expectancy in a completely different fashion. Similar teacher behaviors may have different effects upon specific children depending upon the motivation and personality of the child. Brophy (1979) found that teacher praise was associated with student achievement in some but not all instances. The effect of a teacher expectation on student outcomes is dependent upon a multitude of factors; the strategy or behavior the particular teacher uses to communicate the expectancy, the teacher's personality, the student's personality, the nature of the content and the time period over which the outcome is measured. Non-linearity and interaction effects are continuously evident. The same type of teacher behavior could yield different outcomes in different classrooms for different students in different content areas and over varying time periods. Concerns of this nature are discussed by Berliner (1976) and Medley et al. (1975).

Despite this complexity the literature does provide evidence to support the connection between teacher expectations, teacher behavior, and student outcomes as presented by Good (1981):

1. Teachers expect specific behaviors and achievement from particular students based upon specific salient student characteristics.

2. Because of these expectations, teachers treat individual students or groups of students differently.
3. The teacher's behavior communicates the expectancy to the student and affects the self-concept, achievement, motivation, and aspiration level of the student.
4. If the teacher's behavior is consistent over time and if the student does not behave incongruently with the teacher's expectations, high expectation students will continue to achieve higher and the achievement of low expectation students will decline.
5. Students can change teacher expectations by resisting the teacher behavior and responding in ways which are not congruent with the teacher's expectations (adapted from Good, 1981, p. 416).

This model explains how teacher expectations can operate to affect teacher behavior and student outcomes. In this study emphasis is placed not upon teacher expectations of students but teacher expectations of parental demands. Whether teacher behavior occurs in response to their perceptions of students or parents, the fact remains that teacher behavior can influence student outcome. The generalizability of the expectancy model to teacher decision making has been presented by Jablonski (1983) and is reviewed later in this report.

## Stress

Hans Selye defined stress as "... a nonspecific response of the body to any demand made upon it" (Selye, 1974, p. 27). He pointed out that stress can be positive or negative. The former, which enables one to function more successfully, he termed "eustress" and the latter, which leads to decreased effectiveness, was referred to as "distress". The level of stress arousal is related to the level of performance by an inverted U model as shown in Figure 1.

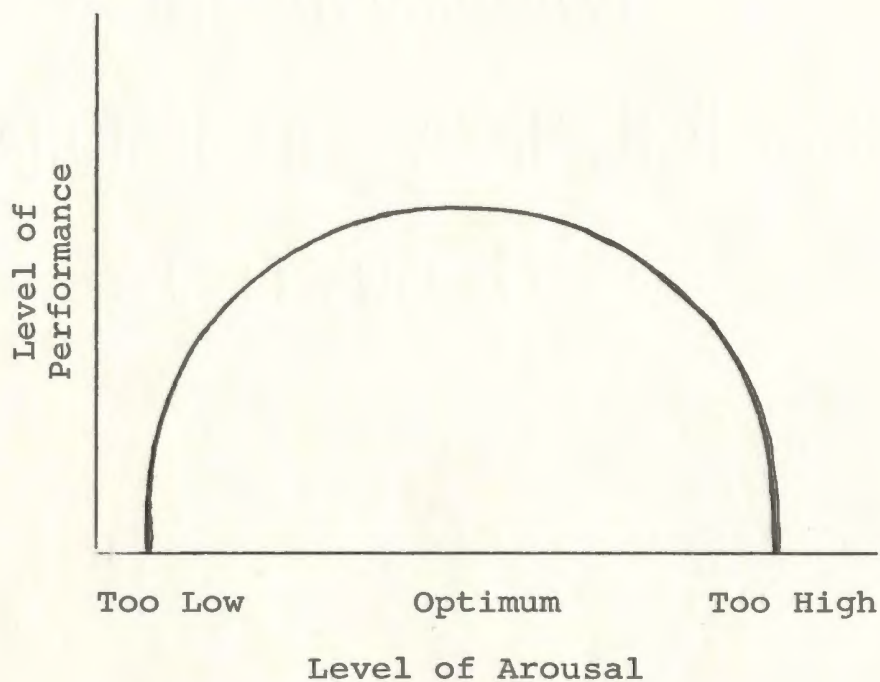


FIGURE 1: The Relationship between Level of Stress and Level of Performance

(Welford, 1974)

This concept is a very important one in terms of the nature of the present Newfoundland education system and the possible impact of off-shore oil development. The introduction of new students and parents could provide stimulation leading to changes in teacher functioning. Whether the new parents' expectations will impede or foster teacher effectiveness may depend upon the teachers perception of their abilities to cope with the new demands placed upon them. In view of this, it was very difficult to predict whether interacting with an oil parent would cause more stress for the teacher than interacting with a local parent. If teachers have not felt challenged by the demands of the parents with which they now interact, parents with new and different expectations could provide optimum stimulation for effective teacher functioning. However, if teachers do not feel adequately prepared to meet any new parental demands, then the prospect of meeting an oil parent could cause too much arousal for effective teacher functioning. "If an individual perceives an event as harmful or potentially harmful and the person's skills to cope with the event are inadequate, then stress is experienced" (Kendell, 1983, p. 39).

Kendell (1983) reviewed the literature and reported several orientations towards the development of a model of stress. She reported that stress is viewed as a nonspecific response to demands, how individuals perceive or appraise the situation, the ability of the individual to cope with

the demands and the degree of discrepancy between the ability to cope and the demand for adaptation. In terms of this study, teacher stress resulting from parent expectations will depend upon the teachers' confidence in their abilities to meet the new demands placed upon them. Kyriacou and Sutcliffe (1978) define teacher stress as:

... resulting from aspects of the teacher's job and mediated by the perception that the demands made upon the teacher constitute a threat to his self-esteem or well being and by coping mechanisms activated to reduce the perceived threat. (p. 2)

A stressor is defined by Girdano and Everly (1979) as "... an event or condition including anticipation and imagination ... and that triggers a stress reaction" (p. 14).

Stressors may be physical like noise and pollution, social or resulting from interaction with the environment, and psychological or resulting from the individual's appraisal of the environment or event (Morse and Furst, 1979, p. 11).

The reaction to stress takes the form of physical or psychological adaptation that the body performs to maintain its equilibrium. In an attempt to reach this equilibrium the individual employs stress management techniques which are commonly referred to as "coping mechanisms". Lazarus proposed two major categories of coping techniques:

Direct actions are behaviors such as fight or flight which are designed to alter a troubled relationship with one's social or physical environment. Palliative models of coping refer to thoughts or actions whose goal is to relieve

the emotional impact of stress, such as defense mechanisms or deployment of attention and use of drugs and tranquilizers. (cited in Kendell, 1983, p. 73)

The literature suggests that teacher stress results from the appraisal of an environmental event as stressful, the teachers' perceptions of their abilities to meet the demands imposed by the event, and by coping mechanisms which are used to counteract stress.

### Sources of Teacher Stress

All occupational environments assumably present multi-dimensional sources of stress. Some stressors may be common to all occupations while others appear to be more unique to teaching. David Adams (1981) outlined three conditions that make teaching particularly stressful.

1. Conflicting values:

Teachers are expected to have model values and to serve as role models for their students in a time of conflicting societal values. Teachers are expected to serve as role models for students at a time when roles and values are in a state of change.

2. Demands made upon teachers for public accountability:

Teachers are faced with a variety of attempts to make education 'accountable' to taxpayers, parents, school boards, students, the general public.

### 3. The good shepherd ethic:

Teachers are caught between the conditions of mass education and the idea of providing the best education for the individual student (cited in Manitoba Teachers' Society Report on Stress, 1981, p. 12).

Kyriacou and Sutcliffe postulate some of the factors which determine the extent to which demands made upon the teacher will result in stress:

(1) The degree of role conflict or role ambiguity involved; (2) the degree to which the teacher perceives that he is unable to meet the demands made upon him; (3) the degree to which the teacher's ability to meet the demands is impaired by poor working conditions; (4) the degree to which the demands are new or unfamiliar; and, (5) the degree to which the teacher is already experiencing stress resulting from sources outside his role as a teacher. (1978, p. 299)

Chinnery (1979) proposed that the link between the individual and the system is a work role which is defined by the expectations of the members of the organization for the focal person. Members of the teachers' role set are colleagues, supervisors, parents, and students. Teachers themselves have some beliefs about what their ideal role should be. Potential for stress exists when there are actual discrepancies among the expectations of the different members of the role set or when the focal person perceives discrepancies. The complexity of actual and perceived expectations is likely to result in conflict and indecision for the teacher.

The suggestion that parents' expectations present a source of teacher stress was supported in a study of Alberta teachers in which "conflicting needs of students (e.g., parents, teachers, central office, school board) as ninth on the list of stress producing items" (Report of the Manitoba Teachers' Society Committee on Teacher Stress, 1981, p. 10). In Kendell (1983) a study about teacher stress conducted in Newfoundland, parent/teacher relations was found to be second in the list of factors perceived as stressful by teachers. Evidence of teacher stress associated with parents' expectations might be concluded from a finding of Wiseman (1982):

Almost without exception, when there were no differences between the teacher's ideal and the perceptions of parent expectations, teachers felt that the areas under consideration were of low importance. (p. 90)

#### Teacher Stress, Teacher Behavior, and Student Behavior

Teachers, because of their daily contact with students, exert a great deal of influence over the growth and development of the students. The presence of stress has an effect upon how the teacher behaves in the classroom, and thus is a factor governing this influence:

Koon (1979) found that high anxiety teachers use significantly less task-oriented behavior with students and that they tend to administer fewer positive reinforcements. (cited in Young, 1978, p. 81)



Teacher stress has been shown to negatively affect students' performance (Young, 1981). Fuller (1969) provided an explanation for this effect by suggesting that teachers who are stressed are too occupied with immediate concerns to concentrate on direct teaching activities. It may be concluded that teacher stress can influence teacher behavior in the following way. Environmental events may create a level of discomfort, tension, and indecision for the teacher. The teacher attempts to regain homeostasis by using coping techniques. Some of these coping mechanisms may be defense mechanisms or actual behavior change which changes the teacher's behavior in the classroom.

#### Personality Characteristics of Teachers

Gowan (1955) suggested that results on the K-scale of the Minnesota Multiphasic Personality Inventory with teachers indicate "some degree of social anxiety overlaid with reaction formation in which emphasis is directed towards control of self and adaptation to the needs and demands of others" (cited in Morrison and McIntyre, 1969, p. 46). Morrison and McIntyre concluded that "teachers in general may be more inclined than most to behave in conformity with the social pressures which they experience" (p. 47).

## Models of Decision Making

### Expectancy Model

Jablonski (1983) reviewed the literature related to three components of the decision-making process which are antecedents of teacher behavior; teacher predispositions, the objective situation, and the teacher's definition of the situation. She presented rationale for change in teacher behavior as a result of the cyclic interaction of the elements of the model. Teacher predispositions cause selective attending to elements of the total teaching situation. The interaction of teacher predispositions with the objective environment results in the teacher's perception or definition of the situation as requiring some specific action. This action is teacher behavior in the classroom. Teacher behavior influences student behavior and outcomes. The resulting student behavior and outcomes become part of the objective situation and presents the teacher with a new set of perceptual stimuli. This change in the objective situation will cause a redefining of the situation by the teacher and a resulting change in teacher behavior. It might be a logical assumption that the greater the congruence between the student behavior and outcomes expected by the teacher and the actual student behavior and outcomes, the greater the stability of teacher behavior. Incongruency over

time will result in gradual change in both teacher predispositions and teacher behavior. An explanation of the three components might be useful to the reader at this point.

Predispositions are defined by Stebbins as "products of past experience which impinge upon our awareness, equip us with specific, usually habitual, views of the world, and guide behavior in the immediate present" (1975, p. 12). Stebbins further maintained that predispositions are products of the individual's experiences in the past, relatively permanent, causing people to act in similar fashion given similar circumstances and are inactive until triggered by stimuli in the environment.

Newcomb (1964) acknowledged the relative permanency of predispositions but indicated the possibility of change given new experiences. In the writings of Kerlinger (1967), Newcomb (1964), and Rokeach (1968) there emerges the concept of predispositions or beliefs as being hierarchical with some being of greater importance to the individual than others. More important or more strongly held beliefs are expected to be more resistant to change and likely to require a greater number of contradictory experiences before change in original predispositions can be expected.

The objective situation, as its name implies, refers to all possible interrelationships of the elements in the school environment as they actually exist, independent of subjective interpretations and perceptions of these elements

by an individual. The scope of this concept is explicitly illustrated in the words of MacIver, "the situation as it might appear to some omniscient and disinterested eye, viewing all of its complex interdependencies and all endless contingencies" (Stebbins, 1975, p. 7). Some of these global characteristics could include the interaction of such elements as the students, the school, the school board, and the Department of Education.

The definition of the situation results from the individual's attempt to analyze the objective situation and determine a course of action. The definition of the situation is the individual's perception of the objective situation which has been filtered through existing predispositions and the hierarchy. The dimension that Martin (1976) adds to the concept of definition of the situation has some important implications for this study. He proposed that in some cases people attempt to define a situation by interpreting the expectations of others for their behavior:

In the final analysis, an individual acts according to his own definition of the situation, through his interpretations of what he thinks others expect of him. (p. 1)

Parents may be considered as significant others in the teaching situation and teachers may be influenced by their perception of parents' expectations of them as teachers of their children. The model is shown in Figure 2.

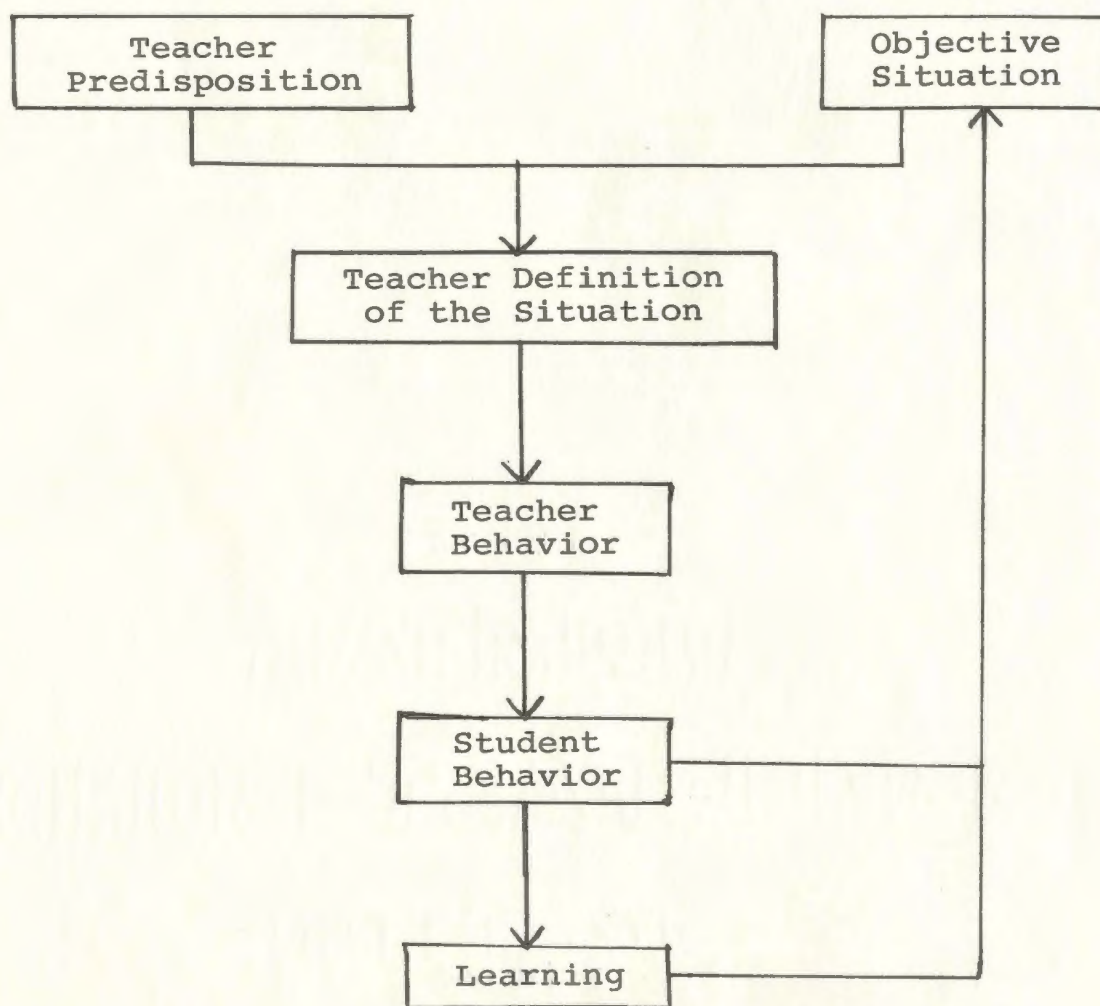


FIGURE 2: The Expectancy Model of Decision Making

### Conflict Model

Janis and Mann (1977) make five basic assumptions about the functional relationships between psychological stress and decisional conflict. "Psychological stress is used as a generic term to designate unpleasant emotional states evoked by threatening environmental events or stimuli" (p. 50). Decisional conflict is a feeling of distress resulting from "simultaneous opposing tendencies within the individual to accept and reject a given course of action" (p. 46). The conflict model of decision making is based upon the assumptions made concerning the relationship between the two:

1. Stress is aroused when the individual realizes that he/she is in a position to gain or lose self-approval or the approval of others.
2. When the decisional conflict is so severe that the individual can see serious risk in each choice, defensive avoidance may be the reaction.
3. When a person encounters threats that motivate consideration of new courses of action, decisional stress will be a function of the degree of commitment to present behavior.
4. In severe decisional conflict when the decision maker anticipates no satisfactory solution and a shortage of decision making time, hypervigilance or extreme panic is a possible reaction.

5. A moderate degree of stress in relation to a proposed decision is desirable in motivating the decision maker to discuss and consider alternative courses of action. Too low or too high stress levels hampers an effective decision making process.

The rationale behind the conflict model is:

"... human beings, programmed as they are with emotions and unconscious motives as well as with cognitive abilities, seldom can approximate a state of detached affectlessness when making decisions that implicate their own vital interests or those of their organization or nation. (Janis and Mann, 1977, p. 45)

The risk for the teacher in not complying with parental expectations is the likelihood of pressure caused by contact with the parent. If the parent is a local parent the risk from this aspect is very low. However, if the parent is an incoming parent then the risk of losing the reward associated with parental approval may be perceived to be high, given the amount of parent-initiated contact expected by the teacher from such a parent.

The risk for the teacher in complying with parental expectations is the loss of self-approval associated with moving away from ideals. If the behavior is in an area of teaching of low importance to the teacher then the risk for the teacher is not as great. From this model, it may be predicted that whenever an individual encounters a force which questions the individual's present behavior and proposes an alternate, there is a weighing of the rewards

associated with changing in the direction of the new demands or maintaining present behavior. Self-approval and the approval of significant others are competing incentives.

### Cognitive Consistency

#### Cognitive Dissonance

The theory of cognitive dissonance originates from the work of Leon Festinger and is based on the assumption that individuals strive for consistency among their attitudes, opinions, beliefs, and behaviors. A cognition refers to "any knowledge, opinion or belief about the environment, about oneself or about one's behavior" (Festinger, 1957, p. 3). Cognitions are said to be consistent or consonant if one follows from the other, for example, the knowledge that one is a nonsmoker is consistent with the information that smoking is a health hazard. Cognitive elements are dissonant if the obverse of one follows from the other, for example, the knowledge that one is a smoker is dissonant with the information that smoking is a health hazard. The cognitive dissonance theory leads to the hypothesis that "the existence of dissonance, being psychologically uncomfortable, will motivate the person to try to reduce the dissonance and achieve consonance" (Festinger, 1957, p. 3). In this sense, dissonance is a state of psychological



discomfort which motivates the individual to seek means of eliminating the disequilibrium. Dissonance is reduced and a state of cognitive balance achieved by changing one or more of the cognitive elements.

Festinger's theory emphasizes the dissonance that exists following an individual's commitment to a specific decision or behavior in the event of competing alternatives. Positive characteristics of the rejected alternative and negative characteristics of the chosen behavior are dissonant with the knowledge that a specific action has been taken. Positive characteristics of the chosen alternative and negative characteristics of the rejected alternative are consonant with the knowledge that a specific behavior has been chosen.

### Attribution

The theory of attribution is "a set of empirical generalizations about causal inferences made by people in their everyday lives" (Ross in Harvey et al., 1976, p. 121). It suggests that people are motivated to seek meaning in an unpredictable world by assigning causes for their own behaviors as well as for the behaviors of others. Behavior is perceived to be situationally determined (results of social pressures) or environmentally controlled (representing inner states or characteristics). This concept is very important in that it explains how behaviors contribute to

more permanent change in attitudes and predispositions. "To the extent that external forces are absent, internal factors will be inferred" (Wicklund and Brehm, 1976, p. 261).

Festinger and Carlsmith (1959) in a classic study of induced compliance insisted that subjects proclaim a counter-attitudinal position on a particular subject. They hypothesized that people who have less reason to behave contrary to their beliefs would suffer dissonance arousal to a greater extent than those who have a better reason. The results indicated that subjects who were paid one dollar to produce the counter-attitudinal behavior changed their beliefs to coincide with their behavior to a greater extent than subjects who were paid twenty dollars. When faced with no external incentive people begin to believe that they are internally motivated.

Philosophy of Education:  
Progressive vs. Traditional

A philosophy of education constitutes an attitudinal framework from which specific educational practise can evolve. It is "a set of shared ideas about the human capacity to learn, about the nature of human resources for learning, and about the kinds of environment that facilitate and encourage the realization of those learning resources" (Bussis, Chittenden, and Amarel, 1976, p. 21).

The literature surrounding educational attitudes and teaching styles is characterized by a dichotomy that has been described by a multitude of terms; formal-informal, open-closed, liberal-conservative, authoritarian-democratic, student centred-teacher centred, progressive-traditional. Research on the superiority of a particular orientation has been criticized on the grounds that teachers cannot be neatly categorized on one or the other end of the continuum. In some instances multidimensional typologies of teaching styles have been created (Bennett, 1976).

Bussis et al. (1976) analyzed the classroom situation via a two-dimensional approach as displayed in Figure 3. In the two lefthand quadrants teachers assume minimum responsibility for curricular and instructional decisions. In the conventional quadrant decisions guiding student activity is determined by textbook specifications while in the laissez-faire situation decisions are made by the children themselves. In the traditional quadrant teachers may be very active in determining appropriate curriculum and activities but they base their decisions upon information prejudged to be important as opposed to information generated by the students' interests during the learning process. Open education teachers must constantly make decisions by attending to the choices, interests, and decisions made by students as learning occurs.

Blue borrowed from the summary of McKeachie (1969) and

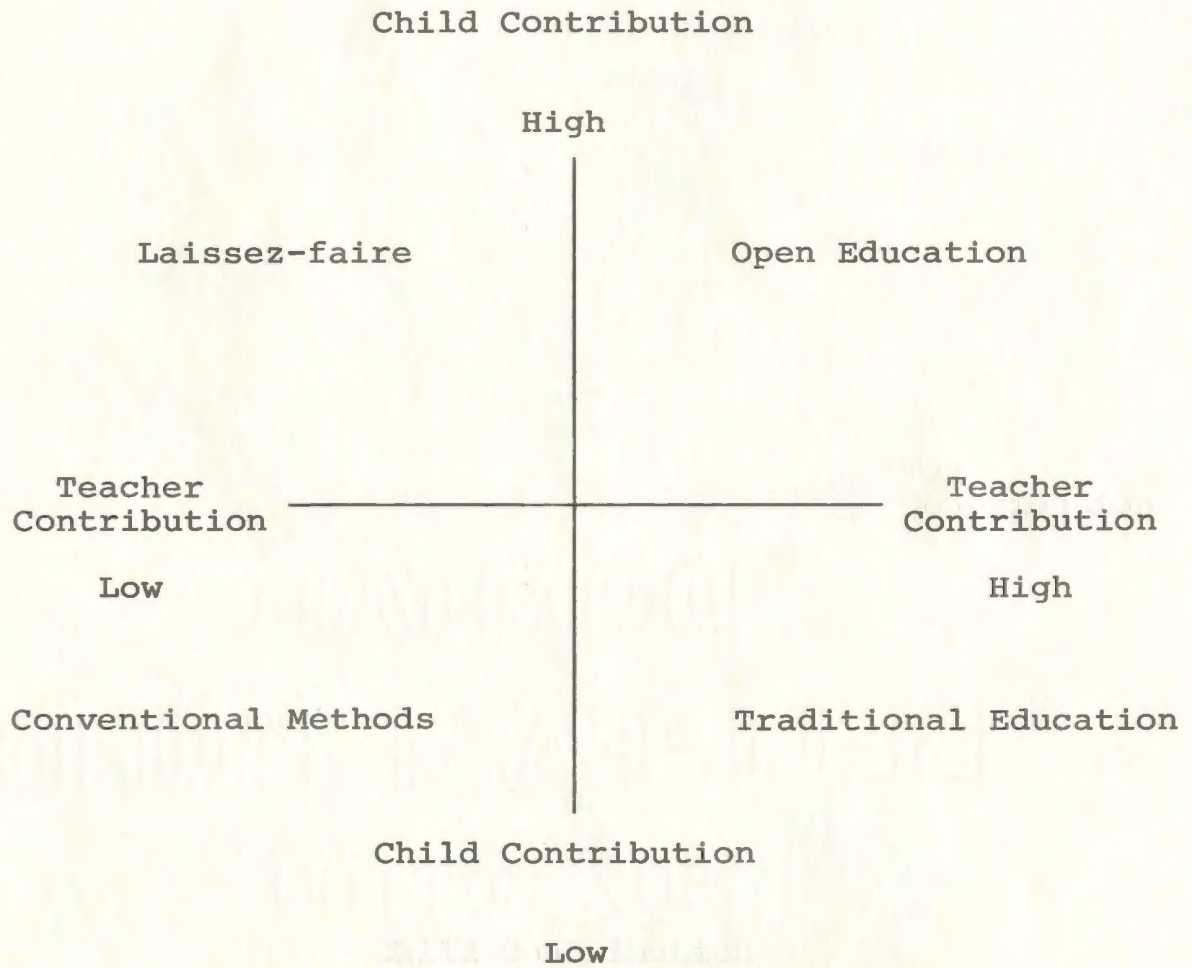


FIGURE 3: Classroom Interactions as Determined by Educational Philosophies

(Bussis et al., 1976, p. 23)

distinguished between instructor-centred and student-centred methods of instruction with respect to goals and the nature of classroom activities. In the instructor-centred method the goals are determined by the teacher, emphasis is upon intellectual as opposed to affective and attitudinal changes and no effort is made to develop group cohesiveness. Classroom activities in the student-centred approach are most often decided by the group, test and grades are de-emphasized, students share responsibility for evaluation and irrelevant student contributions are recognized (Blue, 1981, p. 54). Other statements based on Johnson et al. (1979) are cited by Blue as underlying philosophies of the Progressive Orientation towards education:

1. Education should be life itself, not a preparation for life.
2. Learning should be directly related to the interests of the child.
3. Learning through problem solving should take precedence over inculcating subject matter.
4. The teacher's role is not to direct but to advise. (1981, p. 49)

Bennett (1976) attempted to break down the global terms "progressive" and "traditional" into their constituent elements:

<u>Progressive</u>	<u>Traditional</u>
1. Integrated subject matter.	1. Separate subject matter.
2. Teacher as guide to educational experiences.	2. Teacher as distributor of knowledge.

- |   |   |
|---|---|
| 3. Active pupil role.   | 3. Passive pupil role.  |
| 4. Pupils participate in curriculum planning.                                 | 4. Pupils have no say in curriculum planning.                 |
| 5. Learning predominantly by discovery techniques.                            | 5. Accent on memory, practise, and rote.                      |
| 6. External rewards and punishment not necessary, e.g., intrinsic motivation. | 6. External rewards used, e.g., grades, extrinsic motivation. |
| 7. Not too concerned with conventional academic standards.                    | 7. Concerned with academic standards.                         |
| 8. Little testing.  | 8. Regular testing.   |
| 9. Accent on cooperative group work.  | 9. Accent on competition.                                     |
| 10. Teaching not confined to classroom base.                                  | 10. Teaching confined to classroom base.                      |
| 11. Accent on creative expression.  | 11. Little emphasis on creative expression.                   |

(p. 38)

Twelve teacher styles were extracted from the cluster analysis employed in Bennett's study and were ordered in distance from informal to formal. Only the extreme points could be described in those terms and the remaining types contained both informal and formal elements.

Morrison and McIntyre (1969) refer to the dichotomy in terms of authoritarian versus democratic styles:

Authoritarian teacher-centred classrooms, with high teacher dominance, formal class teaching, convergent thinking, competitiveness, relatively high punitiveness, low pupil verbal and physical activity, and teacher directed communication.

Democratic learner-centred, less teacher dominance, pupil participation in class

decisions, stress on pupils' ideas and divergent thinking, greater concern for individual needs for instruction, high pupil verbal and physical activity, cooperation, group structuring and more open teacher-pupil and pupil-pupil communication. (p. 133)

Philosophies of education become transferred into teacher behavior and classroom activities. Borko (1978) found that: (a) teachers with stronger traditional beliefs decided to give students less responsibility for planning their instructional program than teachers with weaker traditional beliefs; (b) teachers with stronger progressive beliefs were more likely to use peer tutoring than teachers with weaker progressive beliefs; (c) teachers with stronger traditional beliefs were more likely to refer students for testing and/or special class placement than were teachers with weaker traditional beliefs; (d) teachers with stronger progressive beliefs judged social competence and emotional growth goals for students as more important than teachers with weaker progressive beliefs (cited in Shavelson and Stern, 1981, p. 468).

#### Summary of Literature and Rationale for the Study

Contact with parents has been identified by teachers as a source of stress in their work (Kendell, 1982; Report of the Manitoba Teachers' Society Committee on Teacher

Stress, 1981). A possible explanation for this is presented by Chinnery (1979) in a paper concerned with teacher stress. He postulated that the critical link between the individual and the system is a work role which is defined by the expectations of the members of the role set for the focal person, in this case, the teacher. Parents are members of the role set for teachers. Teacher stress may result when a discrepancy exists among the expectations of the different members of the role set (local parents' expectations versus oil parents' expectations), between the members and the teachers' ideal or when the teacher perceives such discrepancies. Teachers attempt to plan their teaching behavior by considering the expectations of significant others as well as their own ideal. This situation is likely to cause further conflict and indecision for the teacher when the expectations expressed by the parent is incongruent with the teacher's expectancy or perception of those expectations.

Research linking teacher perceptions and student behavior fit into a model provided by Good (1981). Teachers form expectations of student ability based upon characteristics such as race, sex, and socioeconomic background, and communicate this expectancy through their teaching behavior. Student behavior and outcomes are generally in the direction of the teachers' expectations. However, the congruency of student behavior with teacher expectations will determine the degree



to which the teachers' original expectations remain stable or change somewhat, thus causing a change in teacher behavior.

This model is analagous with the expectancy model of teacher decision making presented by Jablonski (1982). It encompasses three different components: teacher predispositions (attitudes, expectations); the objective situation; and the teacher's definition of the situation. Teacher predispositions are based upon an accumulation of experiences that encompasses ideals, hierarchy of values, and perceptions of the expectations of others. Teacher predispositions cause selective attending to elements in the objective situation and result in the teacher's definition of the situation which determines teacher behavior. When the objective situation is altered, the teacher's definition of the situation is changed and a consequent change in teacher behavior occurs.

This model explains how teachers' perceptions or expectancies can influence their behavior. Since parents are part of the objective situation for teachers, as well as a known "teacher stressor," it might be assumed that teacher expectancies of parent expectations can have a similar chain-of-events effect upon teacher behavior. Whether teacher behavior occurs in relation to teacher perceptions of students, parents or both, the essence is that teacher behavior can influence student behavior and outcomes.

The expectancy model of teacher decision making describes how teacher behavior is likely to change over time based upon changes in the objective situation. However, it makes no reference to how or why teacher predispositions change and the effect that such changes might have on teacher behavior. Furthermore, it provides little insight into the reasoning behind changing the definition of the situation when faced with a change in the objective situation. The present study combines the conflict theory of decision making (Janis and Mann, 1977) with expectancy theory, and considering information from Wiseman (1982) creates an experimental scenario of teacher thought and behavior which might conceivably be analogous to the real situation with respect to parent-teacher contact in the event of an influx of oil parents into Newfoundland schools.

The conflict theory of decision making provides some insight into how individuals make decisions when faced with forces that challenge or question their present behavior. The individual becomes stressed when there exists that realization that one stands to gain or lose the approval of self or others and decisional stress is a function of the degree of commitment to present behavior. When faced with one element of the objective situation in relation to parents, oil or local status, Newfoundland teachers are likely to go through the decision-making process and define

the situation in the following manner:

If this parent is local, there is no need for me to work to fulfill parental expectations because I am unlikely to experience much contact with this parent. Therefore, I will adhere unconflicted to my present behavior which reflects my ideals.

If this parent is an oil parent, I can expect more parental contact and if I do not fulfill parental expectations, I am likely to be stressed by this parent. However, if I do change in the direction of the parents' expectations then I am not behaving in congruence with my ideal beliefs. In areas of teaching that are low in importance to me I will change more readily to fulfill parental expectations but in areas of high importance I will be more resistant to moving away from my beliefs.

The teacher's definition of the situation and consequent behavior is the result of a "weighing" of the importance of the behavior with the amount of pressure expected from the parent. If the other aspect of the objective situation, the parent's behavior, is congruent with the expectancy of the teacher then the teacher's behavior will proceed according to the teacher's definition of the situation. However, if the parent's behavior is incongruent with the teacher's expectancy, the teacher must redefine the situation based upon the new information. When the parent's behavior is incongruent with the teacher's expectancy of that parent based upon the parent's status as a local or oil parent, the teacher's reaction must take this into account. It was hypothesized that oil parents who behave like local parents would not be responded to by

teachers in the same manner as oil parents who do indeed behave like oil parents. Similarly, it was thought possible that local parents who behave like oil parents would be responded to more like oil parents than local parents. Because this study examined only the initial response of teachers to parental demands, differences in teacher response could be presented as the beginning of the expectancy effect and predictions made in accordance with this beginning.

The different theories of cognitive consistency emphasize the cognitive process that occurs after an individual makes a commitment to a particular decision. With respect to parental expectations, the alternatives confronting the teacher in this experiment were to change teaching behavior in the direction of parents' expectations or to behave according to ideals by adhering to present teaching style. This choice could be made in areas of high and low importance to the teacher. The first alternative is positively related to the reward associated with parental approval while a negative element was removal of the reward associated with self-approval. A positive element associated with adhering to present behavior or ideals was self-approval while a negative aspect of this decision was removal of the parental approval reward:

Dissonance almost always exists after an attempt has been made, by offering rewards or threatening punishment, to elicit overt behavior that is at variance with private

opinion. If the overt behavior is successfully elicited, the person's private opinion is dissonant with his knowledge concerning his behavior; his knowledge of the reward obtained or the punishment avoided is consonant with his knowledge concerning his behavior. If the overt behavior is not successfully elicited, then his private opinion is consonant with his knowledge of what he has done, but the knowledge of the reward not obtained or of the punishment to be suffered is dissonant with his knowledge of what he has done. (Festinger, 1957, p. 261)

It might be concluded that the potential for dissonance exists regardless of the teacher's decision to adhere to present behavior or to change in accordance with parental expectations.

The teacher's knowledge of the decision is one of the cognitive elements in the situation. Other cognitive elements are knowledge of the behavior as being in an area of high or low importance to the teacher and perceptions of the rewards associated with fulfilling parent expectations based upon the amount of parent-teacher contact expected.

Adhering to present behavior is incongruent with the cognitions that the behavior is of low importance and that pressure can be expected from the parent. According to cognitive dissonance theory, it is the latter situation that will cause the individual to believe even more stringently in beliefs and styles of behaving. A change of behavior by the teacher is not congruent with the cognitions that the behavior is of high importance and that low pressure can be expected from the parents. Again,

it is the latter condition that has implications for a more permanent change in beliefs and behavior.

Attribution theory hypothesizes that in the absence of external incentives the individual will attribute behavior to intrinsic beliefs and come to adhere more stringently to the beliefs underlying the behavior. For teachers in this study the decision to change or not change their behavior is a fixed entity for which they must make some explanation. When they cannot explain their choice in terms of high importance to themselves or high pressure from parents the possibility exists that they will become more firmly attached to the particular position taken.

The concept of psychological stress seems to be a fundamental one in decision making as well as behavior and attitude change. However, the exact nature of this element can only be inferred from research in these different areas. In the conflict model of decision making stress associated with losing the approval of oneself or others may motivate the individual to adopt new coping strategies. The cognitive consistency theories emphasize post-decisional stress or the discomfort experienced when behavior or a decision is incongruent with other elements or cognitions in the decision situation. Three elements exist for the teachers in this situation. They are: (1) knowledge of change or no change in behavior; (2) importance of area of teaching; and, (3) pressure expected from parents. When

teachers cannot explain choice by other two elements, implications for permanent adherence to choice of behavior exists. The model can be seen in Figure 4. This model incorporates the conflict theory of decision making within the expectancy model and accounts for differences in teacher behavior when elements of the objective situation concerning parents are incongruent. It also adds and makes some explanation for changing predispositions by making teacher observation of their own behavior a part of the objective situation.

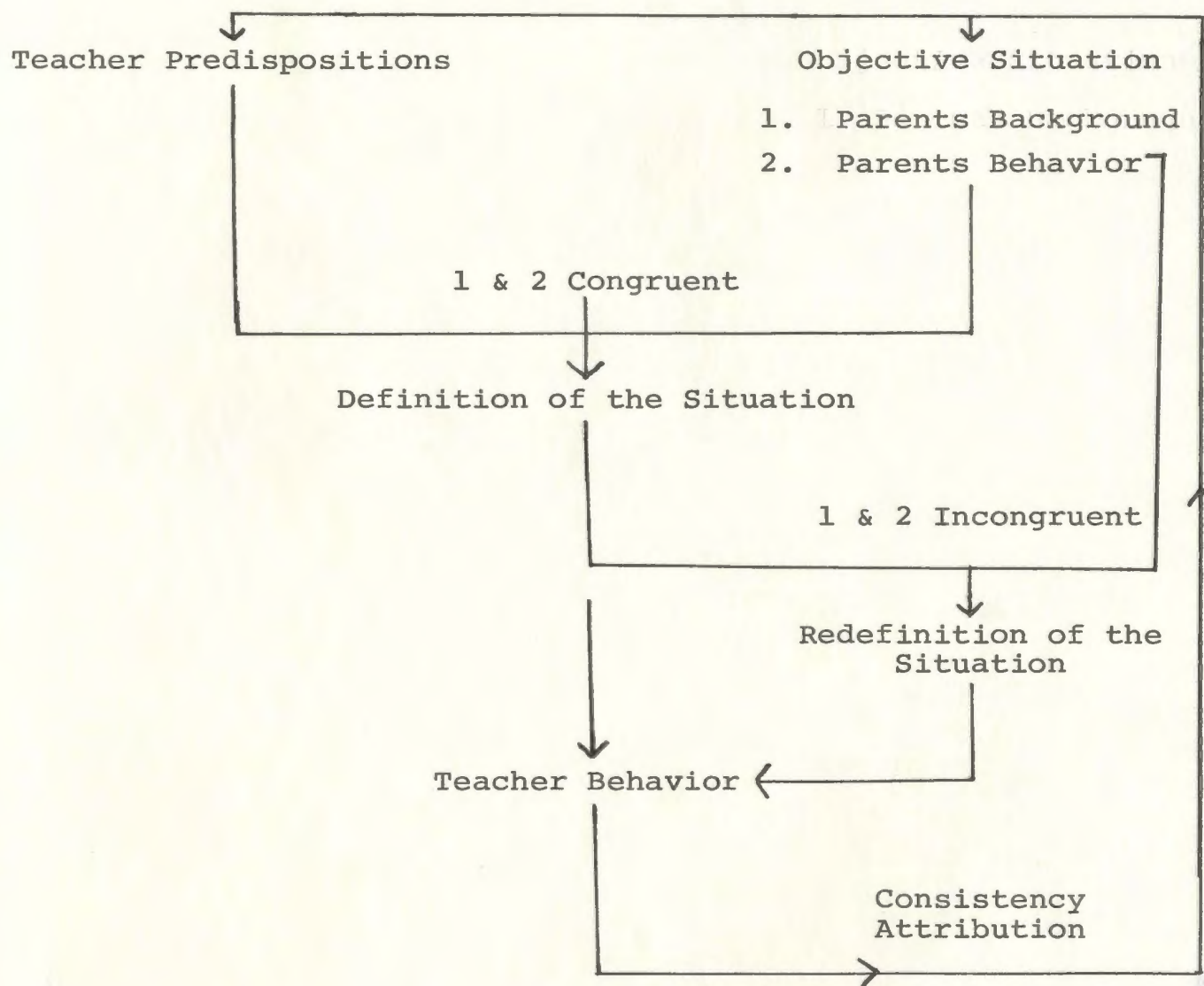


FIGURE 4: Model of Teacher Decision Making



## CHAPTER III

### METHODOLOGY

#### Subjects

Subjects in the experiment were 126 teachers enrolled in undergraduate Education courses at Memorial University during Summer Session, 1983. The study was piloted with graduate students in Educational Administration and Curriculum and Instruction.

#### Videotape Descriptions

Four scenes were role played by graduate students in Educational Psychology and videotaped. Two of the students were female and posed as teachers in the tape. The third, a male, played the part of the parent of one of the teacher's students.

##### 1. Oil Parent Expectancy

The first scene portrayed a teacher discussing with a colleague the prospect of meeting with the father of one of her students to discuss the child's low motivation and unsatisfactory school performance. It became evident during

the conversation that the father was an incoming parent who had moved to the community to work in the oil industry and had initiated contact with the teacher. Although neither of the teachers had met this particular parent, they discussed what his expectations of the education system and the teacher might be based upon their experiences with other oil parents. They predicted that his expectations would reflect a progressive philosophy of education.

## 2. Local Parent Expectancy

The second scene evolved in similar fashion to the first with the exception that the father was identified as a local parent whom the teacher had called to arrange the meeting. Again, neither of the teachers had met this parent but they made some predictions about the parent's behavior based upon their experiences with local Newfoundland parents who seem to adhere to a traditional philosophy of education.

## 3. Oil Parent Behavior

The third scene was the parent-teacher meeting. The father expressed his expectations of the teacher and the school, indicating his belief in a progressive approach to education. He achieved this by suggesting change in the teacher's behavior in the areas of teacher attitude and extracurricular interests of students. With respect to

teacher attitude, he expressed a preference that she be sensitive to the child's specific needs and grant him more individual attention, which would enhance both emotional and intellectual growth. In relation to extracurricular activities, he indicated that the teacher should provide more opportunity for the student to pursue his own interests and there should be less emphasis solely on performance in the basic subjects. The parent also reported willingness to be actively involved in any school program prescribed for his child.

#### 4. Local Parent Behavior

The fourth scene was also a parent-teacher meeting, visually similar to scene three. However, the father expressed his expectations of the school and the teacher, indicating a traditional philosophy of education. He suggested that his child needed strict discipline to encourage intellectual achievement. No reference was made to the emotional aspects of schooling. Another request from the father was a de-emphasizing of extracurricular activities and concentration upon reading, writing, and arithmetic. Unlike the oil parent, he clearly stated that it was the teacher's task to educate his child and he saw no reason for his own involvement.

### Experimental Conditions

The four scenes were combined to create four experimental conditions:

1. Oil Parent Expectancy-Oil Parent Behavior.
2. Oil Parent Expectancy-Local Parent Behavior.
3. Local Parent Expectancy-Local Parent Behavior.
4. Local Parent Expectancy-Oil Parent Behavior.

### Procedure

Subjects in each condition were presented with the following scenario of events.

Subjects were first shown the Expectancy scene. Following this they completed two short questionnaires by placing themselves in the position of the teacher, in the tape, who was to meet with the parent. The first, the Expectancy questionnaire, was intended to determine if the appropriate expectancy condition had been created. The second, the Stress questionnaire, was designed to detect evidence of teacher stress associated with the prospect of meeting the parent.

Upon completion of the two questionnaires, subjects were shown the Parent Behavior scene. Following this scene, the subjects were to again imagine themselves to be the teacher who had to return to the classroom and continue to

deal with the student's problem. A third questionnaire allowed them to indicate whether they would maintain their present style of behavior or change it in the direction of traditionalism or progressivism. They were to make this choice in an area of high importance to the teacher, teacher attitude, and low importance, extracurricular interests of students. Furthermore, they were asked to rate their level of satisfaction associated with their behavior choice in each area. Table 1 gives the number of subjects in each experimental condition.

TABLE 1  
Sample Sizes for the Experimental Conditions

Behavior	Expectancy		Total
	Local	Oil	
Local	33	29	62
Oil	35	29	64
Total	68	58	126

## Questionnaire Descriptions

### Questionnaire #1:

The Expectancy questionnaire was administered following the Expectancy scene in which the two teachers had been discussing the prospect of meeting the parent. Based upon knowledge of the parent as a local or oil parent, the subjects were asked to anticipate the parent's philosophy of education. The Expectancy questionnaire, in which the subjects' anticipations were recorded was made up of five questions that were responded to on a five-point scale, ranging from 'Very Unlikely' to 'Very Likely'. The questions centred around whether the parent would be most concerned about specific or more general aspects of schooling, the amount of parent involvement and parent-initiated contact that could be expected and the likelihood of the parent's philosophy of education to be traditional or progressive. The questionnaire was designed so that a high score would be indicative of a teacher expectancy of a parent with a progressive philosophy of education, while a low score would indicate that the teacher expected the parent coming in would adhere to a traditional view of schooling. Scores could range from a low of 5 to a high of 25. The questionnaire may be seen in the Appendix.

### Questionnaire #2:

The Stress questionnaire which was administered

following the Expectancy questionnaire consisted of nine questions. The questions were responded to by circling one of 'Quite False' to 'Quite True' on a five-point scale. The higher the score obtained by the subject on this questionnaire, the more negative the feeling associated with meeting the parent. Given nine questions, total scores on this questionnaire ranged from 9 to 45. The questionnaire may be seen in the Appendix.

Questionnaire #3:

The Decision questionnaire was administered following the scene which showed the parent-teacher meeting. The subjects were asked to imagine that they were to continue to deal with the particular student for the remainder of the school year and to indicate what changes, if any, they would anticipate making in their present behavior to help the student. They were asked to make a decision in an area of high importance (teacher attitude) and low importance (extracurricular activities). In each area they answered two questions, each of which required that they circle one of three decisions: (1) to move in the opposite direction of that which the parent had requested; (2) to keep their behavior as it was at present; (3) to change in the direction of fulfilling the parents' demands. Combining the scores on both questions in each area of importance, total teacher movement in each area for each subject could range from 2 to 6. The higher the score, the greater the

movement in the direction of the parents' expectations as expressed by the parents behavior. In the two Oil Behavior conditions, movement in the direction of the parents' expectations meant a decision by the teacher to become more progressive. In the two Local Behavior conditions, movement in the direction of the parents' expectations meant a decision by the teacher to become more traditional. After completing the two questions in each area, the subjects ranked on a scale of 1-5, the degree of satisfaction with their particular decision. The questionnaire may be seen in the Appendix.

### Hypotheses

1. A local parent presentation creates a teacher expectancy of a parent with a traditional philosophy of education, while an oil parent presentation creates a teacher expectancy of a parent with a progressive philosophy of education.
2. The expectancy of meeting an oil parent causes a different level of stress for the teacher than the expectancy of meeting a local parent.
3. Teachers are more likely to say they will change their present behavior in the direction of parents' expectations, as expressed by the parents behavior, in an area of



teaching that is of low importance to the teacher than in an area which is of high importance to the teacher.

4. Movement of teacher behavior in the direction of parents' expectations as expressed by parent behavior is influenced by the congruency of the parental expectations with the teacher's prior expectancy of the parent's behavior.

5. There is a relationship between the nature of the behavior change proposed by the teacher, the teacher's reported level of stress in dealing with parents, the importance of the area of change to the teacher, and teacher post-decision satisfaction.

(a) When a behavior change in the direction of the parents' expectations is proposed by the teacher, this decision will be rated more positively if the change is in an area of teaching of low importance to the teacher and/or the teacher reports a high level of stress in relation to dealing with parents. This decision will be rated less positively by the teacher if the change is in an area of high importance and/or the teacher reports a low level of stress in relation to parents.

(b) When no behavior change in the direction of the parents' expectations is proposed by the teacher, this decision will be rated more positively if the behavior is in an area of

high importance to the teacher and/or the teacher reports a low level of stress about interacting with parents. This decision will be rated more negatively if the behavior is in an area of low importance to the teacher and/or the teacher reports a high level of stress in relation to parents.

### Statistical Analysis

Differences in mean scores obtained on the Expectancy and Stress questionnaires between the two Expectancy groups were analyzed by individual T-tests.

To compare the subjects' decisions about their future behavior in each of the experimental conditions in the two areas of importance, the SPSS System was used to perform an analysis of variance with repeated measures on the Area of Importance factor. The score on the Stress questionnaire and the post-decision satisfaction scores were also added as covariates in the analysis. Significant F scores were further examined using the Newman-Keuls procedure. Correlations of scores on the Stress questionnaire with teacher movement in the direction of parental expectations and teacher post-decision satisfaction in each Area of Importance were also examined. Teacher movement was also

correlated with teacher post-decision satisfaction in each Area of Importance.

Subjects in each experimental condition were divided by median Stress questionnaire scores into High and Low stressed teachers. Using median teacher movement in the direction of parental expectations, the post-decision satisfaction scores of High and Low stressed subjects who had High and Low movement in the direction of parental expectations, in both Areas of Importance, were compared for each experimental condition. Anovas were run on the post-decision satisfaction scores and significant F results were examined using the Newman-Keuls procedure.

All hypotheses were tested at the .05 level of significance.

## CHAPTER IV

### DATA ANALYSIS

#### Teacher Expectancies and Teacher Stress as a Result of Parents' Backgrounds

T-test results revealed that mean scores on the Expectancy questionnaire were significantly higher in the Oil Parent Expectancy group (17.82) than in the Local Parent Expectancy group (10.41) at the .05 level of significance.

Although subjects in the Local Parent Expectancy group (27.05) obtained a higher mean score than the Oil Parent Expectancy group (25.58) on the Stress questionnaire, this difference was not significant at  $p \leq .05$ .

#### Teacher Movement in the Direction of Parental Expectations

The analysis of variance which was used to compare teacher movement in the direction of the parents' expressed expectations in each experimental condition in each of the areas of importance to the teacher revealed some significant interaction effects. The F values which are recorded in Table 2 indicate a significant overall difference in movement in the direction of parents' expressed expectations

TABLE 2  
Analysis of Variance

Source of Variation	MS	df	f
Expectancy	2.45	1	2.41
Behavior	157.15	1	154.36*
Expectancy and Behavior	5.43	1	5.34*
Importance	18.23	1	26.41*
Expectancy and Importance	.73	1	1.07
Behavior and Importance	37.83	1	54.79*
Expectancy, Behavior and Importance	1.90	1	2.75

\*p  $\leq$  .05

in the two behavior groups as well as in the two areas of importance to the teacher. Significant interactions were found between Expectancy and Behavior as well as Behavior and Area of Importance.

Tables 3-6 contain the mean scores of teacher movement in the direction of parents' expressed expectations. The means are recorded for each of the combinations of Expectancy, Behavior, and Area of Importance to the teacher.

The significant Behavior difference indicates more

TABLE 3

Mean Movement in the Direction of the  
Parents' Expressed Expectations in Areas  
of High and Low Importance to the Teacher

Expectancy	Behavior	Area		Total
		High	Low	
Oil	Oil	3.91	5.51	4.72
	Local	3.58	3.27	3.42
Total		3.75	4.43	4.09
Local	Oil	4.69	5.72	5.21
	Local	3.41	3.24	3.33
Total		4.05	4.48	4.27
GRAND TOTAL		3.89	4.45	4.18

TABLE 4

Mean Movement in the Direction of the  
Parents' Expressed Expectations for  
each of the Experimental Conditions

Expectancy	Behavior		Total
	Oil	Local	
Oil	4.72	3.42	4.09
Local	5.21	3.33	4.27
Total	4.94	3.38	4.18

TABLE 5

Mean Movement in the Direction of the  
Parents' Expressed Expectations in each  
of the Areas of Importance in each  
Expectancy Group

Expectancy	Area of Importance		Total
	High	Low	
Oil	3.75	4.43	4.09
Local	4.05	4.48	4.27
Total	3.89	4.45	4.18

TABLE 6

Mean Movement in the Direction of the  
Parents' Expressed Expectations in each  
of the Areas of Importance in each  
Behavior Group

Behavior	Area of Importance		Total
	High	Low	
Oil	4.27	5.61	4.94
Local	3.50	3.26	3.38
Total	3.89	4.45	4.18

teacher movement in the direction of the parents' expressed expectations when the Parent Behavior was Oil or progressive (4.94) than when the Parent Behavior was Local or traditional (3.38).

In scaling the information on teacher decisions a value of one was assigned for movement away from the direction of parental expectations, and a value of three was assigned for movement in the direction of parental expectations. The total range possible was then from two to six. A value of four would indicate that no teacher movement occurred. In the case of the findings, then, an average movement of 3.38 for local behavior suggested that in the local parent behavior condition, teachers tended to disregard the expressed expectations of parents and move in a more progressive direction.

The significant difference in Area of Importance indicates more teacher movement in the direction of parents' expressed expectations in the area of low importance (4.45) than in the area of high importance (3.89).

Figure 5 displays the nature of the interaction between the Expectancy and Behavior factors. The Newman-Keuls' procedure indicated most teacher movement in the direction of parents' expressed expectation in the local Expectancy-Oil Behavior condition (5.21), next in the Oil Expectancy-Oil Behavior condition (4.72), then the Oil Expectancy-Local Behavior condition (3.42), and last, the



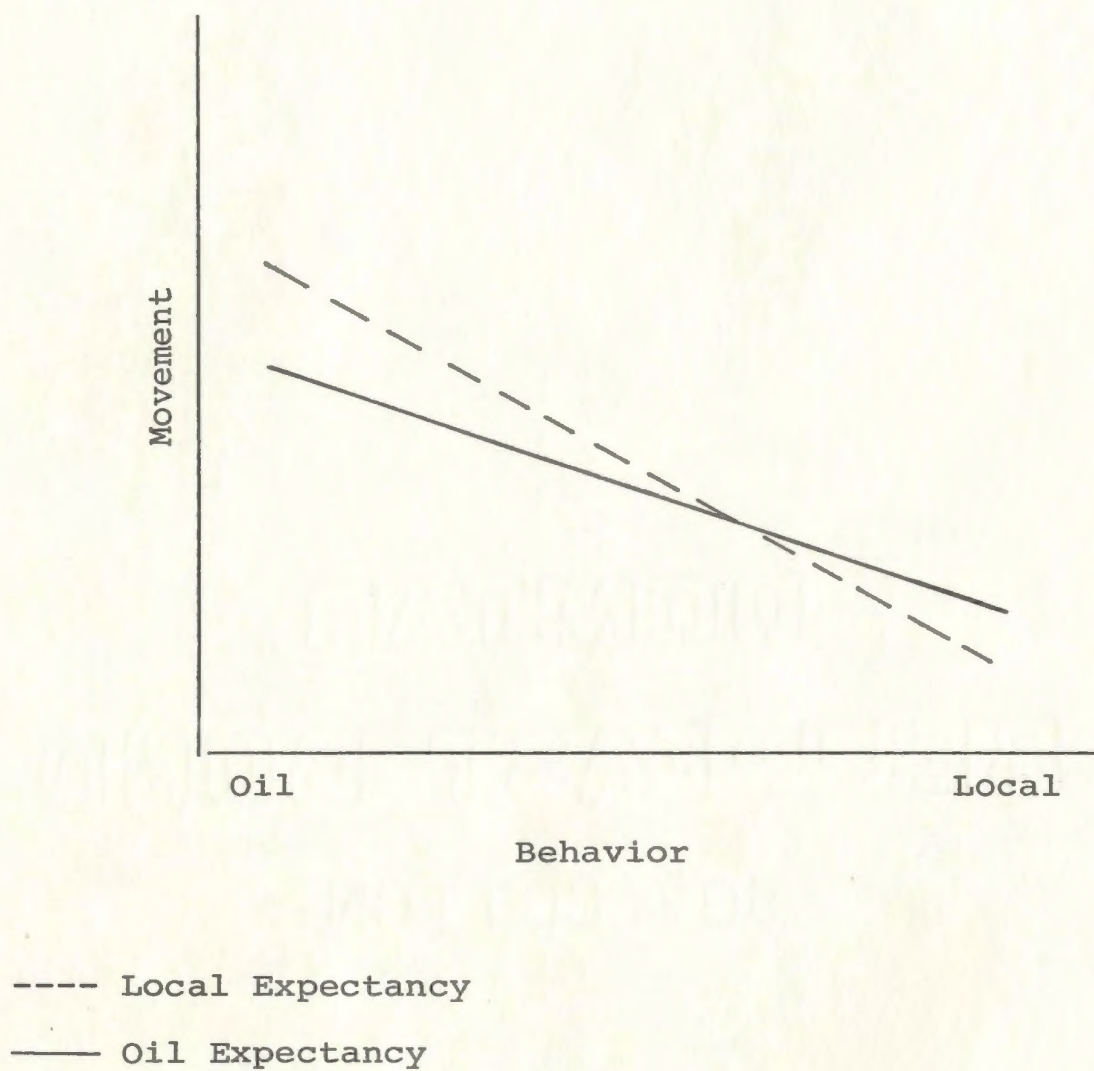


FIGURE 5: Expectancy and Behavior Interaction

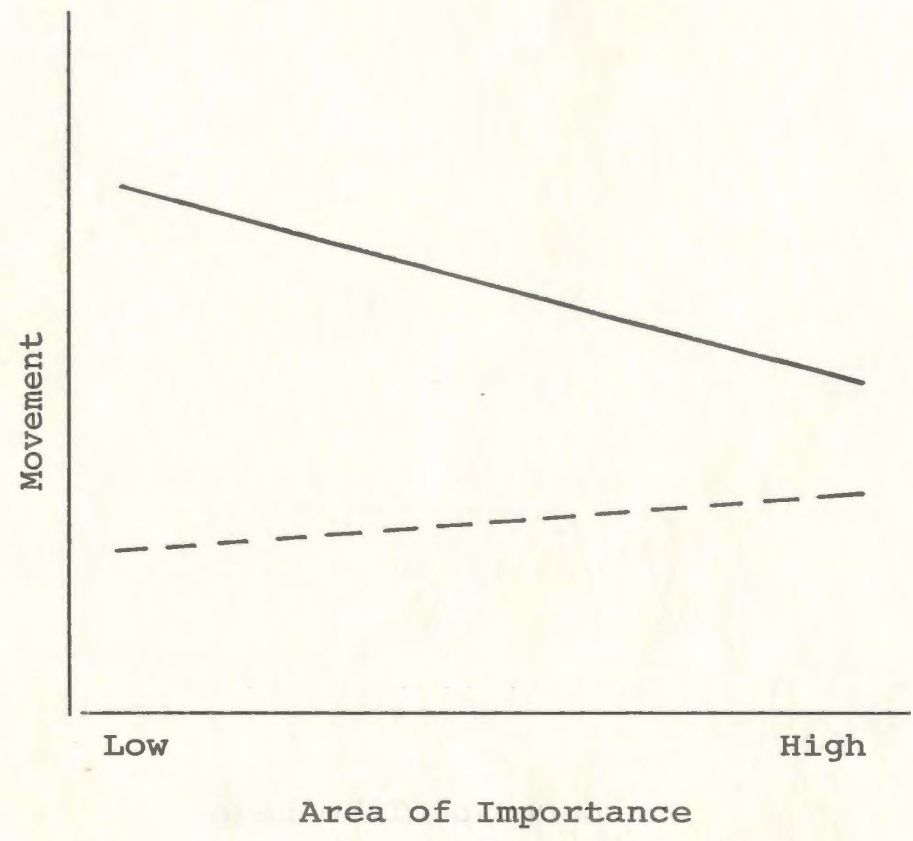
Local Expectancy-Local Behavior condition (3.33). The two lowest means are not significantly different from each other.

Figure 6 displays the nature of the interaction between the Behavior and Area of Importance factors. The Newman-Keuls procedure showed a significant difference among all cell means and are presented in decreasing order of movement; Oil Behavior - Low Importance (5.61), Oil Behavior - High Importance (4.27), Local Behavior - High Importance (3.50), and Local Behavior - Low Importance (3.26).

The Effect of Teacher Stress on  
Teacher Movement in the Direction of  
Parental Expectations and Teacher  
Post-Decision Satisfaction

Scores on the Stress questionnaire were added as a covariate in the analysis of variance and a significant regression coefficient indicated that high scores on the Stress questionnaire were significantly ( $p \leq .05$ ) and positively (Beta = 1.53) related to teacher movement in the direction of the parents' expressed expectations.

A significant regression coefficient was also discovered when post-decision satisfaction was entered as a covariate indicating that post-decision satisfaction was significantly and positively related to scores on the Stress questionnaire (Beta = 1.68;  $p \leq .05$ ).



---- Local Behavior  
— Oil Behavior

FIGURE 6: Behavior and Area Interaction

Combining the results of these two regression analyses, it might be concluded that subjects who scored higher on the Stress questionnaire were more likely to change their behavior in the direction of parents' expressed expectations and were more likely to express satisfaction with their decision. Examination of the correlations of stress and satisfaction with movement for each experimental condition suggested that such a conclusion would be misleading. Pearson correlations of Stress questionnaire scores with teacher movement and teacher post-decision satisfaction in each area of importance seemed to suggest the possibility of non-homogeneity of regression and the overbearing effect of strong correlations in some cells on the overall result (see Table 7).

No significant correlations between scores on the Stress questionnaire and teacher movement or post-decision satisfaction occurred in the experimental conditions Oil Expectancy-Oil Behavior and Local Expectancy-Oil Behavior. In the Oil Expectancy-Local Behavior condition stress scores were significantly and positively related to teacher movement in the Area of High Importance. In the same condition, Stress scores were significantly and negatively related to post-decision satisfaction in both Areas of Importance. The Local Expectancy-Local Behavior condition also obtained significant negative relationships between scores on the Stress questionnaire and post-decision satisfaction in both

TABLE 7

Pearson Correlations of Stress Scores with Teacher  
Movement and Post-Decision Satisfaction in each Area  
of Importance to the Teachers

Condition	Stress Score with			
	Movement in Low Importance	Movement in High Importance	Post-Decision Satisfaction Low Importance	Post-Decision Satisfaction High Importance
Oil Expectancy- Local Behavior	.16	.31*	-.52*	-.42*
Local Expectancy- Local Behavior	-.17	-.05	-.67*	-.40*
Oil Expectancy- Oil Behavior	-.17	-.06	.04	-.04
Local Expectancy- Oil Behavior	.24	.17	-.07	-.01
TOTAL	-.02	.07	-.27*	-.22*

\*p  $\leq$  .05

areas. These relationships were apparent from the combination of all four experimental conditions.

Such differential effects were also evident in the Pearson correlations of teacher movement in the direction of parents with teachers post-decision satisfaction (see Table 8).

TABLE 8  
Pearson Correlations of Teacher Movement  
with Post-Decision Satisfaction

Condition	Teacher Movement with Post-Decision Satisfaction in Area of Low Importance	Teacher Movement with Post-Decision Satisfaction in Area of High Importance
Oil Expectancy- Local Behavior	-.24	-.29*
Local Expectancy- Local Behavior	.17	-.04
Oil Expectancy- Oil Behavior	.29*	.19
Local Expectancy- Oil Behavior	.18	.17
TOTAL	.12	.01

\* $p \leq .05$

Movement in the direction of parents' expressed expectations in the Area of High Importance was significantly and negatively correlated with post-decision satisfaction in the Oil Expectancy-Local Behavior condition. In the Oil Behavior-Oil Expectancy condition the relationship was positive.

Table 9 contains the Stress questionnaire means for each of the experimental conditions, as well as the post-decision satisfaction scores.

TABLE 9  
Stress Questionnaire and  
Post-Decision Satisfaction Means

Condition	Stress	Post-Decision Satisfaction	
		Low Importance	High Importance
Oil Expectancy- Local Behavior	25.33	3.94	4.03
Local Expectancy- Local Behavior	27.31	4.24	4.14
Oil Expectancy- Oil Behavior	25.83	4.09	4.06
Local Expectancy- Oil Behavior	26.79	4.24	4.04

Teacher movement as a function of experimental condition was examined individually. Median stress and teacher movement scores were used and post-decision satisfaction was broken down by Area of Importance, level of stress, and amount of teacher movement in the direction of parents' expressed expectations. Post-decision satisfaction means are recorded in Table 10.

Anovas were run, comparing the post-decision satisfaction scores within the two areas of importance. Significant F ratios were obtained only in the Oil Expectancy-Local Behavior condition. In the Low Importance Area reported post-decision satisfaction was found to be higher among low stressed subjects who had decided not to move the behaviors in the direction of parental expectations. In the High Importance Area reported post-decision satisfaction was found to be significantly lower among high stressed subjects who had decided to move the behavior in the direction of parental expectations.

#### Summary of the Statistical Findings

The following statements summarize the statistical findings:

1. There was no significant difference between the two expectancy conditions with respect to the



TABLE 10

Breakdown of Post-Decision Satisfaction by  
Area of Importance, Stress Level, and Teacher Movement

CONDITION	AREA OF IMPORTANCE							
	Low				High			
	STRESS LEVEL							
	Low		High		Low		High	
	TEACHER MOVEMENT							
	Low	High	Low	High	Low	High	Low	High
Oil Expectancy- Local Behavior	4.23	3.80	3.73	3.75	4.25	4.17	4.33	3.44
Local Expectancy- Local Behavior	4.50	4.50	3.91	4.00	4.40	4.36	3.88	3.80
Oil Expectancy- Oil Behavior	4.00	4.20	3.83	4.11	4.23	4.14	3.60	4.40
Local Expectancy- Oil Behavior	4.00	4.40	4.00	4.23	3.80	4.11	4.00	4.11

mean stress levels, or the average movement of teacher behavior in the direction of parental expectations.

2. There was a significant difference in the average teacher movement in the direction of parental expectations with respect to the two levels of parent behavior. Oil parent behavior elicited the most movement. The teacher decision showed the most movement for the local expectancy-oil behavior combinations, somewhat less movement in the direction of parent expectations for the oil expectancy-oil behavior combination. Regardless of the expectancy, when the parent behavior was local, there was a tendency for teacher movement to be opposite to the parent behavior.
3. Significantly more movement occurred in the area of low importance to the teacher. The most movement occurred for oil behavior, when the level of importance was low. The tendency to move opposite to parent expectations when behavior was local was about the same for each level of importance.
4. Although stress had similar distributions for both expectancy conditions, the level of stress appeared to be correlated with teacher movement when the teacher expectations were incongruent with the parent behavior. This would mean that for oil

parent expectations, but local parent behaviors, the teachers feeling the most stress would move in the direction of the local parent expectations. For local parent expectations, but oil parent behaviors, again, the more highly stressed teachers moved in the direction of parent demands.

5. When confronted with local parent behaviors, teacher stress was inversely related to teacher satisfaction regardless of the expectancy condition. When confronted with oil related behaviors, there was no relationship between teacher stress and satisfaction.
6. When the expectancy was for local behavior, there was no relationship between the direction of the teacher's decision and the teacher's satisfaction with the decision. When the expectancy was for oil behavior there was a negative relationship between teacher movement and teacher satisfaction when the actual behavior was local. The relationship was positive when the actual behavior was oil.

## CHAPTER V

### CONCLUSIONS

#### Parent Background, Teacher Expectancy, and Teacher Stress

Based upon knowledge of the parent as a local Newfoundlander who had always lived and worked in the community or an incoming parent who had moved to Newfoundland to be employed in the oil industry, teachers in the study were asked to indicate their expectancies of the parent's behavior and philosophy of education, prior to meeting the parent on videotape. Responses made by the subjects on the questionnaire in this section of the study indicated that the teachers' expectancies for the two groups of parents were different.

Teachers in this study predicted that an oil parent would be more progressive in his views about education, would wish to be more involved in the education of his child, would initiate more contact with the teacher, and would be more concerned about all aspects of his child's education. They predicted that a local parent would adhere to a more traditional philosophy of education and would expect to be less involved in his child's schooling.

One of the conclusions from the Wiseman (1982)

investigation was that Newfoundland teachers perceive local parents to be concerned about specific aspects of education like rules and discipline. Teachers also expect that incoming parents will express an interest in the educational system, in general. Two of the questions on the Expectancy questionnaire were designed to test this distinction. However, it was evident from the teachers' responses to these items that they expect oil parents to be more concerned than local parents about both specific and more general aspects of schooling.

This expected increase in parental concern and contact with oil parents did not appear to invoke a negative reaction from the teachers. Scores on the Stress questionnaire were slightly higher for the Local Expectancy subjects but this difference was found not to be significant. These results suggested that teachers initially feel as positive about interacting with oil parents as they do about interacting with local parents, or possibly even more positive.

Teacher Expectancy, Parent Behavior,  
Area of Importance, and Teacher Decision

Given a commonly encountered problem, a poorly motivated student who is not performing academically, teachers were exposed to the demands of that student's parent and were then asked to commit themselves to some future teaching behavior

in an effort to help the student. They indicated their decision in an area of high importance, teacher attitude, and in an area of their work of lesser importance, extra-curricular activities of students. Possible decisions in each area were to maintain their present style of behaving, to become more traditional or to become more progressive. If the behavior exhibited by the parent belonged to the oil parent category, teacher movement in the direction of the parents' expressed expectations meant a teacher decision to become more progressive in teaching style. If the behavior exhibited by the parent belonged to the local parent category, a teacher decision to become more traditional in teaching style indicated teacher movement in the direction of the parents' expressed expectations.

The results indicated that teacher behavior is influenced by both teacher expectancy, actual parent behavior, and particular combinations of the two.

Maximum teacher movement in the direction of parental expressed expectations occurred when the parent's behavior indicated a progressive view and asked for a change in an area of low importance to the teacher (Local Expectancy-Oil Behavior, Oil Expectancy-Oil Behavior). The next highest teacher movement occurred, again, in the progressive parent conditions and in the area of high importance (Local Expectancy-Oil Behavior, Oil Expectancy-Oil Behavior). When the behavior of the parent indicated a traditional

view and the area of importance was high, this condition recorded the next highest teacher movement in the direction of parental expectations (Oil Expectancy-Local Behavior, Local Expectancy-Local Behavior). The lowest teacher movement occurred in the low importance, traditional parent conditions (Oil Expectancy-Local Behavior, Local Expectancy-Local Behavior). This particular arrangement of teacher movement allowed some conclusions.

The first conclusion evident from these results was that teachers are more willing to change their present behavior to fulfill parental expectations when those expectations request that the teacher become more progressive, regardless of the background of the parent, local or oil, by whom these demands are expressed. In the combination of Teacher Expectancy, Parent Behavior, and Area of Importance, the four conditions in which the Parent Behavior was progressive initiated more teacher movement in the direction of the parental demands. This seems to imply that teachers in the study were more theoretically progressive than traditional in their educational philosophies. This hypothesis is supported by Jablonski (1983) who found in a similar sample that teachers ranked progressive goals of education higher than they ranked traditional goals. It also allowed the prediction that teacher-parent interactions and relationships in an oil development environment would be more cooperative if the parental demands upon the school

and the teacher are of a progressive nature.

Within the two Oil Parent Behavior conditions, teachers said that they would change their behavior in the direction of the parents' expectations to a greater degree in an area of teaching of low importance to them than in an area of high importance. This finding was consistent with the previous assumption that movement away from ideals to comply with the demands of significant others is easier for the individual if the behavior is of no great importance to the decision maker. This result did not exist in the two Local Parent Behavior conditions, where highest teacher movement in the direction of parental expectations occurred in the area of teaching of high importance to the teacher. The significant yet small difference in mean teacher movement between these two areas of importance in these conditions constitutes grounds for the possibility of Type 1 error. This finding might alternately be explained by the high correlation of stress scores with teacher movement in the Oil Expectancy-Local Behavior-High Importance condition.

Within the differences in teacher movement in the direction of progressive and traditional parental expectations and accounting for the importance of the behavior to the teacher, the teacher's prior expectancy of the parent's behavior seemed to affect the teacher's decision. Although no significant differences were revealed statistically, the trend of more teacher movement in the direction of parental



expectations in the teacher expectancy-parent behavior incongruency conditions, was consistently evident. This means that there was more movement in the direction of parents' progressive expectations when the teacher thought that these demands were being made by a local parent than when the teacher thought that these demands were being made by an oil parent. Similarly, oil parents with traditional expectations initiated more teacher movement in the direction of traditionalism than local parents with the same parental expectations. This was contrary to what might be predicted from the Expectancy model of decision making. It was predicted that local parents who behave like local parents and oil parents who behave like oil parents would initiate more teacher movement in the direction of their respective philosophies than would oil parents who behave like local parents and local parents who behave like oil parents.

It is interesting to consider a parallel situation, teacher response to oil children who behave like local children and local children who behave like oil children. If teachers expect that certain parent types raise specific kinds of students, teacher reaction to a child whose behavior does not fit the stereotype may be an exaggerated natural reaction to the child's behavior. Continuing with this prediction, a local child whose behavior indicates a high level of intellectual functioning may be considered more intelligent by the teacher than an oil student exhibiting

the same behavior. Similarly, an oil student whose behavior does not indicate a high level of intellectual functioning may be considered less intelligent by the teacher than a local student exhibiting the same behavior. The theory of attribution accounts for this phenomenon by maintaining that in the absence of external explanations for the behavior of others, individuals attribute behavior to internal incentives or traits.

Teacher Stress, Teacher Movement,  
Area of Importance, and Teacher  
Post-Decision Satisfaction

The rationale for this study presented psychological stress as an important factor in teacher response to parental demands. Stress was discussed as a force which could motivate teachers to fulfill parental expectations. More specifically, it was proposed that teachers who say that they are highly stressed about interacting with parents will tend to move their behavior in the direction of fulfilling parental expectations. Stress was also considered as psychological discomfort existing after the teacher's decision had been made. The discomfort was hypothesized to be caused by the teachers attempt to explain their decisions to maintain their present style of classroom behavior or to change it in the direction of the parents' expectations.

The effect of teacher stress on teacher behavior was determined by an examination of the Stress questionnaire scores and post-decision satisfaction scores. These two measures were correlated with each other as well as with the teachers movement in the direction of the parents' expectations in each Area of Importance. Different results were obtained for each experimental condition and need to be considered individually.

1. Oil Expectancy-Local Behavior

In this condition teacher movement in the direction of parental expectations was positively correlated with scores on the Stress questionnaire. This meant that subjects who said that they were highly stressed were more likely to say that they would behave in accordance with the parents' demands. This finding was significant for the teacher's decision in the high importance area.

Scores on the Stress questionnaire were significantly and negatively correlated with post-decision teacher satisfaction in both areas of importance. This meant that high stressed subjects were not happy with their decisions to change their present behavior in the direction of the parents' expectations. The negative correlations of teacher movement in the direction of parental demands with post-decision satisfaction scores supports this conclusion.

## 2. Local Expectancy-Local Behavior

In this condition, stress scores were correlated negatively but not significantly with teacher movement in the direction of parental expectations in each Area of Importance to the teacher. However, stress scores and both post-decision satisfaction scores were negatively and significantly correlated. The correlation of teacher movement with post-decision satisfaction was positive in the Low Importance Area, and negative in the High Importance Area, but not significantly. Again, it appeared that highly stressed teachers were not happy with their decisions.

## 3. Oil Expectancy-Oil Behavior

No significant correlations were recorded between stress scores and teacher movement in the direction of parental expectations, nor between stress scores and teacher reported post-decision satisfaction. However, teacher movement in the direction of parental expectations was positively correlated with post-decision satisfaction and significantly so in the area of teaching low importance to the teacher.

## 4. Local Expectancy-Oil Behavior

No significant correlations were recorded between stress scores and teacher movement, nor between stress scores and post-decision satisfaction. Positive but not significant correlations were evident between teacher movement in the direction of parental expectations and

and post-decision satisfaction in both areas of importance.

Considering the different relationships among teacher stress, teacher movement in the direction of parental expectations, and teacher post-decision satisfaction, some conclusions can be made regarding the effect of stress upon teacher behavior.

When the behavior of the parent indicated a progressive educational philosophy, both high and low stressed teachers were equally likely to change their present behavior to fulfill the parents' demands in both areas of importance. The two groups appeared, also, to be satisfied with their decisions.

When the behavior of the parent indicated a traditional educational philosophy, the effect was quite different. If such expectations were expressed by a local parent, highly stressed teachers did not say that they would behave as the parent requested but these teachers were not satisfied with their decisions. If such expectations were expressed by an oil parent, highly stressed teachers did say that they would behave as the parent requested in the high importance area but they, too, were dissatisfied with their decisions.

### Conclusions

Teacher behavior or how the teachers said they would

behave was influenced by the teachers' expectancies of the parents as well as the actual parents behavior. Furthermore, teacher stress regarding interacting with parents was a potent force in causing teacher behavior change as well as affecting how teachers felt about maintaining their ideal mode of behaving or fulfilling parental demands.

When the parent was progressive both high and low stressed teachers found it easier to fulfill parental expectations and were happy with their decisions. It may be that the teachers did not perceive movement in the direction of such expectations to be moving away from their ideal. However, teacher movement in the direction of parental expectations was significantly higher in an area of teaching of low importance to the teacher than in an area of high importance. An explanation for this may be found in the nature of behavior change required of the teacher. Changes in the area of high importance would require significant behavior change on the part of the teacher. In the area of low importance, the actual behavior change required by the teacher would be regarded as relatively small, as involvement in extracurricular activities need not be a direct responsibility of the teacher.

When the parental expectations were traditional their influence upon teacher behavior was not as subtle. If the traditional expectations were expressed by a local parent, there was very little movement in the direction of the

parents' expectations but high stressed teachers were uncomfortable with their decisions. If the traditional expectations were expressed by an oil parent, high stressed subjects tended to move in the direction of the parents' expectations. This result suggested that the teacher behavior was influenced by the teachers prior Expectancy of the parent as well as by the teacher stress associated with this Expectancy. Among teachers who are stressed by parental demands there exists the potential for maximum effect upon the teacher's behavior as well as a more permanent effect upon the teacher's educational ideologies. When highly stressed teachers deny themselves the rewards associated with self-approval in one case and the approval of parents in the other, they become candidates for incorporating their chosen behaviors more firmly within their educational philosophies. It is in these instances that the expectations of parents can more permanently change teacher behaviors and teachers' views and as a result, affect the philosophical orientation of the entire school system.

#### The Theoretical Model

Teacher movement in the direction of parental expectations was apparently governed by the following independent factors:

1. The particular teacher expectancy-parent behavior condition that was encountered.

2. The combination of level of importance with the parent behavior encountered.

3. The level of stress of the teacher when the teacher expectancy was incongruent with the parent behavior.

In general, teacher movement was in a progressive direction. This tendency was reinforced if the teacher encountered the oil behavior condition, and was further reinforced if the teacher had a local expectancy. When the behavior encountered was incongruent with the expectancy, movement tended to be in the direction of the parents behavior if the teacher reported higher levels of stress after being exposed to the expectancy condition.

One of the more interesting findings was the tendency for all teacher moves to be in a progressive direction. Other research employing samples similar to the sample used in this study has found that teachers tend to be progressive in their outlook (Jablonski, 1983; Wiseman, 1983). The findings of the present study suggest that the teacher moves, then, tend to be in the direction of cognitive consistency, as predicted in the rationale. In general, when confronted with a need to change behavior, teachers will tend to change in a progressive direction.

This tendency for progressive movement will apparently be amplified depending on the demands made by parents.



Teachers will change most in a progressive direction when parents make progressive demands, and least when parents make traditional demands. Again, this was as predicted by the rationale. More interesting was the relationship of expectancy to teacher movement. Contrary to predictions, there was no relationship of teacher movement to the expectancy condition in general. However, the largest teacher movement in the direction of parent behavior was recorded when the teacher expectation was for local behavior, but the teacher actually encountered oil behavior; that is, the teacher expected a traditional parent but actually encountered a progressive parent. It is possible to construe this as a stress reaction.

The data indicated that stress could be a factor when teacher expectancy and parent behavior were not congruent. In particular, subjects exposed to non-congruent treatments tended to make teacher moves related to their levels of stress; that is, increased levels of stress within these groups was related to higher movement in the direction of parent behavior.

It may be assumed that each of the four samples of teachers were subject to stress in about the same way, but that within each group some individuals were more subject to stress than others. In the rationale, it was hypothesized that when teachers are subjected to a stressful situation, such as might be encountered when their expectancies

are not congruent with behaviors actually encountered, they will cope by an accommodation of the actual behaviors. In this case, the local expectancy-oil behavior incongruence could have resulted in further accommodation in a progressive direction by the teachers more subject to stress.

When expectancies and behaviors were congruent, teachers could move in ways consistent with their expectancies as stress reduction would not have been an issue. The argument also implies that teacher moves would be less progressive when the expectancy was oil, but the behavior was actually local.

As predicted, oil behavior induces teacher movement in the direction of parent demands when the level of importance is low, but not when it is high. Local behavior did not relate to teacher movement in either the low or high importance area.

According to these findings, then, expectancies may serve as a way for teachers to plan and rehearse their responses to requirements that may be placed upon them. This may enable them to deal with the stress which accompanies the actual situations, and may help them to conform their decision making to their own standards.

Problems arise when teachers meet behaviors not congruent with their expectancies. They will not have rehearsed their responses, and those teachers who are most stressed will tend to respond by moving in the direction of

parent demands, an obvious stress reducing strategy.

There are problems with this. In the oil expectancy-local behavior condition the teacher tends to be less satisfied with movement which conforms to parent demands; that is, teachers who move in a more traditional direction are less satisfied with the move, presumably because the move is away from their own preference. This raises the question of the stability of subsequent teacher behavior based on this decision.

All of this underscores the importance of the priorities and beliefs of the teacher. In this experiment, the assumption that the teachers held relatively progressive priorities explained much about their behavior. It also leads to the hypothesis that teachers with more traditional priorities would behave in rather different ways. There would be more resistance to moves in a progressive direction, and more stress and less satisfaction associated with these moves. Equally clear is the possibility that the experimental findings concerning the priorities of teachers is due to the nature of the experimental conditions. In a progressive environment, progressive responses are socially acceptable. While this may have effected the findings regarding the influence of the main effects of teacher expectancy and parent behavior, it is hardly likely to have influenced the findings about the effects of stress and satisfaction.

### Predictions

In the event of oil development and an influx of new parents into the Newfoundland school system, the following predictions can be made, with respect to the effect of parental expectations upon teacher behavior.

1. Prior to meeting a parent, the teacher will form an expectancy of the parent's behavior and attitude, based upon whether the parent is oil or local. The teacher will expect the oil parent to be progressive and involved, and the local parent to be traditional and less involved in the educational process.

2. Newfoundland teachers will feel capable of meeting the challenges they think will be imposed upon them by oil parents. This might be an indication that oil development could contribute to a lessening of teacher stress rather than adding to it.

3. Whether parents belong to the oil or local group, the teacher-parent relationship will be more positive if the parent adheres to a progressive educational philosophy. This may be even more true when the parent is local.

4. The teacher's behavior will be affected by parents with traditional expectations. If these parents are local, there will not be as much teacher movement to fulfill parental demands but highly stressed teachers will be uncomfortable with this situation and because of this may

come to believe more stringently in their chosen behavior. If these parents are oil people, there will be more teacher movement in the direction of parental expectations among highly stressed teachers, but again, these teachers will not be satisfied with this decision. To counteract this psychological discomfort or to achieve cognitive consistency, they may change their educational philosophies to a more traditional position.

#### Recommendations for Further Research

1. Because the traditional-progressive dichotomy is not a distinct one, interviews with teachers could help clarify their definitions of these concepts.
2. This study examined how teacher behavior is affected by meeting with one kind of parent. Research to determine the effect of a combination of parent types on teacher response to a class of students rather than an individual student would be useful.
3. During the data collection many inquiries were made by the subjects concerning the personality of the student being discussed. This may be support for the prediction that teachers expect specific parent types to raise certain student types and should be examined.
4. As recommended by Wiseman (1982), studies should be

conducted to find out what the actual expectations are of local and oil parents. This study allows predictions in the event of both parent types combined with both parental philosophies but the extent and magnitude of the effect can only be determined when the quantity of the different parent behaviors are available.

5. There was some indication in the analysis that traditionally oriented teachers might respond in very different ways to the conditions investigated by this study. This possibility is a subject for further research.

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APPENDIX

To the Participant,

You are invited to express your feelings associated with interacting with parents. You are also asked to indicate the procedure you might use to ameliorate the specific situation confronting the teacher in the videotape.

The tape consists of two scenes. The first portrays a teacher discussing with a colleague the prospect of meeting a parent of one of her students. The student seems poorly motivated and is failing most of his school subjects. The second scene is the parent-teacher meeting referred to in scene 1. The parent's behavior reveals his attitude towards schooling and his expectations of the teacher. Following each scene you will be asked to answer several questions as you would if you were the teacher in the videotape. It might be useful to reflect upon your own experiences with parents and their expectations of you as a teacher of their children while you view the tape and complete the questionnaires.

The format of the session will proceed as follows:

1. Scene 1
2. Questionnaire #1 - page 3
3. Questionnaire #2 - page 5
4. Scene 2
5. Questionnaire #3 - page 8

Please do not turn the pages until you are asked to do so.

Thank you for your participation.

## QUESTIONNAIRE #1

1. What is the likelihood that this parent who is coming in will be most concerned about specific aspects of education like rules, discipline, tests, and homework?
- |                 |   |   |              |   |
|-----------------|---|---|--------------|---|
| 1               | 2 | 3 | 4            | 5 |
| Not Very Likely |   |   | Quite Likely |   |
2. How likely is this parent to be most concerned about more general aspects of education like optimizing individual potential?
- |                 |   |   |              |   |
|-----------------|---|---|--------------|---|
| 1               | 2 | 3 | 4            | 5 |
| Not Very Likely |   |   | Quite Likely |   |
3. How much parent-initiated contact would you expect from this parent?
- |             |   |   |             |   |
|-------------|---|---|-------------|---|
| 1           | 2 | 3 | 4           | 5 |
| Very Little |   |   | Quite A Lot |   |
4. How involved do you think this parent will expect to be in the education of his son?
- |             |   |   |             |   |
|-------------|---|---|-------------|---|
| 1           | 2 | 3 | 4           | 5 |
| Very Little |   |   | Quite A Lot |   |
5. Indicate what you feel this parent's general attitude towards education is likely to be judging from his background.
- |                  |   |   |                  |   |
|------------------|---|---|------------------|---|
| 1                | 2 | 3 | 4                | 5 |
| Very Traditional |   |   | Very Progressive |   |

COMMENTS:

QUESTIONNAIRE #2



Answer these questions as if you were the teacher in the tape awaiting the arrival of this particular parent. How would you feel if you were in that teacher's place?

1. I feel my students parents do not think that I am doing a satisfactory job of teaching their children.

1	2	3	4	5
False		Somewhat True		Very True

2. I always look forward to meeting with parents to discuss my students.

1	2	3	4	5
False		Somewhat True		Very True

3. I do not feel capable of handling the demands that are likely to be placed upon me by this parent.

1	2	3	4	5
False		Somewhat True		Very True

4. Parents attitudes towards the school and teachers are generally favourable.

1	2	3	4	5
False		Somewhat True		Very True

5. Parents are difficult to talk with and are not very understanding of the obstacles I encounter in teaching their children.

1	2	3	4	5
False		Somewhat True		Very True

6. I feel that my teacher training has adequately prepared me to cope with the demands of dealing with parents.

1	2	3	4	5
False		Somewhat True		Very True

7. Parents are not usually supportive of the teacher's work.

1	2	3	4	5
False		Somewhat True		Very True

8. Parents make a teacher's job more rewarding and challenging.

1	2	3	4	5
False		Somewhat True		Very True

9. How anxious do you feel about meeting with this particular parent?

1	2	3	4	5
Not at all		Somewhat		Very Anxious

COMMENTS:

QUESTIONNAIRE #3

Again, imagine that you are the teacher in the tape who has to continue to deal with Johnny in your classroom. What changes would you anticipate making in your classroom manner or in your present teaching style to help this particular student with his problem? Answer in terms of the following areas. Circle A, B, or C in each of the four categories.

Teacher Attitude

1.   A) I might try to be more strict with Johnny, firmer in my demands for responsible student behavior at home and in the classroom.
- B) I don't think I would change the expectations and demands that I now impose upon Johnny.
- C) I would attempt to be less strict with him than I am now and more lenient when he does not comply with rules and requirements.
2.   A) I would try to offer more individual reinforcement to Johnny, make specific comments on his work and behavior. I would make an extra effort to be warm and responsive to his specific needs and feelings.
- B) I don't think Johnny needs to be treated any differently than the other children in the class. I would tend to offer the same quality and quantity of praise and punishment to all students. Expressing more warmth towards Johnny would do very little to help his problem.
- C) I think I would keep my manner of responding to Johnny very much like it is at present.

Depending upon the statements you have circled in each of the two categories above, you have indicated a tentative plan to retain your present style of responding to Johnny or to attempt to change it somewhat. Rate how you think you would feel about carrying out your particular choice of behavior with Johnny in the classroom.

1	2	3	4	5
Very Negative	Somewhat Negative	Neutral	Somewhat Positive	Very Positive

Extra-Curricular Interests

1.   A) I don't see any reason to encourage nor discourage Johnny to participate in more extra-curricular activities.
- B) I would encourage Johnny to participate in more extra-curricular activities.
- C) I would tend to discourage Johnny's participation in extra-curricular activities.
  
2.   A) I would urge Johnny to concentrate upon formal school requirements and give minimum attention to his participation in other interests and activities.
- B) I would like to allow Johnny to incorporate his specific interests into his school work and assign more projects outside the requirements of his basic courses.
- C) I don't think I would try to make any changes in this area.

Depending upon the statements you have circled in each of the two categories, you have indicated a tentative plan to retain your present behavior in this area or to attempt to make some changes. Rate how you think you would feel implementing your choice.

1	2	3	4	5
Very Negative	Somewhat Negative	Neutral	Somewhat Positive	Very Positive

COMMENTS:

INFORMATION

1. Age Group:                    20 \_\_\_\_\_  
                                      21-25 \_\_\_\_\_  
                                      26-30 \_\_\_\_\_  
                                      31-40 \_\_\_\_\_  
                                      41-50 \_\_\_\_\_  
                                      51-60 \_\_\_\_\_  
                                      60 \_\_\_\_\_
2. Sex:    Male \_\_\_\_\_  
                                      Female: \_\_\_\_\_
3. Degrees received and institutions at which you received these degrees:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Years of teaching experience and grades taught:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Grade(s) you are presently teaching:  
\_\_\_\_\_
6. Type of school(s) in which you are teaching or have taught:  
Urban \_\_\_\_\_  
Rural \_\_\_\_\_  
Both \_\_\_\_\_







