

AN EMPIRICAL STUDY OF TEACHER PROFESSIONALISM  
AND ITS RELATIONSHIP TO THE CAREER COMMITMENT  
AND LOCAL-COSMOPOLITAN ORIENTATION  
OF TEACHERS IN BRITISH COLUMBIA  
SCHOOLS

by

HOWARD DAVID MCKENZIE BRANSCOMBE

B.A., University of Windsor, 1960

A THESIS SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF ARTS (EDUCATION)  
in the Department  
of  
Professional Foundations

© HOWARD DAVID MCKENZIE BRANSCOMBE, 1969

SIMON FRASER UNIVERSITY

June, 1969

EXAMINING COMMITTEE APPROVAL

(name)  
Senior Supervisor

(name)  
Examining Committee

(name)  
Examining Committee

(name)  
Examining Committee

## ABSTRACT

The central problem of this study was an investigation of the relationships of five dimensions of professionalism and a total professional role orientation score with (1) local-cosmopolitan and (2) career commitment of British Columbia teachers.

In addition, an investigation was made of the relationships between the five dimensions of professionalism and the total professional score with selected demographic criteria.

This study was carried out on a random sample of 406 teachers in British Columbia. The Professional Role Orientation Scale measured five dimensions of teacher professionalism: knowledge dimension, service dimension, core-organization dimension, colleague-professional dimension and student-autonomy dimension. In addition, the sum of teachers' responses to each of these dimensions constituted the total professional score. The Local-Cosmopolitan Orientation Index was a three-item Likert type. Responses to these questions enabled the local-cosmopolitan orientation to be judged on a dichotomous and continuum basis. Teachers were considered to be committed to teaching if they chose to continue teaching rather than choose one of four alternative choices.

It was found that teachers' scores on the service dimension of professionalism bore a direct, positive and significant relationship with (1) local orientation and (2) career commitment.

A direct, positive and significant relationship was found between teachers' scores on the colleague dimension and student-autonomy dimensions of professionalism and a cosmopolitan orientation.

A direct, positive and significant relationship was found between career committed teachers and teachers' total professional scores.

Sex was not significantly related to any of the dimensions or the total professional score.

Older teachers scored significantly higher on the core-organization dimension, colleague-professional dimension and total professional scores than did younger teachers.

Teachers who were married, divorced or widowed scored significantly higher than single teachers on the core-organization dimension and total professional score.

Academic and professional training was not significantly related to any of the five dimensions of professionalism or the total professional score.

Teachers of senior high grades scored significantly higher on the service dimension of professionalism than did teachers of intermediate grades.

When teachers were grouped according to present position there were overall significant differences in their scores on the service dimension, core-organization dimension and student-autonomy dimension.

Teaching experience was significantly related to high scores on the core-organization dimension, colleague-professional dimension and total professional scores.

The size of the community in which one was raised was significantly

related to teachers' scores on the core-organization dimension and student-autonomy dimensions of professionalism.

The length of time a teacher had spent in his present school was significantly related to high scores on the service dimension of professionalism.

## ACKNOWLEDGEMENTS

The writer acknowledges with sincerest appreciation the counsel and encouragement given him by the members of his examining committee: Dr. F.B. Collinge, Dr. A.H. Elliott, Dr. J.F. Ellis and particularly that of his senior supervisor, Dr. N. Robinson.

Appreciation is also extended to the teachers of British Columbia without whose cooperation this study would not have been possible. Particular appreciation is extended to Mr. C.D. Ovans, General Secretary of the British Columbia Teachers' Federation who rendered invaluable assistance to the writer in gathering the names and addresses of the random selection of teachers used in this study.

Finally, but certainly not least of all, the writer wishes to express his appreciation to Miss Nadine Reeve for her typing and to his wife, Mary Margaret, for her sincere patience and understanding throughout the writing of this study.

H.B.

## TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM . . . . .	1
Introduction . . . . .	1
The Importance of the Study . . . . .	2
Statement of the Problem . . . . .	5
Overview of the Report . . . . .	6
References for Chapter I . . . . .	7
II. ANALYSIS OF THE PROBLEM . . . . .	8
Toward an Understanding of the Relationship of Teacher Professionalism with a Local-Cosmopolitan Orientation and Career Commitment . . . . .	8
Local-Cosmopolitan Orientation . . . . .	11
Professional Role Orientation . . . . .	15
Career Commitment . . . . .	19
Summary . . . . .	21
Definition of Terms . . . . .	22
Limitations, Delimitations and Assumptions . . . . .	
Limitations . . . . .	23
Delimitations . . . . .	24
Assumptions . . . . .	24
Problem and Hypotheses . . . . .	24
References for Chapter II . . . . .	27
III. RESEARCH METHODOLOGY . . . . .	29
Data Required . . . . .	29
Instrumentation . . . . .	29
Personal Data Questionnaire . . . . .	29

CHAPTER	PAGE
Instrument on Five Dimensions of Teacher	
Professionalism . . . . .	29
Reliability and Validity of the Five Dimensional	
Professional Orientation Scale . . . . .	30
Modifications and Scoring of the Five Dimensional	
Professional Orientation Scale . . . . .	30
Instrument on the Local-Cosmopolitan Orientation	
Index . . . . .	31
Reliability and Validity of the Local-Cosmopolitan	
Orientation Index . . . . .	31
Scoring of the Local-Cosmopolitan Orientation Index .	
The Complete Questionnaire . . . . .	34
Population and Sample . . . . .	35
The Population . . . . .	35
The Sample . . . . .	35
Collection of Data . . . . .	36
Treatment of Incomplete Questionnaires . . . . .	36
Computer Analysis . . . . .	36
Summary . . . . .	38
References for Chapter III . . . . .	39
IV. RESULTS, ANALYSIS, AND DISCUSSION OF HYPOTHESES:	
PART I . . . . .	40
Introduction . . . . .	40
Analysis of the Five Dimensional Model of Teacher	
Professionalism . . . . .	40
Analysis of the Knowledge Dimension of Professionalism	
with a Local-Cosmopolitan Orientation and Career	
Commitment . . . . .	40



CHAPTER	PAGE
Findings . . . . .	40
Discussion . . . . .	46
Analysis of the Service Dimension of Professionalism with a Local-Cosmopolitan Orientation and Career	
Commitment . . . . .	48
Findings . . . . .	48
Discussion . . . . .	56
Analysis of the Core-Organization Dimension of Profes- sionalism with a Local-Cosmopolitan Orientation and	
Career Commitment . . . . .	57
Findings . . . . .	57
Discussion . . . . .	58
Analysis of the Colleague-Professional Dimension of Professionalism with a Local-Cosmopolitan Orientation	
and Career Commitment . . . . .	63
Findings . . . . .	63
Discussion . . . . .	65
Analysis of the Student-Autonomy Dimension of Profession- alism with a Local-Cosmopolitan Orientation and Career	
Commitment . . . . .	72
Findings . . . . .	72
Discussion . . . . .	77
Summary and Analysis of Total Professional Scores of the Five Dimensional Model with a Local-Cosmopolitan	
Orientation and Career Commitment . . . . .	82

CHAPTER	PAGE
Findings . . . . .	82
Discussion . . . . .	84
References for Chapter IV . . . . .	92
V. RESULTS, ANALYSIS, AND DISCUSSION OF DEMOGRAPHIC CRITERIA:	
PART II . . . . .	93
Introduction . . . . .	93
Relationships Between Personal Background Variables and the Professional Role Orientation Scale . . . . .	93
Sex . . . . .	94
Age . . . . .	94
Marital Status . . . . .	100
Community Origins . . . . .	104
Relationships Between Educational Background Variables and the Professional Role Orientation Scale . . . . .	106
Academic and Professional training . . . . .	106
Teaching level . . . . .	108
Present Position . . . . .	114
Teaching Experience . . . . .	114
Number of years in Present School . . . . .	118
Number of districts taught in Since Beginning to Teach. . . . .	124
Summary . . . . .	128
References for Chapter V . . . . .	132
VI. SUMMARY, CONCLUSIONS, FURTHER RESEARCH AND IMPLICATIONS. . . . .	133
Summary . . . . .	133
The Problem . . . . .	133
Analysis of the Problem . . . . .	133

CHAPTER	PAGE
Hypotheses . . . . .	135
Results . . . . .	136
Conclusions . . . . .	140
In Relation to Instrumentation . . . . .	140
In Relation to a Local-Cosmopolitan Orientation and the Five Dimensional Model of Teacher Pro- fessionalism . . . . .	141
In Relation to Career Commitment and the Five Dimen- sional Model of Teacher Professionalism . . . . .	142
In Relation to a Prediction of High Scores on each of the Five Dimensions and the Total Pro- fessional Score . . . . .	143
Further Research . . . . .	145
Implications . . . . .	151
References for Chapter VI . . . . .	153
BIBLIOGRAPHY . . . . .	154
APPENDIX A . . . . .	159
APPENDIX B . . . . .	166

## LIST OF TABLES

TABLE	PAGE
I. Dimensions Included in Various Definitions of Professionalism . . . . .	18
II. The Research Model - Five Dimensions of Teacher Professionalism Examined in the Presence of a Local-Cosmopolitan Orientation and Career Commitment . . . . .	26
III. Correlation of Knowledge Dimension Scores with a Local-Cosmopolitan Continuum and Career Commitment . . . . .	42
IV. Analysis of Variance of Teachers' Knowledge Dimension Scores Between Locals and Cosmopolitans (The Dichotomy Test) . . . . .	43
V. Analysis of Variance of Teachers' Knowledge Dimension Scores Between Locals and Cosmopolitans (The Continuum Test) . . . . .	44
VI. Analysis of Variance of Teachers' Knowledge Dimension Scores with Career Commitment . . . . .	45
VII. Multiple Regression Prediction of Service Dimension Scores by Local-Cosmopolitan Orientation and Career Commitment . . . . .	49
VIII. Analysis of Variance of Teachers' Service Dimension Scores Between Locals and Cosmopolitan (The Dichotomy Test) . . . . .	50
IX. Analysis of Variance of Teachers' Service Dimension Scores Between Locals and Cosmopolitans (The Continuum Test) . . . . .	51
X. Analysis of Variance of Teachers' Service Dimension Scores with Career Commitment . . . . .	52
XI. Newman-Keuls Comparison of Means on Service Dimension Scores Between Locals and Cosmopolitans (The Dichotomy Test) . . . . .	53

TABLE	PAGE
XII. Newman-Keuls Comparison of Means on Service Dimension Scores Between Locals and Cosmopolitans (The Continuum Test) . . . .	54
XIII. Newman-Keuls Comparison of Means on Service Dimension Scores with Career Commitment . . . . .	55
XIV. Multiple Regression Prediction of Core-Organization Dimension Scores by Career Commitment . . . . .	59
XV. Analysis of Variance of Teachers' Core-Organization Dimension Scores Between Locals and Cosmopolitans (The Dichotomy Test) . . . . .	60
XVI. Analysis of Variance of Teachers' Core-Organization Dimension Scores Between Locals and Cosmopolitans (The Continuum Test) . . . . .	61
XVII. Analysis of Variance of Teachers' Core-Organization Dimension Scores with Career Commitment . . . . .	62
XVIII. Correlations of Colleague-Professional Dimension Scores with Local-Cosmopolitan Dichotomy, Local-Cosmopolitan Continuum and Career Commitment . . . . .	64
XIX. Analysis of Variance of Teachers' Colleague-Professional Dimension Scores Between Locals and Cosmopolitans (The Dichotomy Test) . . . . .	66
XX. Analysis of Variance of Teachers' Colleague-Professional Dimension Scores Between Locals and Cosmopolitans (The Continuum Test) . . . . .	67
XXI. Analysis of Variance of Teachers' Colleague-Professional Di- mension Scores with Career Commitment . . . . .	68

TABLE	PAGE
XXII. Newman-Keuls Comparison of Means on Colleague-Professional Dimension Scores Between Locals and Cosmopolitans (The Continuum Test) . . . . .	69
XXIIA. Correlations of Student-Autonomy Dimension Scores with a Local-Cosmopolitan Dichotomy, Local-Cosmopolitan Continuum and Career Commitment . . . . .	73
XXIII. Analysis of Variance of Teachers' Student-Autonomy Dimension Scores Between Locals and Cosmopolitans (The Dichotomy Test). . . . .	74
XXIV. Analysis of Variance of Teachers' Student-Autonomy Dimension Scores Between Locals and Cosmopolitans (The Continuum Test). . . . .	75
XXV. Analysis of Variance of Teachers' Student-Autonomy Dimension Scores with Career Commitment . . . . .	76
XXVI. Newman-Keuls Comparison of Means on Student-Autonomy Dimension Scores Between Locals and Cosmopolitans (The Dichotomy Test). . . . .	78
XXVII. Newman-Keuls Comparison of Means on Student-Autonomy Dimension Scores Between Locals and Cosmopolitans (The Continuum Test). . . . .	79
XXVIII. Multiple Regression Prediction of Total Professional Scores of the Five Dimensional Model by Career Commitment . . . . .	83
XXIX. Analysis of Variance of Teachers' Total Professional Scores on the Five Dimensional Model Between Locals and Cosmopolitans (The Dichotomy Test) . . . . .	85

TABLE	PAGE	
XXX.	Analysis of Variance of Teachers' Total Professional Scores on the Five Dimensional Model Between Locals and Cosmopolitans (The Continuum Test). . . . .	86
XXXI.	Analysis of Variance of Teachers' Total Professional Scores on the Five Dimensional Model with Career Commitment. . . . .	87
XXXII.	Summary of Findings with respect to Relationships Between Scores on the Professional Role Orientation Scale and (1) Local-Cosmopolitan Dichotomy Test (2) Local-Cosmopolitan Continuum Test (3) Career Commitment . . . . .	88
XXXIII.	Analysis of Variance of Five Dimensions of Professionalism Examined on the Basis of Sex . . . . .	95
XXXIV.	Analysis of Variance of Five Dimensions of Professionalism Examined on the Basis of Age . . . . .	97
XXXV.	Newman-Keuls Comparison of Mean Scores on Core-Organization Dimension of Professionalism Between Age Classification . .	98
XXXVI.	Newman-Keuls Comparison of Means of Scores on Colleague-Professional Dimension of Professionalism Between Age Classification . . . . .	99
XXXVII.	Analysis of Variance of the Five Dimensions of Professionalism Examined on the Basis of Marital Status . . . . .	101
XXXVIII.	Newman-Keuls Comparison of Mean Scores on Core-Organization Dimension of Professionalism on the Basis of Marital Status . . . . .	102
XXXIX.	Newman-Keuls Comparison of Mean Scores on Total Professional Role Orientation Scale Scores on the basis of Marital Status . . . . .	103

TABLE	PAGE
XL. Analysis of Variance of Five Dimensions of Professionalism Examined on the Basis of the Size of the Community Origins . . . . .	105
XLI. Analysis of Variance of the Five Dimensions of Professionalism Examined on the Basis of Academic and Professional Training . . . . .	107
XLII. Analysis of Variance of Five Dimensions of Professionalism Examined on the Basis of Teaching Level . . . . .	109
XLIII. Newman-Keuls Comparison of Mean Scores on Service Dimension of Professionalism on the Basis of Teaching Level . . . . .	111
XLIV. Comparison of British Columbia and Alberta Teachers' PROS Score Means on the Basis of Teaching Level . . . . .	113
XLV. Analysis of Variance of Five Dimensions of Professionalism Examined on the Basis of Present Position . . . . .	115
XLVI. Newman-Keuls Comparison of Mean Scores on the Core-Organiza- tion Dimension of Professionalism on the Basis of Present Postition . . . . .	116
XLVII. Analysis of Variance of Five Dimensions of Professionalism Examined on the Basis of Teaching Experience . . . . .	119
XLVIII. Newman-Keuls Comparison of Mean Scores on the Core-Organiza- tion Dimension of Professionalism on the Basis of Experience Level . . . . .	120
XLIX. Newman-Keuls Comparison of Mean Scores on the Colleague- Professional Dimension of Professionalism on the Basis of Experience Levels . . . . .	121



TABLE	PAGE
L. Newman-Keuls Comparison of Mean Scores of the Total Scores on the PROS on the Basis of Experience Levels . . . . .	122
LII. Analysis of Variance of the Five Dimensions of Professionalism Examined on the Basis of Number of Years in Present School. . . . .	123
LIII. Newman-Keuls Comparison of Mean Scores on Service Dimension of Professionalism on Basis of Number of Years Spent in Present School . . . . .	125
LIIII. Analysis of Variance of the Five Dimensions of Professionalism Examined on the Basis of The Number of Districts Taught in Since Beginning to Teach . . . . .	126
LIV. Newman-Keuls Comparison of Mean Scores of the Colleague-Pro- fessional Dimension of Professionalism on the Basis of Number of Districts Taught in Since Beginning to Teach. . .	127
LV. Summary of Findings with Respect to Relationships Between Demographic Variables and Professional Role Orientation Scores . . . . .	129
LVI. Multiple Stepwise Regression Analysis of Five Dimensional Model of Professionalism and Total Professional Scores on the Basis of Independent Variables used in this Study . . .	144

## CHAPTER I

### THE PROBLEM

#### I. INTRODUCTION

This study was an attempt to determine whether differences in a local-cosmopolitan orientation, career commitment and other selected criteria possessed by British Columbia teachers were related to degrees of professionalism analysed in terms of a five dimensional model.

One of the dominant trends in our time has been the major improvement in the professional status of teachers. In one survey over 96 per cent of the public reported that teaching was a profession, and nearly half of them rated it with acknowledged professions (8, p. 154). Carr-Saunders claims that under conditions which formerly prevailed, the status of the teacher was such that he or she could have little or nothing in common with members of the recognized professions (2, p. 259). This increased status has encouraged research as to the degree of professionalism held by teachers and the implications from these findings.

The various aspects of professionalism which have been offered by writers have been referred to as criteria, characteristics, attributes, elements and dimensions. This study made an empirical application of those attributes used by Hrynyk (4) to conceptualize teacher professionalism in terms of five dimensions. Hrynyk supported his employment of the five dimensional model by citing twenty-two writers who included some or all of his five dimensions in the definitions (4, p. 22). On the basis of the consensus expressed by numerous writers, Hrynyk (4) proposed a model for the "ideal profession" for teachers which consists of five dimensions.

## II. THE IMPORTANCE OF THE STUDY

Studies of professionalism and research pertaining to reference group theory have been undertaken in such areas as university settings, elementary and secondary schools and with various other professions. Although much is known about both professionalism and reference group theory, a study of the relationships of these two concepts with other selected variables and particularly career commitment may contribute to subsequent conceptual schemes in educational organization theory.

A teacher with a local orientation (termed local) was said to be preoccupied with the immediate community to the virtual exclusion of the larger social scene; while a teacher with a cosmopolitan orientation (termed cosmopolitan) was said to maintain a minimal tie to the community and was oriented more to the world outside the local community (7, p. 1).

Knowledge of the relationship of a local-cosmopolitan orientation in terms of professional role orientations can be used by the practising administrator in such areas as: selection, retention and transfer of personnel, development of teacher morale, and the choices of administrative interaction with staff members, students and the community. All of these, of course, contribute directly or indirectly to an improvement in the teaching-learning environment.

The task of identifying the teacher best suited to fill specific needs in a school system is crucial to the school administrator. Gouldner (3, p. 416) maintains that organizational survival may be threatened by a recruiting policy that considers only expertise as much as by a policy that regards loyalty as more important than intellect. The need for the proper

selection of teachers is increasing as the services provided by them expand to meet community demands.

Wilensky (9, p. 139) suggests the need for administrators to understand the teacher's professional role by claiming that each person brings to the role his conceptions of what it is, what it should be, and what it might become. And in Kleinman's (5, p. 24) study of teacher selection the need for a revitalized approach to teacher selection with special emphasis on the role of the candidates is cited by educational leaders. Kleinman maintains that school personnel specialists are adopting the view that selection is a two-way process. Just as the employer tries to gain maximum information about candidates, so candidates should gain maximum information about the position under consideration. Such an exchange of information "serves the interests of the teacher, the profession, the children and the school community involved" (5, p. 24).

Role orientation in this study was thought of as being an attitudinal factor which was related to the way in which a teacher fulfilled behavioral expectations for each of five dimensions of professionalism. For example, the attitudes of teachers when properly understood can act as a powerful aid or deterrent to the success of the host of innovative practices now in vogue within the educational setting. This is substantiated by Sells and Trites who claim that:

Attitude measurement is not an end in itself. Its purpose is usually to provide information concerning motives of individuals or groups in situations to assist in understanding behavior dynamics. Careful analyses of the motive patterns of the people in these situations and review of the structure of the situation in relation to this information may bring to light the most likely sources of variation (6, pp. 110 - 111).

In other words, a study of the relationships between teacher professionalism, a local-cosmopolitan orientation, career commitment and other selected variables may contribute to a more comprehensive understanding of teacher behavior patterns.

A recent study by Hrynyk (4) disclosed the presence of noticeable differences in the professional role orientations of educational subgroups. The five dimensions which formed the core of a general professional orientation according to him were: knowledge dimension, service dimension, organization dimension, colleague dimension and an autonomy dimension.

An extension of Hrynyk's study to include other orientations or attitudes may prove useful in providing a rationale for discussing implications of teacher behavior. More specifically, by extending Hrynyk's study to include a local and cosmopolitan index, career commitment and other selected criteria should assist in refining the concept of teacher professionalism.

It is expected that teachers will differ in the extent to which they will emphasize the significance of each of the five dimensions of professionalism in viewing their role. It is also expected that they will vary in overall professional orientation. Since individuals develop unique occupational role orientations (1) it is expected that a local-cosmopolitan orientation and career commitment will help explain why there are variations in the meanings by which a teacher perceives his profession.

### III. STATEMENT OF THE PROBLEM

The central problem of this study was an investigation of the relationships existing between five dimensions of teacher professionalism and an overall professional outlook, a local-cosmopolitan orientation and career commitment. More specifically, do teachers differ in their overall degree of professionalism and on each of the dimensions of professionalism, and if this is so, how is it related to a local-cosmopolitan orientation, career commitment, and other selected criteria?

In other words, do teachers who are characterized by strong positive attitudes on each professional dimension identifying with strong positive attitudes towards a local orientation or a cosmopolitan orientation? And, are they committed or not committed to teaching as a career?

In addition, an attempt was made to determine whether other selected demographic criteria were influential in indicating the types of relationships existing among the three main areas: professional role orientation, a local-cosmopolitan orientation and career commitment. Among the background variables which were taken into consideration in classifying teachers were sex, marital status, present position, teaching level, academic and professional training, the number of school districts that each had taught in, the number of years in the present school, age, the approximate size of the community in which they were raised, and length of teaching experience.

In view of the introduction of the above selected criteria, the question of how these are related to the professional scores of each of the five dimensions, and the overall professional outlook of teachers becomes apparent. An exploration of how and why these selected criteria

are related to teacher perceptions of dimensions of professionalism appeared to be a significant research problem. If the proposed study indicates other orientations or attitudes included in general conceptions of professionalism, it should provide a foundation for further intensive research in this area of educational administration.

#### IV. OVERVIEW OF THE REPORT

In the first chapter the problem is stated and arguments were advanced to suggest the significance of the study. Chapter II is devoted to an analysis of the problem and a statement of the hypotheses flowing out of the analysis. Chapter III outlines the research methodology employed in the study. Chapter IV is devoted to a reporting, analysis, and discussion of findings concerning the five dimensional model of professionalism with a local-cosmopolitan orientation and career commitment. Chapter V deals with the results, analysis, and discussion of the five dimensional model of teacher professionalism and selected demographic criteria. Chapter VI is concerned with the summary, conclusions and implications of the study.

## REFERENCES FOR CHAPTER I

- (1) Corwin, Ronald G., "Professional Persons in Public Organizations," Educational Administration Quarterly, 1, (Autumn, 1965), pp. 1-22.
- (2) Carr-Saunders, A.M. and Wilson, P.A., The Professions, (London: Frank Cass and Co. Ltd., 1964).
- (3) Gouldner, Alvin W., "Organizational Tensions," in Robert K. Merton et al. (eds.), Sociology Today, (New York: Basic Books, 1959).
- (4) Hrynyk, Nicholas P., "Correlates of Professional Role Orientation in Teaching," (Unpublished Ph.D. dissertation, University of Alberta, Edmonton, 1966).
- (5) Kleinman, Lou, "A New Dimension in Teacher Selection," The Journal of Educational Sociology, 34, (1960-61), pp. 24-33.
- (6) Sells, Saul B., and Trites, David K., "Attitudes," Encyclopedia of Educational Research, (3rd ed.), pp. 102-115.
- (7) Sutthoff, John, "Local-Cosmopolitan Orientation and Participation in School Affairs," Administrator's Notebook, IX, (November, 1960).
- (8) Terrier, F.W., "Who Thinks What About Educators?" American Journal of Sociology, 59, (September, 1953), pp. 150-158.
- (9) Wilensky, Harold L., "The Professionalization of Everyone," American Journal of Sociology, 70, (September, 1964), pp. 137-157.



## CHAPTER II

### ANALYSIS OF THE PROBLEM

#### I. TOWARD AN UNDERSTANDING OF THE RELATIONSHIP OF TEACHER PROFESSIONALISM WITH A LOCAL- COSMOPOLITAN ORIENTATION AND CAREER COMMITMENT

The teacher's obligations as a professional person are in several respects in conflict with the role of the teacher as an employee of a board of education. Professions are recognized as nationwide organizations and in Canada are organized for the most part on a provincial level. In this sense, professional obligations exert a cosmopolitan influence on members of the professions. The teacher as a professional is bound by the standards of professional behavior that are set and sanctioned outside the local community. On the other hand, employee obligations are locally inspired and enforced. The teacher is hired by the local community and can succeed in the school merely by meeting local aspirations for education. In other words, the employee roles are local in origin but professional roles are cosmopolitan in origin.

The local-cosmopolitan orientation appeared to be a significant force in determining the teacher's position in the community. As will be illustrated further in this chapter, persons with a high cosmopolitan score (cosmopolitans), tend to be low in loyalty to the employing organization and are oriented to the opinions of their professional colleagues. Bennis claims that professionals derive their rewards from "inward standards of excellence, from their professional activities and from the intrinsic satisfaction of their task (1, p. 25)." More specifically, cosmopolitans in the teaching profession would likely be interested in reading and writing in their field, have interests in the national and international

cultural milieu, and would more readily leave for a better job to gain satisfaction for the performance of their professional service.

Persons with a high local orientation score (locals) tend to be preoccupied with local problems perhaps to the exclusion of national and international concerns. They would be less oriented to the opinions of their professional colleagues outside their employing organization and be high in loyalty to the local community and the employing organization.

The basis of a teachers' local orientation would be his personal relationships with members in the community. This would account for his preoccupation with local problems and his deep interest in townspeople and local politics. Locally oriented teachers can be expected to have a direct, positive and significant relationship with the service dimension of professionalism because of their dedication to provide service whenever the need arises and whatever the circumstances.

Cosmopolitans, however, would be more oriented to the "outside" and gain recognition and prestige in the teaching profession from their contributions at the provincial or national level. Corwin claims that cosmopolitans are likely to support professional principles, such as academic freedom, which transcend local values (6, p. 419). Thus, cosmopolitans can be expected to have a direct, positive and significant relationship with the knowledge, core-organization, colleague and autonomy dimensions of professionalism. Although professions do make adjustments to local idiosyncracies according to Corwin (6, p. 221), they are not likely willingly to compromise the basic professional standards which have nationwide application. As an example he demonstrated how physicians would not likely

tolerate unsanitary hospital conditions or malfunctioning equipment even though the community was satisfied' (6, p. 222).

Studies illustrating the relatively low commitment of teachers to their careers compounds the problem of studying teacher professionalism. One study at the University of Illinois in 1956 found that 40 per cent of those qualified to teach never took school jobs and that one-half of those who did enter teaching dropped out after two years (5, p. 253). This troublesome finding comes into conflict with teacher professionalism.

On logical grounds, however, it would seem that teaching today is considerably more conducive to a lifetime commitment than at any time in the past. The extension of professional requirements for teacher certification results in heavier time and money investment in the profession by prospective teachers and simultaneously reduces opportunities of preparing for alternative professions. With the barriers against married women abandoned, women have the opportunity of combining marriage and teaching. Thus it follows that teachers, scoring high on the dimensions of professionalism would be expected to be career committed. For example, they would find the formal reward of promotion unattractive since it would remove them from the professional role for which they were educated. On the other hand, lack of commitment to teaching reflects a realistic assessment of the limited opportunities for promotion to teachers. The majority of teachers have chosen a terminal career. The restricted opportunity for promotion undoubtedly has an influence on a teacher's role as a professional. For example, advancement to an administrative post often has the effect of removing specialists from their fields of competence.

A more refined analysis of teacher professionalism can be made

by controlling the career commitment of teachers. Corwin claims that the commitment a teacher has to his career depends on the number of alternatives to the present position that are available to him (6, p. 271). He further notes that the personal goals that lead people into a position are not the ones that necessarily hold them there. The committed teachers maintain a strong allegiance to classroom teaching while others become committed after they find themselves in the classroom. On the other hand, there are those who have become disillusioned with the position and become uncommitted. Finally, there are those who have always been uncommitted, having neither entered the position with a high regard of it nor developed one during their career.

Corwin also maintains that a teacher who is uncommitted to the position of teaching will tend to be indifferent to his job, regardless of its security or insecurity (6, p. 271). Thus it follows that career committed teachers would best reflect teacher professionalism. In other words, career committed teachers would be expected to have a direct, positive and significant relationship with each of the dimensions of professionalism and the total score on the Professional Role Orientation Scale.

The following examination of related studies and literature provides extensive treatment for the three main variables: local-cosmopolitan orientation, teacher professionalism and career commitment.

## II. LOCAL-COSMOPOLITAN ORIENTATION

Robert Merton (11, p. 250) has credited Herbert Hyman with pioneering the study of reference group theory. Although Hyman introduced the term in 1942, it was not mentioned in the Psychological Abstracts until 1954

(4, p. 12). Since that time different attempts have been made to refine the concept.

Merton (11, pp. 406-409) attempted to sharpen the definition of reference group theory by developing the concept of a local-cosmopolitan orientation. He found that locals as a group tend to be more parochial in their viewpoints than cosmopolitans. In addition, he noted that cosmopolitans read more magazines - subscribing to four or five - than the locals, with their subscriptions limited to two or three (11, p. 406). Where the cosmopolitan read about world news, the local read more about local problems.

There was evidence to suggest that although the locals read more newspapers, they were not national papers. In Merton's study, every cosmopolitan read either the "New York Times" or the "New York Herald Tribune," or both, while over one-half of his locals read New York tabloids (11, p. 409). This distinct difference in the news magazine reading habits of locals as compared to cosmopolitans tend to reflect their ways of life.

An examination of the mobility of locals and cosmopolitans by Merton disclosed that the locals had lived in the community longer. He showed that this was not the result of differences in the age composition of the two groups. The cosmopolitans were the more recent arrivals and had lived in a succession of communities in various parts of the country (11, pp. 398-399). Persons extremely local in orientation were preoccupied with local problems and did not wish to move. They were deeply interested in townspeople and in local politics.

In considering organizational behavior, Merton noted that cosmopolitans

and locals differed in the kinds of organizations to which they belonged. He discovered that locals participated in organizations to "make contacts" such as secret societies (Masons), fraternal organizations (Elks), and local service clubs - the Rotary, Lions and Kiwanis. The cosmopolitans tended to join professional societies and hobby groups in which they could exercise their skills and knowledge (11, pp. 398-399). Even the political offices held by cosmopolitans enabled them to use skills. For example, they would be found on the board of health or perhaps the board of education.

Other studies corroborate Merton's findings and have noted additional differences that characterize the local-cosmopolitan orientation. Gouldner (8,9) found in a study of college teachers that cosmopolitans were more likely to have attained a higher educational level. In addition, he found that an orientation to outside reference groups was associated with low loyalty to the college.

After studying nurses in several out-patient departments, Bennis (2, pp. 481-500) found that there was the suggestion of a relationship between a local-cosmopolitan orientation and level of education. But in contrast to expectation, cosmopolitans did maintain high in-group loyalties, did not refer to an outside group, and were motivated toward organizational commitment. The study by Bennis (2) suggests that rather than referring to a local-cosmopolitan dichotomy one might more appropriately refer to a local-cosmopolitan continuum.

There are several studies which bear more directly upon the educational field. In a study of P.T.A. members, Sutthoff (15, pp. 1-4) hypothesized that the local or cosmopolitan orientation of an individual toward

the immediate community was related to participation in school affairs. He identified and measured six forms of participation in school affairs and related them to the participants orientation toward the local community. He found that the participant with a local orientation to school affairs displayed greater loyalty to the school organization than did cosmopolitans.

Sutthoff suggested that it seemed likely that administrators with local orientations could be found in greater numbers in communities reflecting predominantly traditional values, whereas administrators with cosmopolitan orientations could be found in large cities, newer suburbs, or younger communities with more heterogeneous values (15, p. 4).

Brunbaugh (4) adapted the local-cosmopolitan index which Sutthoff developed for his study, along with a scale to measure teacher attitude toward school district reorganization. He investigated the theory that locally oriented teachers would tend to perceive a "state-mandated" approach to school district reorganization as a threat from the "outside" directed toward valued elements of the local community. Unexpectedly, the attitudes toward reorganization were rather evenly divided in both groups. His defense of the lack of statistical significance between locals and cosmopolitans in attitudes toward school district reorganization was that although some teachers could be characterized as local in basic orientation, this orientation was not necessarily associated with their extent of knowledge of the reorganization law.

Corwin (6, pp. 382-382) suggested the importance to education of a local-cosmopolitan dichotomy or as Bennis would claim, continuum, was related to the history of public education in the United States and the American movement from a rural to urban economy. Briefly Corwin claimed

that as long as school boards were locally elected there would be resistance by the small, stable towns to any kind of outside influence. In other words, the local school was less able to reward a cosmopolitan teacher who gained national acceptance by his profession. In the same way the cosmopolitan teacher would be less able to exert influence over powerful local community figures.

As a precaution it should be noted that there is some doubt on the utility of the Local-Cosmopolitan Orientation Index as a device for measuring latent identity. In Chapter VI (*infra*, pp. 145 ff) an elaboration is made concerning the possibility that the meanings of the terms local and cosmopolitan may have changed since Brumbaugh's study of 1963.

### III. PROFESSIONAL ROLE ORIENTATION

Although there is considerable research in which investigators (Biddle, Gross, Charters) have reported on various aspects of teacher characteristics (attitude, personality, role), most has been an investigation of the work of teaching rather than teaching as work (10, p. 58). A review of the literature indicated that there were many variables which were generally accepted as correlates of teacher professionalism. The more widely accepted ones related to education, experience and participation in professional activities.

Hrynyk's (10) study conceptualized professionalism in terms of professional role orientations. He gave extensive treatment to a review of literature and related studies to teacher professionalism. From his study he concluded that human beings tend to develop a variety of characteristic occupational role orientations and that it is possible to produce typologies of these orientations. He proposed five dimensions as forming the



core of a general professional orientation. These were closely related to the classical criteria by which professions were usually identified.

On the basis of the consensus expressed by numerous writers, Hrynyk proposed a model for the "ideal profession" based on five dimensions. Table I illustrates the five dimensions of professional orientation and the degree of consistency Hrynyk found in those writers that included criteria basic to the dimension involved in their definition of professionalism. There were no basic contradictions among the different definitions. Only minor variations were observable in what was stressed, included or omitted. Hrynyk described each of the dimensions in the table as a composite of a variety of statements which seemed to imply a common criterion or attribute (10, p. 21).

The description of the following five dimensions represents the ideal of teacher professionalism. Accordingly they may be used as a basis comparing ideal against real. In other words the concept of each dimension is described in terms of that part of the "ideology of professionalism" that it represents (10, pp. 22-25).

1. Knowledge dimension. The work performed by a professional is essentially intellectual in character and is based on a esoteric, theoretical body of knowledge. It is directed at the unique solution of problems of others. The required skills, based on the application of this knowledge, are normally acquired through a long period of training at a university. There is usually some form of formal testing and licensing procedure at the end of the training period. It is understood that the professional has a responsibility to maintain his competence and to contribute to the extension of the body of knowledge on which his practice is based.
2. Service dimension. This dimension is characterized by a claim, early in the development of a profession, to a unique mission in society. The profession offers a unique and indispensable public service, always giving the best impartial service to society. The service, pursued with a sense of mission, is often viewed as being of the type which is essential to the survival of society. A member of a profession is altruistically oriented and is committed to the occupation as a life-time career. He

- commits himself to provide service whenever the need arises and whatever the circumstances. It should be noted that he may view this societal service as being made either through the application of his practice to the individuals of society, or through the changes which can be wrought in society by his service.
3. Core-organization dimension. In the process of establishing it is apparently inevitable that the profession will organize, but the "organization" should not be confused with the "profession." The organization becomes the enforcer of standards of conduct, codes of ethics and attempts to control licensure and admittance to the profession. Outwardly its sole purpose is to protect society from the unscrupulous who may attempt to practice the occupation, but actually, it may protect practitioners to at least an equal degree from the interference of society. The organization speaks for the profession and provides opportunities for the growth of circles of collegueships. Ranking and evaluation within the profession are in the hands of the organization, giving it power over its members. Codes of ethics describe appropriate behavior with respect to the greater society, fellow practitioners, unauthorized practitioners and clients. The organization serves as the core around which professionalization advances.
  4. Colleague-profession dimension. The notion of collegueship stresses the occupational unity of the practitioners in a profession. Strong identification and affiliation with the profession leads to a concern about who one's colleagues are. The "brotherhood" aspects of collegueship contribute to the social status and exclusiveness of the professions. Common interests lead to a group loyalty of one practitioner to another not ordinarily found in other occupational groups.
  5. Client-autonomy dimension. This dimension of professionalism is characterized by the fact that members of a profession become involved in sets of relationships with their clients which do not appear to be duplicated in other occupational groups. The professional applies his unique skills which require the use of individual judgment and discretion. This involves him in relationships of trust and faith, placing a responsibility on him that leads him to demand autonomy in decisions related to the practice of his profession. Such autonomy in turn places power over the client in the hands of the professional. The client is usually not able to judge the competence of the decisions or of the practice of the professional, but is in the position of needing a service which he is unable to obtain elsewhere. Hence, a trusting society provides legal and social sanction for the professional practice. The client, being unable to place a value on the professionals' service usually agrees to pay a fee or fixed charge for it. Changes in the organization of the provision of professional's services are rapidly producing changes in the ways in which professional are reimbursed for their work.

TABLE I  
 DIMENSIONS INCLUDED IN VARIOUS DEFINITIONS  
 OF PROFESSIONALISM

Dimension of Professional Orientation					
Writer	Knowledge & Skill	Service Ideal	Formal Organi- zation	Colleagues -Profes- sion	Autonomy -Client
Becker	x	x	x	x	
Caplow	x	x	x		x
Carr-Saunders	x		x	x	x
Clayton	x	x			x
Cogan	x	x			x
Corwin	x		x	x	x
Flexner	x	x	x		
Goode	x	x		x	x
Goodman	x	x	x		x
Greenwood	x	x	x	x	x
Gross	x	x		x	x
Hall		x			x
Klass	x	x	x	x	x
Lewis and Maude	x		x		x
Lieberman	x	x	x		x
Lindsey	x	x			
McGlothin	x	x	x	x	
Marshall	x	x	x		
Millerson	x	x	x	x	x
Nosow and Form	x	x	x	x	
Parsons			x	x	
Tyler	x		x		
Wilensky	x	x	x	x	

Other studies to investigate the extent to which teachers possess professional role orientations have been made by Corwin (7) and Robinson (14). Corwin found that teachers differed in their degree of professional role orientation. Unlike Corwin, Robinson found that schools differed in their degree of staff professionalism. In addition, he found that teachers with different academic backgrounds differed in their degrees of professional orientation. He also found that married teachers had higher professional scores than single personnel and that female married teachers as a group had the highest scores.

Hrynyk, like Robinson, modified, adapted and extended Corwin's Professional Role Orientation Scale to study differences in educators when they were scored on the professional role orientation scale. In this way a total professional role orientation scale was calculated. Hrynyk's (10) analysis revealed that principals and vice-principals obtained higher scores than did classroom teachers on the Knowledge, Service, Organization and Colleague Orientation subscales but a lower score on the Autonomy subscale.

#### IV. CAREER COMMITMENT

In addition to an examination of the relationship between teacher professionalism and a local-cosmopolitan orientation, a measure of career commitment was included as an important variable in the analysis of teacher professionalism. Blau and Scott maintain:

that if there is little opportunity for advancement within the profession, regardless of the organization by which a professional is employed, a commitment to professional skills comes into conflict with aspirations for advancement (3, p. 70).

In other words the more committed a teacher is to his professional

skills, the less attractive he will find the formal reward of a promotion that removes him from the work for which he was trained:

In a study by Mason (12, pp. 280-281) and his associates it was found that most men do not see teaching as a terminal professional or career but as a stepping stone to some other position, either in or out of education. It was also reported that few new teachers intended to stay in teaching, and that a larger proportion of women than men intended to leave teaching at least temporarily. Teachers' roles as females appeared to dominate their occupation role and males expressed aspirations to move from classroom teaching to administrative and supervisory posts. Mason interpreted both of these findings as "impediments to the establishment of teaching as a full profession (12, p. 282)."

Educators interested in career involvement have normally concerned themselves with the willingness of teachers to commit themselves for the remainder of their lives to the classroom. Mason's (12) study in 1957 revealed that about 57 per cent of beginning American teachers intended to commit themselves for the remainder of their lives to teaching. Of these, 16 per cent of the women said they expected to stay in teaching until retirement and 29 per cent of the men expected to teach continuously until retirement. Although the men expressed a desire to stay in education, they hoped to enter non-teaching educational positions (mostly administrative and supervisory).

Since Mason's studies in 1957, the social and cultural forces operating within the environment have undergone considerable change. A new professional career pattern for women has emerged whereby they can now combine marriage with their career. Evidence to support this new career pattern for women in teaching was reported as early as 1962 in The Report of the

Commission on Education in New Zealand:

Alone among the major professionals, teaching recruits large numbers of women, in fact, a preponderance of them; but mainly through marriage, a very large percentage leave teaching within a few years, and only a small group continue teaching as their vocation in life, as is usual for men .... Only gradually in recent years, stimulated in no small degree by the teaching shortage, has there emerged a new professional pattern for women by which they are now returning after family responsibilities have lessened to take up the practice of their profession, with the same seriousness of purpose and intention to complete a career as any other professional persons (14, p. 111).

Mason's (12) studies revealed that the occupational role was the dominant role for men but a contingent role for most women. However, the emerging career pattern for women would indicate that the occupational role could be considered the dominant role for both men and women in teaching.

Presthus (13, p. 235) submits that a sophisticated index of occupational involvement and job satisfaction is one which asks employees whether or not they would continue in the same kind of work if they inherited enough money to live comfortably. Such a question does not ask one to grade his job or himself. And, in addition, a hypothetical situation will give the employee a "real" chance to make a choice.

#### V. SUMMARY

The central problem of this study has been to determine whether differences in local-cosmopolitan orientation, career commitment and other selected criteria possessed by British Columbia teachers was related to degrees of professionalism analysed in terms of a five dimensional model.

Both Sutthoff (15) and Brumbaugh (4) used a local-cosmopolitan orientation index to identify members of their studies on the basis of a

local-cosmopolitan dichotomy. In addition a local-cosmopolitan orientation scale designed to identify a local-cosmopolitan orientation on a continuum basis was devised (infra, pp. 32 ff.) as a result of the suggestions made by Bennis (2). The results obtained on these indexes were then compared with each of the scores on the five dimensions of professionalism and the total professional score.

Relative to the question of the relationship between teacher professionalism and a local-cosmopolitan orientation was the issue of career commitment. The extent to which teachers were committed to their career was measured on the basis of advice from Presthus (13, pp. 235) which considered whether teachers were involved and satisfied with their work. Comparisons of the five possible choices were then made with the five dimensions of professionalism and the total professional score.

## VI. DEFINITION OF TERMS

### Teacher

This term refers to all regular certified teachers, vice-principals and principals employed in the public schools of British Columbia.

### Teacher Professionalism

This term refers to a teacher's score on each of the five dimensions of professionalism and on the score of the total Professional Role Orientation Scale. A detailed description of teacher professionalism can be found on page 15 of this Chapter.

### Local-Cosmopolitan Orientation

This term refers to a teacher's score on the local-cosmopolitan

orientation index scale. It was measured both in the form of a dichotomy and a continuum. Page 11 of this Chapter elaborates on the studies relating to a local-cosmopolitan orientation.

### Career Commitment

This term refers to a teacher's rating of the degree to which he identifies with one of the five possible alternatives designed to measure career commitment. Only one alternative measures true commitment, while the others offer choices in both educational and non-educational settings. In this way a teacher is either committed or not committed to his present career.

## VII. LIMITATIONS, DELIMITATIONS AND ASSUMPTIONS

### Limitations

The major limitation of this study is that the five identified dimensions of teacher professionalism are related to (a) local-cosmopolitan orientation, (b) career commitment, and (c) other selected criteria.

The variables studied represent only a small selective aspect of larger concepts. The five dimensions of professional role orientation represent only a part of the total concept a teacher has to his role. In addition, the local-cosmopolitan orientation only focuses on those features which have been theorized and tested by researchers and held to be a valid and representative sample of the characteristics for identifying locals and cosmopolitans independently of group membership behavior. The measurement of career commitment was of a global nature where there was forced choice of one of the five alternatives presented. The definition for career commitment was hypothetical.



### Delimitations

This major delimitation was that only British Columbia teachers as defined were used in this study.

### Assumptions

1. The instruments used were assumed to possess a degree of validity and reliability suitable for the present study.
2. It was assumed that the teachers participating possessed the required knowledge to complete the instruments.
3. It was assumed that the sample drawn represented adequately the population.
4. In all cases parametric statistics have been used and it was assumed that the assumptions underlying the use of these statistics were met.

## VIII. PROBLEM AND HYPOTHESES

Flowing from the framework outlined in this chapter, the problem as to what extent teacher professionalism was related to a local-cosmopolitan orientation and career commitment was believed to be researchable. Table II illustrates the research model.

### Hypothesis 1

Teachers' scores on the knowledge dimension of professionalism bear a direct, positive and significant relationship with (1) cosmopolitan orientation and (2) career commitment.

### Hypothesis 2

Teachers' scores on the service dimension of professionalism bear a direct, positive and significant relationship with (1) local orientation and (2) career commitment.

### Hypothesis 3

Teachers' scores on the core-organization dimension of professionalism bear a direct, positive and significant relationship with (1) cosmopolitan orientation and (2) career commitment.

### Hypothesis 4

Teachers' scores on the colleague dimension of professionalism bear a direct, positive and significant relationship with (1) cosmopolitan orientation and (2) career commitment.

### Hypothesis 5

Teachers' scores on the autonomy dimension of professionalism bear a direct, positive and significant relationship with (1) cosmopolitan orientation and (2) career commitment.

### Hypothesis 6

Teachers' total professional scores bear a direct, positive and significant relationship with (1) cosmopolitan orientation and (2) career commitment.

TABLE II  
 THE RESEARCH MODEL  
 FIVE DIMENSIONS OF TEACHER  
 PROFESSIONALISM EXAMINED IN THE  
 PRESENCE OF A LOCAL-COSMOPOLITAN  
 ORIENTATION AND CAREER COMMITMENT

PROFESSIONAL ROLE ORIENTATION	LOCAL-COSMOPOLITAN ORIENTATION INDEX	CAREER COMMITMENT
1. HIGH KNOWLEDGE DIMENSION	COSMOPOLITAN	COMMITTED
2. HIGH SERVICE DIMENSION	LOCAL	COMMITTED
3. HIGH ORGANIZATION DIMENSION	COSMOPOLITAN	COMMITTED
4. HIGH COLLEAGUE DIMENSION	COSMOPOLITAN	COMMITTED
5. HIGH AUTONOMY DIMENSION	COSMOPOLITAN	COMMITTED
6. HIGH PROFESSIONAL ROLE ORIENTATION SCORE	COSMOPOLITAN	COMMITTED

## REFERENCES FOR CHAPTER II

- (1) Bennis, Warren G., Changing Organizations, (New York: McGraw Hill Book Company, 1966).
- (2) Bennis, Warren G., "Reference Group and Loyalties in the Out-Patient Department," Administrative Science Quarterly, 2, (1957-58).
- (3) Blau, Peter M. and Scott, W. Richard, Formal Organizations, (San Francisco: Chandler Publishing Company, 1962).
- (4) Brumbaugh, Robert B., "A Test of the Effectiveness of Certain Concepts from Reference Group Theory in Predicting Teacher - Attitude Toward School District Reorganization." (Unpublished Ed.D. dissertation, Pennsylvania State University, 1963).
- (5) Charters, W.W., Jr., "Survival in the Profession: A Criterion for Selecting Teacher Trainees," Journal for Teacher Education, 7, (1956).
- (6) Corwin, Ronald G., A Sociology of Education, (New York: Meredith Publishing Company, 1965).
- (7) Corwin, Ronald G., The Development of an Instrument for Examining Staff Conflicts in the Public Schools, (Columbus: Ohio State University, 1964).
- (8) Gouldner, Alvin W., "Locals and Cosmopolitans: Toward an Analysis of Latent Social Roles, I," Administrative Science Quarterly, 2, (1957), pp. 281-306.
- (9) Gouldner, Alvin W., "Locals and Cosmopolitans: Toward an Analysis of Latent Social Roles, II," Administrative Science Quarterly, 2, (1957), pp. 444-480.
- (10) Hrynyk, Nicholas P., "Correlates of Professional Role Orientation in Teaching," (Unpublished Ph.D. dissertation, the University of Alberta, Edmonton, 1966).
- (11) Merton, Robert K., Social Theory and Social Structure, (New York: The Macmillan Company, 1957).
- (12) Mason, Ward, "Sex Role and the Career Orientation of Beginning Teachers," Readings in the Social Psychology of Education, (Boston: Allyn and Bacon, Inc., 1964), pp. 278-286.
- (13) Presthus, Robert, The Organizational Society, (New York: Knopf Inc., 1962).

- (14) Robinson, Norman, "A Study of the Professional Role Orientations of Teachers and Principals and Their Relationship to Bureaucratic Characteristics of School Organizations," (Unpublished Ph.D. dissertation, The University of Alberta, Edmonton, 1966)
- (15) Sutthoff, John, "Local-Cosmopolitan Orientation and Participation in School Affairs," Administrator's Notebook, 9:1, (November, 1960).

## CHAPTER III

### RESEARCH METHODOLOGY

#### I. DATA REQUIRED

In order to test the hypotheses proposed, it was necessary to collect certain identification data on teachers, data on the five dimensions of professional role orientations of teachers, data on teacher local-cosmopolitan orientation, and data on teacher career commitment. All information was incorporated into an omnibus questionnaire. The instruments used to measure teacher professionalism and local-cosmopolitan orientation were reviewed with respect to reliability and validity of the instruments, the scoring of the data for each instrument and any modifications which were needed to use the instruments for this study.

#### II. INSTRUMENTATION

##### Personal Data Questionnaire

This section of the questionnaire was constructed to elicit the following information on each teacher: age, sex, marital status, position held, teaching level, academic and professional preparation, total number of school districts taught in since starting to teach, length of time in present school, size of the community where raised, and years of teaching experience (see Appendix A). The information gained from this section was not used to test the hypotheses as such but proved useful in the final analysis to explain discrepancies.

##### Instrument on Five Dimensions of Teacher Professionalism

In a recent study, Hrynyk (5) adapted, extended and modified the Professional Role Orientation Scale developed by Corwin (3) and his staff as

part of a U.S. Office of Education project to conceptualize professionalism in terms of five role dimensions. The dimensions chosen by Hrynyk were as follows:

- i. Knowledge Dimension
- ii. Service Dimension
- iii. Organization Dimension
- iv. Colleague Dimension
- v. Autonomy Dimension

#### Reliability and Validity of the Five Dimensional Professional Orientation Scale

The results of Hrynyk's studies indicated that the Professional Role Orientation Scale possessed acceptable reliability and validity (5, p. 106). The degree of independence of each of the five dimensions was of particular interest to this study since the hypotheses are directly related to each dimension.

Hrynyk's studies indicated that each of the five dimensions of professionalism were discrete enough to measure something different. The largest correlation was that between the colleague-profession and core-organization scales ( $r = .34$ ). This was interpreted to mean that less than 12 per cent of the measure on the knowledge dimension, service dimension or student-autonomy dimension could be predicted from the colleague or core-organization dimensions.

The present study indicated a correlation of .28 on the same measurement which means that less than 8 per cent of what one dimension measures was measured by any of the other dimensions.

#### Modifications and Scoring of the Five Dimensional Professional Orientation Scale

No major changes were made in Hrynyk's instrument to measure the five

dimensions of professionalism for teachers but changes were made to eliminate phraseology or terms not familiar to British Columbia teachers.

The questionnaires were scored by assigning values from one, for expressions perceiving the least positive professional orientation, to five for the most positive indications of professional role orientation. The more positive expressions were those which tended to approach the "ideal of professionalism" as described in Chapter II.

The thirty five-point Likert-type items (see Appendix A) constituted the whole of the Professional Role Orientation Scale. Scores could range from a minimum of 6 to a maximum of 30 on each dimension of professionalism and from 30 to 150 on the overall score.

#### Instrument on the Local-Cosmopolitan Orientation Index

The instrument used to differentiate teachers as to "local" or "cosmopolitan" orientation was Brumbaugh's (2) revision of Sutthoff's three-item index. Sutthoff (9) conducted a study of the participation of P.T.A. members in school affairs and devised an index which discriminated between local and cosmopolitan orientation. Brumbaugh altered the wording of Sutthoff's scale items in order to apply the instrument to teachers.

#### Reliability and Validity of the Local-Cosmopolitan Orientation Index

The results of several pilot studies by Brumbaugh indicated that the instrument possessed acceptable reliability and validity. Brumbaugh reported that the reproducibility coefficient was found to be .927, the scalability (item) was .764, and the scalability (individual) was .654 (2, pp. 23-27). The Local-Cosmopolitan Orientation Index is included in Appendix A, questions five, six and seven. The three questions did not need modification for this study.



### Scoring of the Local-Cosmopolitan Orientation Index

Two methods were employed to identify "locals" and "cosmopolitans." Following the procedures used in research by Sutthoff and Brumbaugh, the dichotomy between locals and cosmopolitans on the three-item index "... are most expeditiously established by designating those subjects as cosmopolitans who indicate one or more outside references, while those subjects designated as locals be those of the pure type who indicate all local responses" (2, p. 29). Brumbaugh argues that even though respondents are distributed over a four-point continuum, a dichotomization eliminates or minimizes marginal differences (2, p. 55).

A study by Bennis (1, pp. 481-500) of nurses in several out-patient departments lead him to the conclusion that rather than a local-cosmopolitan dichotomy the local-cosmopolitan orientation might more appropriately be called a continuum. In order to test the relationship of a local-cosmopolitan continuum to the five dimensions of professionalism the scores from questions five, six and seven (see Appendix A) were distributed over a six-point continuum from three to eight. A score of three was taken to be a pure local and a score of eight indicated a pure cosmopolitan. Scores between three and eight represented various degrees of a local-cosmopolitan orientation as shown in the model following.

Since the study by Bennis (5) qualifies the generalization that a cosmopolitan is more likely to be associated with a professional orientation than a local in the nursing profession, it is likely that this would also be true of teaching as a profession.

LOCAL-COSMOPOLITAN CONTINUUM MODEL

	Scoring		
PURE	3	LOCAL	
MODERATE	4	LOCAL	
LOW	5	LOCAL	
-----			
LOW	6	COSMOPOLITAN	
MODERATE	7	COSMOPOLITAN	
PURE	8	COSMOPOLITAN	

In other words, if there is little opportunity for advancement within the profession, regardless of the organization by which a professional is employed, a commitment to professional skills comes into conflict with aspirations for advancement. He further explains that such limits apply to nurses, whose major opportunities for advancement involve giving up the practice of nursing and going into the administration of nursing. (1, pp. 497-498). Such limits could very well apply to teachers who are locally oriented. Thus, as Bennis found, a local orientation may not be related to a professional orientation. Accordingly, a more appropriate test of the relationship between a local-cosmopolitan orientation and professionalism could well be from a local-cosmopolitan continuum rather than a local-cosmopolitan dichotomy. Both the dichotomy and continuum tests were employed in this study.

## The Complete Questionnaire

In line with the procedures described in this chapter and in order to test the hypotheses in Chapter II an omnibus questionnaire was prepared and sent to the respondents. The questionnaire incorporated in one instrument the various measuring devices previously described and the items were classified as follows: (see Appendix A)

- A. Personal Background Variables  
Items 1, 2, 14, 15
- B. Educational Background Variables  
Items 3, 4, 8, 11, 13, 16
- C. Local-Cosmopolitan Orientation  
Items 5, 6, 7
- D. Career-Commitment  
Item 17
- E. Five Dimensions of Professionalism
  - (1) Knowledge dimension  
Items 18, 19, 20, 21, 22, 23
  - (2) Service dimension  
Items 24, 25, 26, 27, 28, 29
  - (3) Core-Organization dimension  
Items 30, 31, 32, 33, 34, 35
  - (4) Colleague-Professional dimension  
Items 36, 37, 38, 39, 40, 41
  - (5) Student-autonomy dimension  
Items 42, 43, 44, 45, 46, 47

### III. POPULATION AND SAMPLE

#### The Population

The population for study included regularly certified teachers employed in the public schools of British Columbia in March, 1969. Since membership in the British Columbia Teachers' Federation is an automatic condition of employment, authorization was sought and obtained from the General Secretary of the B.C. Teachers' Federation to gain access to a complete alphabetical listing of active teachers in the B.C.T.F. (Appendix B).

#### The Sample

The sample of teachers chosen was a quasi-random sampling (7, p. 76) of the more than twenty thousand active teachers in British Columbia. The method employed was that advocated by Moser (7, p. 76) and Kish (6, pp. 113-122). The method was achieved by calculating the desired number needed for the sample where  $k = N/n$  and every  $k$ th teacher was selected throughout the alphabetical listing after having started with a randomly chosen number between 1 and  $k$  inclusive. The seven hundred teachers selected had a  $k$  of 29. A random number of less than thirty was chosen to represent the first sample number. The random number was eleven, consequently the second number was forty ( $11 + 29$ ) and then sixty-nine ( $40 + 29$ ) until 703 selections had been made from the twenty thousand plus sample. Moser claims this procedure is easy and convenient (7, p. 76). Kish mentions that the prime reason for using this method of sampling is that it is foolproof, flexible and commonly used (6, pp. 113-114).

#### IV. COLLECTION OF DATA

Seven hundred and three questionnaires (Appendix A) with a covering letter (Appendix B) were mailed to the sample chosen for the study. A stamped addressed envelope was included for convenience. A week later a follow-up letter was sent to all teachers selected for the sample (Appendix B).

A total of 511 questionnaires (73 per cent) were returned. Fifty-one of the returned questionnaires were incomplete and fifty-four were returned after the cut-off date. Therefore 406 questionnaires (58 per cent) were used in the study.

##### Treatment of Incomplete Questionnaires

The questionnaires were inspected for incomplete responses as soon as they were returned. Any questionnaire with more than four items not completed was discarded. The median response was assigned to the uncompleted items when there were four or less on a questionnaire. Moser claims that the level of rejection depends upon the length of the questionnaire and other factors but the ultimate decision rests with the investigator (7, p. 270). The level of rejection for this study was set at more than four unanswered questions.

##### Computer Analysis

The responses collected by each questionnaire were transferred to Fortran Coding Sheets and then key punched on IBM cards. Seven decks of cards were prepared. The first deck contained the biographical information as well as the local-cosmopolitan orientation and career commitment. Each of the next five decks contained information on each of the five

dimensions of professionalism in this study. The final deck consolidated the information on each of the five dimensions of professionalism for a total professional score.

A Fortran program for the IBM/360-50 computer was used in the analysis of the data. The program was written by Walter Muir at the University of Alberta and consisted of the following types of analyses:

- (1) Intercorrelation matrices for all variables in the study, (probability levels were one-tailed),
- (2) One-way analysis of variance of teachers' perceived desirability of five dimensions of professionalism and total professional score on each of the following:
  - (a) marital status,
  - (b) present position,
  - (c) teaching level,
  - (d) local-cosmopolitan continuum,
  - (e) local-cosmopolitan dichotomy,
  - (f) academic and professional training,
  - (g) number of school districts taught in since beginning to teach,
  - (h) number of years in the present school,
  - (i) age,
  - (j) sex,
  - (k) size of the community in which each was raised, and finally
  - (l) career commitment.
- (3) Stepwise regression analysis of each of the five dimensions of professionalism and the total professional score with each of the demographic variables entering into correlation with the dimension of professionalism at the .05 level (two-tailed) in order to determine the amount of variance attributed to teach in cumulative order. The assumptions behind the multiple regression analysis are

- (1) linearity of regression, (2) homogeneity of variance, (3) normal distribution and (4) homoscedastic populations (8, pp. 19-20).
- (4) Newman-Keuls Test of Ordered Means on each Analysis of Variance tests which indicated a significant (.05 level) F value.

#### V. SUMMARY

This chapter has reviewed the research methodology employed in this study. The sample chosen was a quasi-random sample of all regularly certified teachers in British Columbia schools. The statistical treatment of the data from these teachers was outlined.

## REFERENCES FOR CHAPTER III

- (1) Bennis, Warren G., "Reference Group and Loyalties in the Out-Patient Department," Administrative Science Quarterly, 2, (1957-1958).
- (2) Brumbaugh, Robert B., "A Test of the Effectiveness of Certain Concepts from Reference Group Theory in Predicting Teacher - Attitude Toward School District Reorganization," (Unpublished D.Ed. dissertation, College of Education, The Pennsylvania State University, 1963).
- (3) Corwin, R.G., The Development of an Instrument for Examining Staff Conflict in the Public Schools (Columbus: Ohio State University, 1964).
- (4) Gouldner, Alvin W., "Cosmopolitans and Locals," Administrative Science Quarterly, 2, (1957-1958).
- (5) Hrynyk, Nicholas P., "Correlates of Professional Role Orientation in Teaching," (Unpublished Ph.D. dissertation, The University of Alberta, Edmonton, 1966).
- (6) Kish, L., Survey Sampling, (New York: John Wiley & Sons, 1965).
- (7) Moser, C.A., Survey Methods in Social Investigation, (London: William Heinemann, 1958).
- (8) Siegel, S., Nonparametric Statistics for the Behavioral Sciences, (New York: McGraw-Hill Book Company, Inc., 1956).
- (9) Sutthoff, John. "Local-Cosmopolitan Orientation and Participation in School Affairs," Administrator's Notebook, IX, (November, 1960).



## CHAPTER IV

### RESULTS, ANALYSIS, AND DISCUSSION OF HYPOTHESES:

#### PART I

##### I. INTRODUCTION

The central problem of this study was to determine whether differences in a local-cosmopolitan orientation, career commitment and other selected criteria possessed by British Columbia teachers were related to degrees of professionalism analysed in terms of five dimensions of professionalism and a total professional role orientation score.

Chapter IV is devoted to a reporting, analysis, and discussion of findings concerning the five dimensional model of professionalism with a local-cosmopolitan orientation and career commitment. Chapter V deals with the results, analysis, and discussion, of the five dimensional model of teacher professionalism and selected demographic criteria. Chapter VI is concerned with the summary, conclusions, and implications of this study.

##### II. ANALYSIS OF THE FIVE DIMENSIONAL MODEL OF TEACHER PROFESSIONALISM

Analysis of the knowledge dimension of professionalism with a local-cosmopolitan orientation and career commitment

Findings. The first problem to be investigated was an attempt to determine whether differences in a local-cosmopolitan orientation and career commitment possessed by British Columbia teachers were related to the knowledge dimension of professionalism. This problem was restated as Hypothesis 1: teachers' scores on the knowledge dimension of professionalism bear a direct, positive, and significant relationship with (1)

cosmopolitan orientation and (2) career commitment.

The results of a multiple stepwise regression analysis for the knowledge dimension of professionalism revealed that neither a local-cosmopolitan orientation aspect or career commitment served as significant predictors for this dimension of professionalism.

Table III shows the correlations of the knowledge dimension of professionalism with (1) local-cosmopolitan dichotomy, (2) local-cosmopolitan continuum and (3) career commitment. None of the correlations was statistically significant but the fact that they were negative was unanticipated.

No overall significant F value was revealed in an analysis of variance of the local-cosmopolitan dichotomy test and the scores obtained on the knowledge dimension of professionalism (Table IV). Similarly no F values of significance were found in either the local-cosmopolitan continuum test and the scores on the knowledge dimension (Table V) or with career commitment and the scores on the knowledge dimension (Table VI).

Tables IV, V, and VI, show the mean scores, F values and probability levels of an analysis of variance of teachers' knowledge dimension scores for the local-cosmopolitan orientation dichotomy test, continuum test, and career commitment respectively.

TABLE III

CORRELATION OF KNOWLEDGE DIMENSION  
SCORES WITH A LOCAL-COSMOPOLITAN  
DICHOTOMY, LOCAL-COSMOPOLITAN  
CONTINUUM AND CAREER COMMITMENT

(RESPONDENTS = 406)

---

---

	Correlation with knowledge dimension of professionalism
Local-Cosmopolitan Dichotomy	- .007
Local-Cosmopolitan Continuum	- .07
Career Commitment	- .001

---

---

TABLE IV

ANALYSIS OF VARIANCE OF TEACHERS' KNOWLEDGE  
 DIMENSION SCORES BETWEEN LOCALS AND  
 COSMOPOLITANS (THE DICHOTOMY TEST)

(RESPONDENTS = 406)

LOCAL-COSMOPOLITAN ORIENTATION	N	KNOWLEDGE DIMENSION MEANS	F	P
Pure local (no outside references)	74	18.69		
Cosmopolitan (one outside reference)	94	18.64		
			1.70	0.17
Cosmopolitan (two outside references)	143	17.89		
Pure Cosmopolitan (three outside references)	95	18.30		

TABLE V

ANALYSIS OF VARIANCE OF TEACHERS' KNOWLEDGE  
 DIMENSION SCORES BETWEEN LOCALS AND COSMOPOLITANS  
 (THE CONTINUUM TEST)

(RESPONDENTS = 406)

LOCAL-COSMOPOLITAN ORIENTATION	N	KNOWLEDGE DIMENSION MEANS	F	P
Pure local	29	18.93		
Moderate local	63	18.59		
Low local	63	18.67		
Low cosmopolitan	82	17.74	1.12	0.34
Moderate cosmopolitan	107	18.19		
Pure cosmopolitan	62	18.27		

TABLE VI

ANALYSIS OF VARIANCE OF TEACHERS' KNOWLEDGE  
DIMENSION SCORES WITH CAREER COMMITMENT

(RESPONDENTS = 406)

CAREER COMMITMENT	N	KNOWLEDGE DIMENSION MEANS	F	P
leave teaching for a non- educational occupation	108	18.19		
leave teaching for an edu- cational administrative post	12	18.92		
leave teaching for an educational consultant or supervisory position	20	18.55	0.39	0.82
leave teaching for univer- sity or college teaching	38	18.71		
continue teaching	228	18.23		

Discussion. The knowledge dimension portion of the questionnaire examined an individual's orientation to the belief (a) that the practice of his occupation was based upon an essential body of theoretical knowledge. It also examined the professional's (b) responsibility to maintain his competence acquired through university study and his contribution to the extension of the body of knowledge on which his practice was based. For this reason, it was expected that the scores of cosmopolitans who have the characteristic of gaining recognition and prestige in the teaching profession from their contributions at the provincial or national level and belong to organizations in which they could exercise their special skills and knowledge (10, p. 399) would correlate directly and positively with the knowledge dimension of professionalism and be committed to their career.

The analysis of variance revealed that those with high cosmopolitan scores were not significantly more knowledge oriented than locals and that those who were committed to their career were not significantly more knowledge oriented than those who were not committed. Hypothesis 1 was not supported.

It should be noted that there was virtually no relationship between (1) knowledge dimension scores and the local-cosmopolitan dichotomy test ( $r = -.007$ ), (2) knowledge dimension scores and the local-cosmopolitan continuum test ( $r = -.07$ ), and (3) knowledge dimension scores and career commitment ( $r = -.001$ ). The negative correlations perhaps indicate a trend toward an inverse relationship rather than a direct, positive one as hypothesized. The trend though not significant, is given further examination in Chapter VI.

The fact that the knowledge dimension of professionalism is independent of a local-cosmopolitan orientation contrasts sharply with Blau and Scott's assertion that professionals tend to assume a cosmopolitan orientation (2, p. 66). However, it supports the unexpected findings by Bennis (1, pp. 481-500) in his study of nurses in several out-patient departments in Boston hospitals. Bennis did not find a professional orientation among nurses to be associated with being a cosmopolitan any more than being locally oriented. Although only the knowledge dimension of professionalism was under consideration in this analysis it is most revealing that this important principle of professionalism appears to be independent of a latent-role orientation in the teaching profession.

Equally revealing was the lack of relationship between high scores on the knowledge dimension of professionalism and career commitment ( $r = -.001$ ). The findings of Bennis would support in part the fact that career commitment is not related to the knowledge dimension of professionalism. Since nursing, like teaching, provides limited career mobility within the profession without leaving it to enter into a consultant or administrative position, the findings by Bennis (1, pp. 481-500) would be pertinent to this situation. He found that the more oriented a nurse was to her professional skills, the more she was oriented to winning the favor of her professional colleagues and the less she was oriented to nursing as a career. Although once again it must be cautioned that only the knowledge dimension of the five dimensional model was under consideration it seems reasonable to suggest that there is virtually no relationship between knowledge dimension scores and their commitment to teaching or a local-cosmopolitan orientation.



Analysis of the Service Dimension of Professionalism with a  
Local-Cosmopolitan Orientation and Career Commitment

Findings. The second problem to be investigated was an attempt to determine whether differences in a local-cosmopolitan orientation and career commitment possessed by British Columbia teachers were related to the service dimension of professionalism. This problem was restated as Hypothesis 2: teachers' scores on the service dimension of professionalism bear a direct, positive and significant relationship with (1) local orientation and (2) career commitment.

The results of a multiple stepwise regression are shown in Table VII. Both local orientation and career commitment served as statistically significant predictors for the service dimension.

An analysis of variance of the dichotomous local-cosmopolitan orientation test with the service dimension scores revealed a significant F value, (Table VIII). The analysis of variance for the local-cosmopolitan continuum test with service dimension scores approached significance (Table IX).

A significant F value was found when career commitment was measured with the service dimension of professionalism (Table X). Tables VIII, IX, and X show the mean scores, F values and probability levels for the local-cosmopolitan orientation tests and career commitment.

A Newman-Keuls comparison of means revealed significant differences between pairs of means on the local-cosmopolitan dichotomy test (Table XI) and the local-cosmopolitan continuum test (Table XII). Table XIII shows the Newman-Keuls Test revealing significant differences between means for certain attitudes toward career commitment when measured with the service dimension of professionalism.

TABLE VII

MULTIPLE REGRESSION PREDICTION OF  
SERVICE DIMENSION SCORES BY LOCAL-  
COSMOPOLITAN ORIENTATION AND CAREER COMMITMENT

(RESPONDENTS = 406)

PREDICTORS	CORRELATION WITH SERVICE DIMENSION	% OF VARIATION ACCOUNTED FOR STEPWISE	CUMULATIVE TOTAL % OF VARIATION	PROBABILITY LEVEL
Career Commitment	.33	10.57	10.57	0.00
Local-Cosmopolitan Orientation	-0.14	1.75	12.32	0.00

TABLE VIII

ANALYSIS OF VARIANCE OF TEACHERS'  
SERVICE DIMENSIONS SCORES BETWEEN LOCALS  
AND COSMOPOLITANS (THE DICOTOMY TEST)

(RESPONDENTS = 406)

LOCAL-COSMOPOLITAN ORIENTATION	N	SERVICE DIMENSION MEANS	F	P
Pure local (no outside references)	74	17.87		
Cosmopolitan (one outside reference)	94	17.63		
			2.96	0.03
Cosmopolitan (two outside references)	143	17.06		
Pure Cosmopolitan (three outside references)	95	16.39		

TABLE IX

ANALYSIS OF VARIANCE OF TEACHERS'  
SERVICE DIMENSION SCORES BETWEEN LOCALS  
AND COSMOPOLITANS (THE CONTINUUM TEST)

(RESPONDENTS = 406)

LOCAL-COSMOPOLITAN ORIENTATION	N	SERVICE DIMENSION MEANS	F	P
Pure local	29	18.28		
Moderate local	63	17.40		
Low local	63	17.65		
			1.84	0.10
Low cosmopolitan	82	17.44		
Moderate cosmopolitan	107	16.34		
Pure cosmopolitan	62	17.18		

TABLE X

ANALYSIS OF VARIANCE OF TEACHERS'  
SERVICE DIMENSION SCORES WITH  
CAREER COMMITMENT

(RESPONDENTS = 406)

CAREER COMMITMENT	N	SERVICE DIMENSION MEANS	F	P
leave teaching for a non-educational oc- cupation	108	15.21		
leave teaching for an educational administra- tive post	12	16.92		
leave teaching for an educational consultant or supervisory position	20	17.20	12.56	0.00
leave teaching for uni- versity or college teaching	38	17.97		
continue teaching	228	18.00		

TABLE XI

NEWMAN-KEULS COMPARISON OF MEANS  
ON SERVICE DIMENSION SCORES BETWEEN  
LOCALS AND COSMOPOLITANS (THE DICHOTOMY TEST)

(RESPONDENTS = 406)

	Pure local (no outside references)	Cosmopolitan (one outside reference)	Cosmopolitan (two outside references)	Pure Cosmopolitan (three outside references)
Pure local (no outside re- ferences)				*
Cosmopolitan (one outside re- ference)				*
Cosmopolitan (two outside references)				
Pure Cosmopolitan (three outside references)				

\* Significant at the .05 level

TABLE XII

NEWMAN-KEULS COMPARISON OF MEANS ON  
SERVICE DIMENSION SCORES BETWEEN  
LOCALS AND COSMOPOLITANS  
(THE CONTINUUM TEST)

(RESPONDENTS = 406)

	Pure local	Moderate local	Low local	Low cosmopolitan	Moderate cosmopolitan	Pure cosmopolitan
Pure local	/					*
Moderate local	/	/				
Low local	/	/	/			
Low cosmopolitan	/	/	/	/		
Moderate cosmopolitan	/	/	/	/	/	
Pure cosmopolitan	/	/	/	/	/	/

\* Significant at the .05 level

TABLE XIII

NEWMAN-KEULS COMPARISON OF MEANS ON SERVICE DIMENSION SCORES WITH CAREER COMMITMENT

(RESPONDENTS = 406)

	leave teaching for a non-educational occupation	leave teaching for an educational administrative post	leave teaching for an educational consultant or supervisory position	leave teaching for university or college teaching	continue teaching
leave teaching for a non-educational occupation					*
leave teaching for an educational administrative post					
leave teaching for an educational consultant or supervisory position					
leave teaching for university or college teaching					
continue teaching					

\* Significant at the .05 level



Discussion. Hypothesis 2 was supported. Teachers' scores on the service dimension of professionalism bore a direct, positive and significant relationship with (1) local orientation and (2) career commitment.

This finding supports Corwin's claim that teachers as employees can succeed in their schools merely by meeting local aspirations for education (4, p. 221). In other words teachers are locally inspired to succeed and are committed to provide service whenever the need arises and whatever the circumstances. In addition, Corwin points out that it is the obligation of professionals to serve the best interests of their clients and to provide them with needed services regardless of other considerations (4, p. 241).

Corwin claims that the commitment of a teacher to his profession depends on the number of alternatives to the present job that are available to him (4, p. 271). The findings that career committed teachers were highly oriented to the service dimension (Table X) of professionalism would suggest that they are dedicated to the classroom and committed to a life-time career.

The Newman-Keuls comparison of means test (Table XIII) revealed that there was a significant difference between those who would leave teaching for a non-educational occupation and those who would continue teaching in the classroom on the service dimension of professionalism.

The disturbing feature about these findings is the more than 26 per cent who are not committed to an educational occupation and who are significantly less service oriented than their colleagues (Table X). This lack of commitment to the service dimension undoubtedly reflects a realistic assessment of the limited opportunities for promotion available to classroom teachers. It may also suggest that some of the one out of every four teachers who are uncommitted to the service dimension of professionalism did not enter

teaching with a high estimation of it as a profession or have become disillusioned with their position since entering.

The results of this study suggest that service oriented teachers are locals and committed to teaching. This trend suggests the possible addition to the characteristics of what constitutes the service dimension of professionalism.

The service oriented teachers as locals are likely to be preoccupied with local problems, deeply interested in townspeople and local politics. They will be interested in knowing as many local people as possible and likely to join local service clubs such as Rotary and Kiwanis which will permit them to make personal contacts and extend their service to the community. Merton's (10, p. 403) distinction between cosmopolitans and locals is appropriate in connection with the service dimension. He describes the cosmopolitan as "the extremely competent but impersonal medical specialist" and the local as "the old family doctor."

#### Analysis of the Core-Organization Dimension of Professionalism with a Local-Cosmopolitan Orientation and Career Commitment

Findings. The third problem to be investigated was an attempt to determine whether differences in a local-cosmopolitan orientation and career commitment possessed by British Columbia teachers were related to the core-organization dimension of professionalism. This problem was restated as Hypothesis 3: teachers' scores on the core-organization dimension of professionalism bear a direct, positive and significant relationship with (1) cosmopolitan orientation and (2) career commitment.

The results of a multiple stepwise regression prediction for the

core-organization dimension are shown in Table XIV. Career commitment served as a significant predictor of the core-organization dimension of professionalism. Although the cosmopolitan orientation did not serve as a significant predictor, it did correlate positively ( $r = 0.06$ ) with the core-organization dimension.

No significant difference was found when the local-cosmopolitan dichotomy test was examined with the core-organizational dimension of professionalism (Table XV), or the local-cosmopolitan continuum test (Table XVI). No significant F value was revealed when career commitment was examined with the core-organizational dimension of professionalism (Table XVII) in an analysis of variance. Hypothesis 3 was not supported.

Tables XV, XVI, and XVII show the mean scores, F values and probability levels for the local-cosmopolitan orientation tests and career commitment.

Discussion. There was not a significant relationship between a cosmopolitan orientation and the core-organizational dimension or between career commitment and the core-organizational dimension of professionalism as hypothesized. However, career committed teachers' scores and cosmopolitan oriented teachers' scores correlated positively and directly (0.20 and 0.06 respectively) with the core-organization dimension of professionalism.

High scores on the core-organizational dimension of professionalism imply a favorable attitude of policies, goals, and code of ethics of the British Columbia Teachers' Federation. It, of course, is the organization that speaks for the profession and fosters professional development. Numerous writers, particularly Carr-Saunders (3) have stressed the importance of an orientation to one's professional association as an important

TABLE XIV

MULTIPLE REGRESSION PREDICTION OF  
CORE-ORGANIZATION DIMENSION SCORES  
BY CAREER COMMITMENT

(RESPONDENTS = 406)

PREDICTOR	CORRELATION WITH CORE-ORGANIZATION DIMENSION	% OF VARIATION ACCOUNTED FOR STEPWISE	CUMULATIVE TOTAL % OF VARIATION	PROBABILITY LEVEL
Career Commitment	0.10	1.39	1.39	0.00

TABLE XV

ANALYSIS OF VARIANCE OF TEACHERS'  
 CORE-ORGANIZATION DIMENSION SCORES  
 BETWEEN LOCALS AND COSMOPOLITANS (THE DICHOTOMY TEST)

(RESPONDENTS = 406)

LOCAL-COSMOPOLITAN ORIENTATION	N	CORE-ORGANIZATION DIMENSION MEANS	F	P
Pure local (no outside references)	74	19.04		
Cosmopolitan (one outside reference)	94	19.67		
			1.01	0.39
Cosmopolitan (two outside references)	143	20.11		
Pure cosmopolitan (three outside references)	95	19.76		

TABLE XVI

ANALYSIS OF VARIANCE OF TEACHERS'  
CORE-ORGANIZATION DIMENSION SCORES  
BETWEEN LOCALS AND COSMOPOLITANS (THE CONTINUUM TEST)

(RESPONDENTS = 406)

LOCAL-COSMOPOLITAN ORIENTATION	N	CORE-ORGANIZATION DIMENSION MEANS	F	P
Pure local	29	19.45		
Moderate local	63	19.40		
Low local	63	19.51		
			0.22	0.96
Low cosmopolitan	82	19.87		
Moderate cosmopolitan	107	19.94		
Pure cosmopolitan	62	19.90		

TABLE XVII

ANALYSIS OF VARIANCE OF TEACHERS'  
CORE-ORGANIZATION DIMENSION SCORES  
WITH CAREER COMMITMENT

(RESPONDENTS = 406)

CAREER COMMITMENT	N	CORE-ORGANIZATION DIMENSION MEANS	F	P
leave teaching for a non-educational oc- cupation	108	19.22		
leave teaching for an educational admini- strative post	12	18.50		
leave teaching for an educational consultant or supervisory position	20	19.85	1.33	0.26
leave teaching for uni- versity or college teaching	38	18.97		
continue teaching	228	20.11		

attribute of professionalism.

A profession can only be said to exist when there are bonds between the practitioners, and these bonds can take but one shape - that of formal association (3, p. 298).

Although Carr-Saunders oversimplifies the situation it should be noted that although formal bonds are necessary they are not sufficient. In addition are the qualities underlying each of the other four dimensions included in this study. It might be noted that a favorable attitude exists toward the basic professional policies advocated by the British Columbia Teachers' Federation. For example, 82 per cent of the teachers on the dichotomy test that were cosmopolitan oriented were related to the core-organization dimension in a direct and positive manner.

Analysis of the Colleague-Professional Dimension and Professionalism with a Local-Cosmopolitan Orientation and Career Commitment

Findings. The fourth problem to be investigated was an attempt to determine whether differences in a local-cosmopolitan orientation and career commitment possessed by British Columbia teachers were related to the colleague-professional dimension of professionalism. This problem was restated as Hypothesis 4: teachers' scores on the colleague-professional dimension of professionalism bear a direct, positive and significant relationship with (1) cosmopolitan orientation and (2) career commitment.

The results of a multiple stepwise regression analysis for the colleague professional dimension revealed that neither a local-cosmopolitan orientation or career commitment served as significant predictors for this dimension of professionalism.

Table XVIII shows the correlations of the colleague-professional



TABLE XVIII

CORRELATIONS OF COLLEAGUE-PROFESSIONAL  
DIMENSION SCORES WITH LOCAL-COSMOPOLITAN  
DICHOTOMY, LOCAL-COSMOPOLITAN CONTINUUM AND CAREER COMMITMENT

(RESPONDENTS = 406)

	Correlation with Colleague- Professional dimension
Local-Cosmopolitan Dichotomy	.13*
Local-Cosmopolitan Continuum	.14*
Career Commitment	-.004

\* Significant at the .05 level

dimension of professionalism with (1) local-cosmopolitan dichotomy, (2) local-cosmopolitan continuum and (3) career commitment. Both local-cosmopolitan orientation tests correlated significantly with the colleague-professional dimension when subjected to a t test. Career commitment correlated negatively but not significantly with the colleague-professional dimension.

An analysis of variance of the local-cosmopolitan orientation on the continuum test revealed a significant overall F ratio in the colleague-professional dimension scores (Table XX). An analysis of variance for the local-cosmopolitan orientation dichotomy test approached significance (Table XIX). No significant F value was obtained in the analysis of variance of career commitment and the colleague-professional dimension of professionalism (Table XXI).

Tables XIX, XX, and XXI show the mean scores, F values and probability levels of an analysis of variance of teachers' colleague-professional dimension scores for the local-cosmopolitan orientation dichotomy test, continuum test, and career commitment respectively.

Table XXII gives the results of a Newman-Keuls comparison of means on colleague-professional dimension scores for the local-cosmopolitan orientation continuum test. It revealed significant differences between the mean scores on the colleague-professional dimension of professionalism of pure cosmopolitans with pure locals and moderate locals, and between moderate cosmopolitans and moderate locals.

Discussion. The highest colleague-professional dimension scores were obtained by cosmopolitans. Career committed teachers correlated slightly negatively ( $r = -.004$ ) with the colleague-professional dimension of

TABLE XIX

ANALYSIS OF VARIANCE OF TEACHERS'  
 COLLEAGUE-PROFESSIONAL DIMENSION SCORES  
 BETWEEN LOCALS AND COSMOPOLITANS (THE DICHOTOMY TEST)

(RESPONDENTS = 406)

LOCAL-COSMOPOLITAN ORIENTATION	N	COLLEAGUE-PROFESSIONAL DIMENSION MEANS	F	P
Pure local (no outside references)	74	20.76		
Cosmopolitan (one outside reference)	94	21.09		
			2.21	0.09
Cosmopolitan (two outside refer- ences)	143	21.50		
Pure cosmopolitan (three outside refer- ences)	95	21.71		

TABLE XX

ANALYSIS OF VARIANCE OF TEACHERS'  
 COLLEAGUE-PROFESSIONAL DIMENSION SCORES  
 BETWEEN LOCALS AND COSMOPOLITANS (THE CONTINUUM TEST)

(RESPONDENTS = 406)

LOCAL-COSMOPOLITAN ORIENTATION	N	COLLEAGUE-PROFESSIONAL DIMENSION MEANS	F	P
Pure local	29	20.79		
Moderate local	63	20.41		
Low local	63	21.00		
			2.43	0.03
Low cosmopolitan	82	21.30		
Moderate cosmopolitan	107	21.61		
Pure cosmopolitan	62	21.97		

TABLE XXI

ANALYSIS OF VARIANCE OF TEACHERS'  
COLLEAGUE-PROFESSIONAL DIMENSION  
SCORES WITH CAREER COMMITMENT

(RESPONDENTS = 406)

CAREER COMMITMENT	N	COLLEAGUE-PROFESSIONAL DIMENSION MEANS	F	P
leave teaching for a non-educational oc- cupation	108	21.35		
leave teaching for an educational ad- ministrative post	12	21.08		
leave teaching for an educational consult- ant or supervisory position	20	21.55	0.12	0.98
leave teaching for university or col- lege teaching	38	21.11		
continue teaching	228	21.32		

TABLE XXII

NEWMAN-KEULS COMPARISON OF MEANS ON  
COLLEAGUE-PROFESSIONAL DIMENSION SCORES  
BETWEEN LOCALS AND COSMOPOLITANS (THE CONTINUUM TEST)

(RESPONDENTS = 406)

	Pure local	Moderate local	Low local	Low cosmopolitan	Moderate cosmopolitan	Pure cosmopolitan
Pure local						*
Moderate local					*	*
Low local						
Low cosmopolitan						
Moderate cosmopolitan						
Pure cosmopolitan						

\* Significant at the .05 level

professionalism. Hypothesis 4 was only partly supported in that teachers scoring high on the colleague-professional dimension would bear a direct, positive, and significant relationship with cosmopolitans.

In this analysis the strongest point that comes through is that cosmopolitans are more collegial than their local counterparts. This suggests that cosmopolitans have a strong identification with the profession and are concerned about who their colleagues are. The "brotherhood" aspects of collegiality contribute to the social status and exclusiveness of the teaching profession despite the employee status of teachers which according to Corwin is perpetuated by extreme localism (4, p. 220).

The fact that cosmopolitan oriented teachers in this study stress collegiality supports Corwin's claim that cosmopolitans are oriented to the opinions of their professional colleagues and are not likely to compromise the basic professional standards which have provincial or national application (4, p. 221). Further, Corwin claims that such cosmopolitans tend to be low in loyalty to the local community and employing organization. This points up the basic conflict between teacher professionalism and local determination in all matters relating to education.

Studies by Merton (10, pp. 387-420) found that cosmopolitans were more discriminating in establishing personal friendships. Cosmopolitans had little interest in meeting as many people as possible. They stressed the importance of confining themselves to friends with whom "they could talk," and with whom they could "exchange ideas."

As a net result, it can be expected that the common interest held by cosmopolitans would lead to a group loyalty and loyalty of one teacher to another. As such, cosmopolitan teachers would be less concerned with

purely local issues which could serve to alienate the local boards of education reflecting local attitudes. The success of a cosmopolitan oriented teacher could be thwarted in a school where as an employee he was not meeting local aspirations for education.

An identification of locals and cosmopolitans by school administrators could prove to be a valuable procedure for singling out teachers who exert significant influence on various types of educational decisions. As the relative dominance of local and cosmopolitan influentials determine the professional standards of their colleagues it can be expected that the general character of teaching as a profession will change and that the implications of such changes are of interest to school administrators. For example, Elliott, (5, p. 80) claims that in organizations which include highly specialized professionals, "colleagial" authority tends to supersede administrative "line" authority since the professional possesses an outer rather than an inner reference group. He further notes that a principal in such a situation, may be somewhat unreceptive to innovations since he feels that he does not possess sufficient authority to insure their full implementation.

It was expected that career committed teachers would be more colleagial than uncommitted teachers since personal involvement in teaching undoubtedly would influence and contribute to an identification and affiliation with one's colleagues. However, career committed teachers proved not to be more colleagial than uncommitted teachers. In fact, the correlation coefficient obtained was essentially zero ( $r = -.004$ ).

A possible explanation of this unexpected finding may be that both types of teachers are satisfied with the status quo. In other words,



teachers may well associate with their colleagues due entirely to formal obligations without corresponding personal interests and have little desire to change the situation.

Analysis of the Student-Autonomy Dimension of Professionalism  
with a Local-Cosmopolitan Orientation and Career Commitment

Findings. The fifth problem to be investigated was an attempt to determine whether differences in a local-cosmopolitan orientation and career commitment possessed by British Columbia teachers were related to the student-autonomy dimension of professionalism. This problem was restated as Hypothesis 5: teachers' scores on the student-autonomy dimension of professionalism bear a direct, positive, and significant relationship with (1) cosmopolitan orientation and (2) career commitment.

The results of a multiple stepwise regression analysis for the student-autonomy dimension of professionalism revealed that neither a local-cosmopolitan orientation or career commitment served as significant predictors for this dimension of professionalism.

Table XXIIA shows the correlations of the student-autonomy dimension of professionalism with (1) local-cosmopolitan dichotomy, (2) local-cosmopolitan continuum and (3) career commitment. Both local-cosmopolitan orientation tests correlated significantly with the student-autonomy dimension when subjected to a t test. Career commitment correlated negatively but not significantly with the student-autonomy dimension of professionalism.

An analysis of variance of the local-cosmopolitan orientation on the dichotomy test (Table XXIII) and on the continuum test (Table XXIV) revealed significant F values in the student-autonomy dimension scores.

TABLE XXIIA

CORRELATIONS OF STUDENT-AUTONOMY  
DIMENSION SCORES WITH A LOCAL-COSMOPOLITAN  
DICHOTOMY, LOCAL-COSMOPOLITAN CONTINUUM AND CAREER COMMITMENT

(RESPONDENTS = 406)

	Correlation with Student- autonomy dimension
Local-cosmopolitan dichotomy	.10*
Local-cosmopolitan continuum	.13*
Career Commitment	-.05

\* Significant at the .05 level

TABLE XXIII

ANALYSIS OF VARIANCE OF TEACHERS'  
STUDENT-AUTONOMY DIMENSION SCORES BETWEEN  
LOCALS AND COSMOPOLITANS (THE DICHOTOMY TEST)

(RESPONDENTS = 406)

LOCAL-COSMOPOLITAN ORIENTATION	N	STUDENT AUTONOMY DIMENSION MEANS	F	P
Pure local (no outside references)	74	24.11		
Cosmopolitan (one outside reference)	94	23.37	3.54	0.01
Cosmopolitan (two outside references)	143	24.57		
Pure cosmopolitan (three outside references)	95	24.59		

TABLE XXIV

ANALYSIS OF VARIANCE OF TEACHERS'  
STUDENT-AUTONOMY DIMENSION SCORES  
BETWEEN LOCALS AND COSMOPOLITANS (THE CONTINUUM TEST)

(RESPONDENTS = 406)

LOCAL-COSMOPOLITAN ORIENTATION	N	STUDENT AUTONOMY DIMENSION MEANS	F	P
Pure local	29	24.80		
Moderate local	63	23.52		
Low local	63	23.09		
			3.83	0.00
Low cosmopolitan	82	24.21		
Moderate cosmopolitan	107	24.73		
Pure cosmopolitan	62	24.90		

TABLE XXV

ANALYSIS OF VARIANCE OF TEACHERS'  
STUDENT-AUTONOMY DIMENSION SCORES  
WITH CAREER COMMITMENT

(RESPONDENTS = 406)

CAREER COMMITMENT	N	STUDENT AUTONOMY DIMENSION MEANS	F	P
leave teaching for a non-educational oc- cupation	108	24.44		
leave teaching for an educational administra- tive post	12	24.58		
leave teaching for an educational consultant or supervisory position	20	24.35	0.30	0.88
leave teaching for uni- versity or college teaching	38	24.21		
continue teaching	228	24.08		

No significant F value was obtained in the analysis of variance of career commitment and scores on the student-autonomy dimension of professionalism (Table XXV).

Tables XXIII, XXIV, and XXV show the mean scores, F values and probability levels of an analysis of variance of teachers' student-autonomy dimension scores for the local-cosmopolitan orientation dichotomy test, continuum test, and career commitment respectively.

Tables XXVI and XXVII give the results of a Newman-Keuls comparison of means on the student-autonomy dimension scores for the local-cosmopolitan dichotomy test and the continuum test. The dichotomy test (Table XXVI) showed significant differences between scores for (1) pure cosmopolitans and cosmopolitans with one outside reference orientation and (2) between cosmopolitans with two outside reference orientations and cosmopolitans with one outside reference orientation.

The local-cosmopolitan continuum test (Table XXVII) showed a highly significant difference between low cosmopolitans and low locals. Also significant were the differences between the low local and the pure local, and the moderate cosmopolitan and the low local.

Discussion. Cosmopolitan oriented teachers attained the highest scores on the student-autonomy dimension of professionalism. The fact that there was a direct, positive, and significant relationship between cosmopolitans and the student-autonomy dimension supports the first half of Hypothesis 5.

This dimension of professionalism is characterized by the fact that teachers become involved in sets of relationships with their students

TABLE XXVI

NEWMAN-KEULS COMPARISON OF MEANS  
ON STUDENT-AUTONOMY DIMENSION SCORES BETWEEN  
LOCALS AND COSMOPOLITANS (THE DICHOTOMY TEST)

(RESPONDENTS = 406)

	Pure local (no outside references)	Cosmopolitan (one outside reference)	Cosmopolitan (two outside references)	Pure cosmopolitan (three outside references)
Pure local (no outside re- ferences)				
Cosmopolitan (one outside reference)			*	*
Cosmopolitan (two outside references)				
Pure Cosmopolitan (three outside references)				

\* Significant at the .05 level

TABLE XXVII

NEWMAN-KEULS COMPARISON OF MEANS ON  
STUDENT-AUTONOMY DIMENSION SCORES BETWEEN  
LOCALS AND COSMOPOLITANS (THE CONTINUUM TEST)

(RESPONDENTS = 406)

	Pure local	Moderate local	Low local	Low cosmopolitan	Moderate cosmopolitan	Pure cosmopolitan
Pure local			*			
Moderate local						
Low local				**	*	
Low cosmopolitan						
Moderate cosmopolitan						
Pure cosmopolitan						

\*\* Significant at .01 level

\* Significant at .05 level



(clients) which require the use of individual judgment and discretion in the application of their unique skills. As a result teachers have a responsibility that leads them to demand autonomy related to the practice of their profession. Such autonomy in turn places power over the student in the hands of the teacher.

The fact that cosmopolitan teachers are significantly more autonomy conscious than their local counterparts is of considerable interest because it is an obvious dilemma between the school administrative hierarchy and a teacher's professional commitment to individual autonomy. Gouldner's (7, p. 290) summary of relevant research on organizational behavior lead him to the conclusion that cosmopolitans were those who were low on loyalty to the employing organization whereas locals were high on loyalty to the employing organization.

As a result cosmopolitan oriented teachers may be less amenable to the influence of the bureaucratic requirement of hierarchical authority (6, p. 53). Their commitment to autonomy could very well lead them to search for courses of action which are alternative to those proposed by the administration. For some cosmopolitan oriented teachers a thorough search may result in their leaving the organization which would help explain Merton's claim that cosmopolitans are more mobile. The cosmopolitan teachers who stayed in the organization would likely seek opportunities for satisfaction without conforming to administrative demands. The school principal would then need to resolve a conflict. Locals on the other hand would be much more likely to conform to administrative demands and would gain satisfaction from an expression of loyalty to the administration rather than from loyalty to the autonomy dimension of professionalism.

The fact that there was a negative but not statistically significant relationship ( $r = -.05$ ) between career committed teachers and the student-autonomy dimension of professionalism did not support the second part of Hypothesis 5. One can only speculate as to why this unanticipated result occurred. Table XXV shows that those teachers who would leave teaching for an educational administrative post had the highest mean scores on the student-autonomy dimension while those who would continue teaching had the lowest mean scores on this dimension. Robinson (11, pp. 158-161) found in his study that teachers wanted more bureaucratization than principals which would partly support the results in this study. In other words, committed teachers are not as in favor of professional autonomy as uncommitted teachers and as such may be expressing indirectly, a satisfaction with bureaucratic interference. Robinson suggested that since studies have shown that teachers are recruited from middle and working class families they have consequently grown up in class structures in which compliance and deference to superiors are dominant necessities for economic survival.

In addition Corwin (4, pp. 241-242) claims that teachers have virtually no control over professional autonomy and that under pressure they have become apathetic and have tended to encourage laymen to make decisions for them. For example, Corwin gives the following teacher's report of an incident in a school:

Mr. C. was not teaching what was thought should be taught from a standpoint of materials which would fit in with the community ... and which the administration would like taught. They accused him of not teaching for one thing ... an incompetent teacher. He wasn't teaching acceptable philosophies .... He was exposing students to various books that weren't approved (4, p. 242).

Unfortunately, such issues as this tend to re-enforce the concept

of local control over education by untrained layment and place the career committed teacher in a vulnerable position with respect to professional autonomy. For example, Liebermann (9, p. 93) contrasts teachers, who believe that communities must be "sold" on every decision, with physicians who do not require a community poll before experimenting with a new medicine or procedure.

In conclusion one might suggest that school administrators may very well advance professionalism by motivating teachers to take the responsibility of encouraging autonomy. Although such encouragement may be at odds with loyalty to the employing organization it could serve to foster the growth educational decision-making in the hands of those who are educators.

#### Summary and Analysis of Total Professional Scores of the Five Dimensional Model with a Local-Cosmopolitan Orientation and Career Commitment

Findings. The sixth problem to be investigated was an attempt to determine whether differences in a local-cosmopolitan orientation and career commitment possessed by British Columbia teachers were related to the total professional scores as measured by the five dimensional model. This problem was restated as Hypothesis 6: teachers' total scores on the five dimensional model of professionalism would bear a direct, positive and significant relationship with (1) cosmopolitan orientation and (2) career commitment.

The results of a multiple stepwise regression analysis (Table XXVIII) revealed that career commitment served as a significant predictor in determining scores on the five dimensional model of professionalism.

TABLE XXVIII

MULTIPLE REGRESSION PREDICTION OF  
TOTAL PROFESSIONAL SCORES OF THE FIVE  
DIMENSIONAL MODEL BY CAREER COMMITMENT

(RESPONDENTS = 406)

Predictor	Correlation with Total Professional Scores	% of Variation Accounted for Stepwise	Cumulative Total % of Variation	Probability Level
Career Commitment	0.16	2.94	2.94	0.00

An analysis of variance of the local-cosmopolitan dichotomy test (Table XXIX) and the local-cosmopolitan continuum test (Table XXX) failed to reveal significant F values for the five dimensional model. However, an analysis of variance of career commitment and total professional scores on the five dimensional model did show an overall significant F value (Table XXXI). A Newman-Keuls comparison of means did not give significant differences between scores for either locals or cosmopolitans on both the dichotomous and continuum tests or for career committed or uncommitted teachers on the five dimensional model of professionalism.

Tables XXIX, XXX and XXXI show the mean scores, F values and probability levels of an analysis of variance of teachers' total professional scores for the local-cosmopolitan orientation dichotomy test, continuum test and career commitment respectively.

Table XXXII gives a summary of findings with respect to relationships between scores on the Professional Role Orientation Scale and (1) local-cosmopolitan orientation dichotomy test and (2) local-cosmopolitan orientation continuum test and (3) career commitment.

Discussion. The first half of Hypothesis 6 was not supported. Cosmopolitan oriented teachers scores did not significantly correlate with the total professional dimension scores. However, the correlation was direct and positive. This is not difficult to explain when one examines the results of Hypotheses 1 to 5. It was expected that even though the locals would be service oriented (Hypothesis 2) that the results of Hypotheses 1, 3, 4 and 5 would result in an overall direct, positive and significant relationship between cosmopolitans and the total scores of the five dimensional model.

TABLE XXIX

ANALYSIS OF VARIANCE OF TEACHERS'  
 TOTAL PROFESSIONAL SCORES ON THE FIVE  
 DIMENSIONAL MODEL BETWEEN LOCALS AND  
 COSMOPOLITANS (THE DICHOTOMY TEST)

(RESPONDENTS = 406)

LOCAL-COSMOPOLITAN ORIENTATION	N	TOTAL PROFESSIONAL SCORE MEANS	F	P
Pure local (no outside references)	74	100.45		
Cosmopolitan (one outside reference)	94	100.61		
			0.11	0.95
Cosmopolitan (two outside refer- ences)	143	101.15		
Pure cosmopolitan (three outside ref- erences)	95	100.71		

TABLE XXX

ANALYSIS OF VARIANCE OF TEACHERS'  
 TOTAL PROFESSIONAL SCORES ON THE  
 FIVE DIMENSIONAL MODEL BETWEEN LOCALS  
 AND COSMOPOLITANS (THE CONTINUUM TEST)

(RESPONDENTS = 406)

LOCAL-COSMOPOLITAN ORIENTATION	N	TOTAL PROFESSIONAL SCORE MEANS	F	P
Pure local	29	102.76		
Moderate local	63	99.41		
Low local	63	100.24		
			0.60	0.70
Low cosmopolitan	82	100.71		
Moderate cosmopolitan	107	101.14		
Pure cosmopolitan	62	101.34		

TABLE XXXI

ANALYSIS OF VARIANCE OF TEACHERS'  
 TOTAL PROFESSIONAL SCORES ON THE  
 FIVE DIMENSIONAL MODEL WITH CAREER COMMITMENT

(RESPONDENTS = 406)

CAREER COMMITMENT	N	TOTAL PROFESSIONAL SCORE MEANS	F	P
leave teaching for a non-educational oc- cupation	108	98.32		
leave teaching for an educational admini- strative post	12	100.17		
leave teaching for an educational consultant or supervisory posi- tion	20	101.50	2.63	0.03
leave teaching for uni- versity or college teaching	38	100.71		
continue teaching	228	101.94		



TABLE XXXII

SUMMARY OF FINDINGS WITH RESPECT TO RELATIONSHIPS BETWEEN SCORES ON THE PROFESSIONAL  
 ROLE ORIENTATION SCALE AND (1) LOCAL-COSMOPOLITAN DICHOTOMY TEST  
 (2) LOCAL-COSMOPOLITAN CONTINUUM TEST (3) CAREER COMMITMENT

Variables	Professional Role Orientation Scale						Total
	Knowledge	Service	Core-Org.	Col.-Prof.	Stud.-Aut.		
1. Local-cosmopolitan orientation (dichotomy test)	NS	S*	NS	NS	S**		NS
2. Local-cosmopolitan orientation (continuum test)	NS	NS	NS	S*	S**		NS
3. Career Commitment	NS	S**	NS	NS	NS		S*

NOTE "S\*" denotes significant relationships beyond the .05 level.  
 "S\*\*" denotes significant relationships beyond the .01 level.  
 "NS" denotes relationship not significant at .05 level.

However, only Hypotheses 4 and 5 were supported in that cosmopolitans were directly and positively related to the autonomy dimension and the colleague dimension of professionalism at significant levels. Although cosmopolitans were directly and positively related to the knowledge dimension (Hypothesis 1) and the core-organization dimension (Hypothesis 3) they were not at significant levels of acceptance. This resulted in a direct and positive relationship between cosmopolitans and the total professional scores on the five dimensional model but a relationship which was not significant.

It would be quite incorrect to generalize that cosmopolitans are more professional as determined by this model than locals. One can only speak of a local-cosmopolitan orientation and teacher professionalism as they relate to each of the dimensions under consideration. For example, empirical evidence from this study would indicate that locals are more professional on the service dimension of professionalism than cosmopolitans and that cosmopolitans exhibited high professional scores on the collegial dimension and the student-autonomy dimension. Neither locals or cosmopolitans as a group could be separated statistically as a result of their scores on the knowledge dimension and the core-organizational dimension of professionalism.

It should be noted (Table XXXII) that the local-cosmopolitan orientation tests were able to significantly identify teachers who scored highly on the service dimension, the colleague-professional dimension and the student-autonomy dimension of the five dimensional model. The ability of these tests to discriminate in a significant manner serves to extend Hrynyk's proposal that individuals develop rather unique occupational role

orientations. That locals are more service minded and cosmopolitans more collegial and autonomy oriented served to further the general principles underlying each of these three concepts of professionalism.

Although both the local-cosmopolitan orientation dichotomy and continuum tests identified teachers who were autonomous-minded at better than the .01 level, the dichotomy test singled out the locals who were service oriented and the continuum test identified the cosmopolitans who were more collegial. However, each test approached significance when it did not meet the .05 level requirement. For example, the local-cosmopolitan continuum orientation test identified teachers scoring high on the colleague-professional dimension at the .03 level and the dichotomy test identified them at the .08 level. The use of both tests aided in giving a more valid and reliable result by demonstrating their ability to be discrete enough to measure the different dimensions of the five dimensional model in a similar manner.

As anticipated the career committed teachers scored significantly higher on the total professional scores than the uncommitted. As a result the second part of Hypothesis 6 was supported. It is interesting to note (Table XXXI) that teachers who could be classified as the least committed (i.e. those who would leave teaching for a non-educational occupation) received the lowest scores on the total professional role orientation scale. This represents almost 25 per cent of the sample. It could be interpreted from this that one out of every four teachers is not committed to the profession. That such a number could be teaching without personal interest and dedication warrants further study. Undoubtedly the validity of such a statement can be questioned; nevertheless, the finding is disturbing and the factors producing it deserve further research.

It should be noted that career commitment proved to be independent of a local-cosmopolitan orientation. The zero order correlation ( $r = -0.03$ ) between a local-cosmopolitan orientation and career commitment shows that there is virtually no relationship between them. This statistical finding demonstrates the ability of the Local-Cosmopolitan Orientation Index to measure latent role orientation independent of a teacher's commitment to his career. That local-cosmopolitan orientations and career commitment are not measuring the same thing is relevant to the multiple stepwise regression analysis where percentages of the source of variation attributable to each independent variable when run against the five dimensional model of professionalism is made.

## REFERENCES FOR CHAPTER IV

- (1) Bennis, Warren G., "Reference Groups and Loyalties in the Out-Patient Department," Administrative Science Quarterly, 2. (1958).
- (2) Blau, Peter M., and Scott, Richard W., Formal Organizations, (San Francisco: Chandler Publishing Company 1962).
- (3) Carr-Saunders, A.M., and Wilson, P.A., The Professions, (London: Frank Cass and Company Ltd., 1964).
- (4) Corwin, Ronald G., A Sociology of Education, (New York: Meredith Publishing Company. 1965).
- (5) Elliott, Arthur H., "An Investigation of School Organization Variables and Their Relation to the Principal's Receptivity to Innovation: An Exploratory Study." (Unpublished Ed.D. dissertation, The University of California, Berkeley, 1967).
- (6) Etzioni, Amitai, Modern Organizations, (Englewood Cliffs, Prentice-Hall Inc., 1964).
- (7) Gouldner, Alvin W., "Cosmopolitans and Locals: Toward an Analysis of Latent Social Roles," Administrative Science Quarterly, 2, (1957).
- (8) Hrynyk, Nicholas P., "Correlates of Professional Role Orientation in Teaching," (Unpublished Ph.D. dissertation, The University of Alberta, Edmonton, 1966).
- (9) Liebermann, Myron, Education as a Profession, (New York: Prentice-Hall Inc., 1956).
- (10) Merton, Robert K., Social Theory and Social Structure, (New York: The Macmillan Company, 1957).
- (11) Robinson, Norman, "A Study of the Professional Role Orientations of Teachers and Principals and their Relationship to Bureaucratic Characteristics of School Organizations," (Unpublished Ph.D. dissertation, The University of Alberta, Edmonton, 1966).

## CHAPTER V

### RESULTS, ANALYSIS, AND DISCUSSION OF DEMOGRAPHIC CRITERIA: PART II

#### I. INTRODUCTION

In addition to the central problem of the study discussed in Chapter IV, an examination was undertaken to determine the relationship between the mean scores obtained on each of the five dimensions of professionalism and the total professional role orientation scale scores and other selected criteria.

The criteria selected were of a demographic nature and were divided into two categories, personal background variables and educational background variables. Part II of this chapter is devoted to a reporting, analysis and discussion of personal background variables and their relationship to the five dimensional model and the total professional role orientation scale scores. Part III deal with a reporting, analysis and discussion of educational background variables and their relationship to the five dimensional model and the total professional role orientation scale scores.

#### II. RELATIONSHIPS BETWEEN PERSONAL BACKGROUND VARIABLES AND THE PROFESSIONAL ROLE ORIENTATION SCALE

##### Analysis and discussion of personal background variables

The results, analysis, and discussion for four personal background variables - sex, age, marital status and the size of the community in which the teachers were raised and the relationship of the variable to the professional role orientation scale (PROS) are reported in this section.

Sex. The results of the analysis of differences in professional role orientation between men and women are presented in Table XXXIII. The analysis of variance did not reveal significant differences between the mean-scores of the males and females on any of the five dimensions or the total professional role orientation scale (PROS) scores. This was surprising in view of the fact that Hrynyk (3, p. 168) found results which were significant beyond the .01 level on the knowledge, core-organization, colleague-profession and total PROS scores. In each case he found that the higher mean scores were associated with the male grouping. In an analysis of covariance Robinson (5, p. 107) found no differences in professional scores between single males, single females, married males and married females when the effects of years of teaching experience were controlled.

The only dimension which approached significance was the service dimension in which women gained the highest mean score. The F value in this case was 2.11 and the probability level .14. This result is supported by Mason, Dressel and Bain (4) who reported that although women were more people-oriented the differences in occupational values of men and women teachers were not great (5, p. 109). As a result, one may conclude that teaching attracts both men and women of similar professional-role orientation values.

Age. Significant F values were found on the core-organization, colleague-professional and total PROS scores in an analysis of variance of the five dimensional model of professionalism and the total professional role orientation scale scores when examined on the basis of

TABLE XXXIII

ANALYSIS OF VARIANCE OF THE FIVE DIMENSIONS OF PROFESSIONALISM  
EXAMINED ON THE BASIS OF SEX.

(RESPONDENTS = 406)

Sex	N	Professional Role Orientation Scale					Total
		Knowledge	Service	Core-Org.	Col-Prof.	St.Aut.	
Male	200	18.36	16.92	19.83	21.37	24.05	100.50
Female	206	18.25	17.44	19.60	21.27	24.38	101.07
F Ratio		0.13	2.11	0.28	0.12	1.18	0.34



age (Table XXXIV). The Newman-Keuls comparison on the core-organization dimension showed the mean score of teachers between the ages of 41 and 50 were significantly higher than those between ages 20 and 30. The scores of those over 60 were even more highly significant when compared with the 20-30 age classification (Table XXXV). Table XXXVI shows a Newman-Keuls comparison of means on the colleague-professional dimension of professionalism between age classifications. The older teachers gained the highest mean scores and in this case, significant differences were found between the 51 - 60 age classification and the 20 - 30 age group. Significant differences were also found between those over 60 and the 20 - 30 group on the colleague-professional dimension.

It is interesting to note that on all PROS scores, with the exception of the knowledge dimension and those between ages 41 and 50 on the autonomy dimension, teachers in the 20 - 30 age bracket gained lower mean scores than any of the other age brackets (Table XXXIV).

That age does not serve to distinguish an orientation to the knowledge dimension would indicate that young teachers as well as the older are sensitive to a major responsibility of the teaching profession, i.e. to maintain their professional competence and to contribute to the extension of the body of knowledge on which their practice is based.

However, the differences of mean scores on the other dimensions may well be attributed to Spindler's (1, p. 728) claim that older teachers differ from the younger teachers principally by virtue of the fact that they grew up and acquired their orientations at a time when society was more traditional. One can only speculate as to why those in the 41 - 50 age classification scored lower on the student-autonomy dimension than those in any other age bracket. One suggestion to support

TABLE XXXIV

ANALYSIS OF VARIANCE OF FIVE DIMENSIONS OF PROFESSIONALISM  
EXAMINED ON THE BASIS OF AGE.

(RESPONDENTS = 406)

Age	N	Professional Role Orientation Scale Means					Total
		Knowledge	Service	Core-Org.	Col-Prof.	St.Aut.	
20 - 30	152	18.26	16.55	18.61	20.68	24.21	98.64
31 - 40	88	18.28	17.63	19.21	21.25	24.69	101.06
41 - 50	79	18.15	17.49	21.28	21.71	24.09	102.63
51 - 60	71	18.54	17.73	20.68	21.87	24.76	102.59
over 60	15	18.13	17.19	21.60	21.87	24.27	102.67
F Ratio		0.18	2.09	7.32**	3.00**	0.92	3.42**

\*\* Significant beyond the .01 level.

TABLE XXXV

NEWMAN-KEULS COMPARISON OF MEAN SCORES ON CORE-ORGANIZATION  
DIMENSION OF PROFESSIONALISM BETWEEN AGE CLASSIFICATIONS

(RESPONDENTS = 406)

	20-30	31-40	41-50	51-60	over 60
20-30			*		**
31-40					
41-50					
51-60					
over 60					

\*\* Significant at the .01 level.

\* Significant at the .05 level.

TABLE XXXVI

NEWMAN-KEULS COMPARISON OF MEANS OF SCORES ON  
COLLEAGUE-PROFESSIONAL DIMENSION OF PROFESSIONALISM  
BETWEEN AGE CLASSIFICATIONS

(RESPONDENTS = 406)

	20-30	31-40	41-50	51-60	over 60
20-30	/			*	*
31-40	/	/			
41-50	/	/	/		
51-60	/	/	/	/	
over 60	/	/	/	/	/

\* Significant at the .05 level.

Spindler's claim might very well be that those born between 1919 and 1928 and who were subject to values promoted during the depression and war years, retain values which may no longer be appropriate in our society. Such traditional values as puritan morality and achievement orientation conflict with the student-autonomy dimension which requires the professional to use individual judgment and discretion.

Marital Status. Significant F values were found between married and unmarried teachers, and those classified as other (widowed, divorced) on the service dimension, core-organization dimension and total PROS scores.

As shown in Table XXXVII, higher scores tended to be associated with teachers who were married and those classified as "other" on all dimensions and with the total PROS scores except for the student-autonomy dimension where single teachers had the highest mean score. The differences were significant on the service dimension and total professional scores and highly significant on the core-organization dimension. A Newman-Keuls comparison of means test showed significant differences between teachers classified as other and teachers who were single on the core-organization dimension (Table XXXVIII) and the total PROS scores (Table XXXIX).

These results support Hrynyk's findings with one exception. Hrynyk found unmarried Alberta teachers to be primarily service oriented, whereas these results show unmarried teachers to be less oriented to the service dimension than either the married teachers or those classified as "others."

TABLE XXXVII

ANALYSIS OF VARIANCE OF THE FIVE DIMENSIONS OF PROFESSIONALISM  
EXAMINED ON THE BASIS OF MARITAL STATUS.

(RESPONDENTS = 406)

Marital Status	N	Professional Role Orientation Scale Means					Total
		Knowledge	Service	Core-Org.	Col-Prof.	St.Aut.	
Single	89	17.84	16.42	18.49	21.003	24.81	98.81
Married	298	18.39	17.35	20.01	21.39	24.03	101.20
Other	19	19.05	18.11	20.63	21.53	24.26	103.58
F Ratio		1.71	2.95*	4.65**	0.65	2.18	2.94*

\* Significant at the .05 Level.

\*\* Significant at the .01 Level.

TABLE XXXVIII

NEWMAN-KEULS COMPARISON OF MEAN SCORES ON  
CORE-ORGANIZATION DIMENSION OF PROFESSIONALISM ON  
THE BASIS OF MARITAL STATUS.

(RESPONDENTS = 406)

	Single	Married	Other
Single	/		*
Married	/	/	
Other	/	/	/

\* Significant at the .05 Level.

TABLE XXXIX

NEWMAN-KEULS COMPARISON OF MEAN SCORES ON TOTAL PROFESSIONAL  
ROLE ORIENTATION SCALE SCORES ON BASIS OF MARITAL STATUS

(RESPONDENTS = 406)

	Single	Married	Other
Single			*
Married			
Other			

\* Significant at the .05 Level.



In fact the difference was significant at the .05 level (Table XXXVII). These results are difficult to interpret. Getzels and Jackson (2, p.568) claim that differences between married and unmarried teachers often vary according to school level, grade and subject taught.

Community Origins. The results of the analysis of variance in professional role orientation with regards to the size of the community in which one was raised are presented in Table XL. Significant F values were found on the core-organization dimension and student-autonomy dimension of professionalism. Teachers raised in communities of less than 1,000 had the highest mean scores on the core-organization dimension and teachers raised in communities with populations of from 10,000 to 50,000 had the lowest mean scores.

The reverse situation was true on the student-autonomy dimension. The highest mean scores for this dimension were gained by teachers raised in communities of over 50,000, whereas the lowest mean scores were obtained by teachers from communities of less than 1,000.

Other than these two significant findings, no clear pattern exists except to confirm a long held belief (1, p. 719) that teachers are drawn from small-town and rural communities. Results from this study show that over 50 per cent of the teachers were raised in communities of less than 10,000. That teachers who were from large urban areas (more than 50,000) should score high on the student-autonomy dimension and teachers from small communities (less than 1,000) should score high on the core-organization dimension deserves further study and research.

TABLE XL

ANALYSIS OF VARIANCE OF FIVE DIMENSIONS OF PROFESSIONALISM  
EXAMINED ON THE BASIS OF THE SIZE OF COMMUNITY.

(RESPONDENTS = 496)

Size of Community	Professional Role Orientation Scale Means						Total
	N	Knowledge	Service	Core-Org.	Col-Prof.	St. Aut.	
Less than 1,000	74	17.88	17.23	20.74	21.57	24.00	101.30
1,000 to 5,000	80	18.19	16.66	19.24	20.78	24.59	99.69
5,000 to 10,000	54	18.24	16.78	20.63	21.56	23.24	100.98
10,000 to 50,000	63	18.24	17.22	18.25	21.30	23.70	98.66
over 50,000	135	18.65	17.60	19.81	21.25	24.74	102.08
F Ratio		0.84	1.03	3.78**	0.91	3.22**	1.68

\*\* Significant at the .01 Level.

### III. RELATIONSHIPS BETWEEN EDUCATIONAL BACKGROUND VARIABLES AND THE PROFESSIONAL ROLE ORIENTATION SCALE

Analysis and discussion of educational background variables.

The results, analysis and discussion for six educational background variables - academic and professional training, teaching level, present position, teaching experience, number of years in present school and number of districts taught in since beginning to teach are reported in this section.

Academic and Professional Training. No significant overall F ratio was found in teachers' scores on each of the five dimensions of professionalism and the total professional score when teachers were grouped according to the type of academic and professional preparation they received (Table XLI). A Newman-Keuls comparison between ordered means was applied to the data and no significant difference was found between any of the means on any of the five dimensions of professionalism or the total professional score. The knowledge dimension was the only dimension that approached significance ( $p < .07$ ). This finding would support Hrynyk's results which revealed that teachers with more university training were more highly oriented to the knowledge dimension of professionalism (3, p. 188).

Although there was no significant difference between the means based on academic and professional preparation there were some interesting findings. These findings must be interpreted cautiously however, as the differences between means was not statistically significant.

ANALYSIS OF VARIANCE OF THE FIVE DIMENSIONS OF PROFESSIONALISM  
EXAMINED ON THE BASIS OF ACADEMIC AND PROFESSIONAL TRAINING

(RESPONDENTS = 406)

Academic and Professional Training	N	Professional Role Orientation Scale Means					Total
		Knowledge	Service	Core-Org.	Col-Prof.	St.Aut.	
Letter of permission	6	18.50	17.50	18.00	21.67	24.33	101.67
Teaching certificant but not a degree	174	18.05	16.91	19.60	21.03	24.46	100.07
B.Ed. (elementary)	45	18.51	16.80	19.40	21.31	24.11	100.36
B.Ed. (secondary)	34	18.15	17.79	19.85	21.35	23.18	100.32
Bachelor's degree in a faculty other than education plus one year of teacher training	92	18.06	17.09	19.85	21.59	24.43	101.02
Bachelor's degree in a faculty other than education plus old (post-graduate) B.Ed.	26	20.04	18.42	20.73	21.50	23.62	104.27
Master of Ed. degree	29	18.86	17.76	20.07	21.93	23.93	102.28
F Ratio		1.95	1.05	0.50	0.77	1.12	0.87

On the knowledge dimension of professionalism teachers who did not hold a degree, received the lowest mean scores. This was also true on the colleague-professional dimension and the total score on the professional role orientation scale.

The core-organization dimension of professionalism shows a fairly consistent ordering of groups according to magnitude of means which would support Robinson's findings (5, pp. 103-105) and serve to verify the work of Ingram reported by Robinson (5, p. 104). Ingram found that teachers who had Bachelor or Education degrees were significantly more committed to the Alberta Teachers Association's officers and the Association as a whole. It should be noted here that teachers on a letter of permission received the lowest mean score.

No clear pattern emerges in the service dimension mean scores. Teachers with a Bachelor's degree in a faculty other than education, plus the old (post-graduate) B. Ed. degree, scored most highly on this dimension. Teachers with a B. Ed. (elementary) obtained the lowest mean scores on the service dimension which was an unexpected finding.

Teaching Level. The sample of respondents was classified into teachers of primary (grades one to three), intermediate (grades four to seven), junior high (grades eight to ten) and senior high (grades eleven to thirteen). The results of an analysis of variance of the five dimensions of professionalism and total professional score examined on the basis of teaching level is presented in Table XLII. The analysis revealed a significant F value between teaching level and scores on the service dimension of professionalism. There were no significant differences

TABLE XLII

ANALYSIS OF VARIANCE OF FIVE DIMENSIONS OF PROFESSIONALISM  
EXAMINED OF THE BASIS OF TEACHING LEVEL

(RESPONDENTS = 406)

Teaching Level	N	Professional Role Orientation Scale Means					Total
		Knowledge	Service	Core-Org.	Col-Prof.	St. Aut.	
Primary Grades	84	18.18	17.23	19.82	20.81	24.27	100.54
Intermediate Grades	136	17.97	16.63	19.57	21.27	24.01	99.50
Junior High Grades	99	18.94	17.16	20.01	21.57	24.65	102.22
Senior High Grades	87	18.21	18.01	19.60	21.61	23.99	101.43
F Ratio		2.07	2.60*	0.24	1.64	1.01	1.67

\* Significant at the .05 Level.

between teaching level and the other dimensions of professionalism or on the total professional score. A Newman-Keuls comparison between ordered means was applied to the data and one significant difference was found. Senior high school teachers were significantly more service oriented than intermediate school teachers. (Table XLIII).

It should be noted that teachers of intermediate grades scored consistently lower on every dimension of professionalism and on the total professional score than teachers at the other three levels. Teachers of primary grades scored high on the student-autonomy dimension and scored lower than teachers of the junior and senior high grades on the knowledge dimension but higher than them on the colleague-professional dimension. Teachers of the junior high grades obtained the highest mean professional role orientation score. They also had the highest mean scores on the knowledge dimension and the core-organization dimension. Teachers of senior high grades obtained the highest mean score on the service dimension of professionalism and as reported above were significantly more service oriented than teachers of the intermediate grades.

These findings hardly support the belief that teaching level may be a basis for segmentation in the teaching profession. For example, high school teachers (junior and senior) had a mean total professional score of 101.82 whereas, elementary teachers (primary and intermediate) had a mean score of 100.02 on the total professional role orientation score. The variations in patterning of orientations would support Hrynyk's claim that different groups of teachers may have different interests from one another (3, p.141).

TABLE XLIII

NEWMAN-KEULS COMPARISON OF MEAN SCORES ON SERVICE DIMENSION  
OF PROFESSIONALISM ON BASIS OF TEACHING LEVEL

(RESPONDENTS = 406)

	Primary Grades	Intermediate Grades	Junior High Grades	Senior High Grades
Primary Grades	/			
Intermediate Grades	/	/		*
Junior High Grades	/	/	/	
Senior High Grades	/	/	/	/

\* Significant at the .05 Level.



Table XLIV presents an interesting comparison of Alberta and British Columbia professional role orientation score means on the basis of teaching level. The Alberta score means were taken from Hrynyk's study (3, p. 133) which was completed in 1966. Although there is a wide variation in degree of orientation of the three teaching levels on each of the dimensions and the total score, two dimensions are consistent at each level. The results should be treated with caution as the effect of other variables should not be overlooked.

Teachers in Alberta scored consistently higher at all three teaching levels on the knowledge dimension of professionalism. The overall mean score for Alberta teachers on this dimension was 19.96. The British Columbia mean was 18.41 (Table XLIV). There was an even greater difference in the overall mean scores on the student-autonomy dimension. British Columbia teachers obtained a mean of 24.26 while those in Alberta had the lower mean of 20.97. (Table XLIV).

Although one cannot make general predictive statements from results such as this, it is interesting to note that Ryans (2, p.569) in a study of teacher characteristics in relation to geographic areas found that Midwestern teachers were more traditional in educational viewpoints while West Coast teachers were more permissive in educational viewpoints. In addition he found that West Coast teachers scored higher in stimulating classroom behavior while Midwestern states scored lowest. It is interesting to speculate as to whether or not the autonomy dimension would be related to stimulating classroom behavior and the knowledge dimension with traditional educational viewpoints.

TABLE XLIV

COMPARISON OF BRITISH COLUMBIA AND ALBERTA TEACHERS' PROS  
SCORE MEANS ON THE BASIS OF TEACHING LEVEL

(BRITISH COLUMBIA RESPONDENTS = 406)

(ALBERTA RESPONDENTS = 601)

Elementary Teaching Level		
Professional Role Orientation Scale	British Columbia (N = 220)	Alberta (N = 299)
Knowledge	18.08	19.42
Service	16.93	18.75
Core-Org.	19.70	20.10
Col-Prof.	21.03	20.88
St.-Aut.	24.14	20.82
Total	100.04	99.97
Junior High School Level		
Professional Role Orientation Scale	British Columbia (N = 99)	Alberta (N = 162)
Knowledge	18.94	19.93
Service	17.16	17.78
Core-Org.	21.56	20.72
Col-Prof.	21.26	21.44
St.-Aut.	24.65	21.02
Total	102.22	101.31
Senior High School Level		
Professional Role Orientation Scale	British Columbia (N = 87)	Alberta (N = 140)
Knowledge	18.20	20.54
Service	18.01	17.78
Core-Org.	19.60	20.95
Col-Prof.	21.60	22.16
St.-Aut.	23.98	21.07
Total	101.43	102.50
Consistent Differences in Overall Mean Scores for all 3 Levels		
Professional Role Orientation Scale	British Columbia (N = 406)	Alberta (N = 601)
Knowledge	18.41	19.96
St.-Aut.	24.26	20.97

Present Position. Significant overall differences were found on the service dimension, core-organizational dimension and student-autonomy dimension when teachers were grouped on the basis of present position and professional role orientation scale scores were subjected to an analysis of variance (Table XLV). A Newman-Keuls comparison of means showed that department heads teaching half-time or less scored significantly lower on the core-organization dimension than all other positions (Table XLVI). However, the difference must be treated cautiously as only four teachers were classified as department heads teaching half-time or less. Undoubtedly, this also accounts for the differences on the service dimension as well.

The Newman-Keuls comparison of means for scores on the student-autonomy dimension showed the greatest difference between vice-principals or principals teaching half-time or less and regular classroom teachers. Although the difference of mean scores was not statistically significant the vice-principals or principals teaching half-time or less obtained the lowest scores and regular classroom teachers obtained the highest scores. These results would support Hrynyk's (3, p. 133) finding that administrators were less positive than were other groups on the autonomy dimension which stresses the specialized relationship between teacher and student that results in a demand for autonomy in practice. It must be noted that Hrynyk's results were not statistically significant either and as a result this cannot be generalized as a distinguishing characteristic between administrators and teachers.

Teaching Experience. Relationships between PROS scores, and grouping on the basis of the number of years of teaching experience are shown in

ANALYSIS OF VARIANCE OF FIVE DIMENSIONS OF PROFESSIONALISM  
EXAMINED ON THE BASIS OF PRESENT POSITION

(RESPONDENTS = 406)

Present Position	Professional Role Orientation Scale Means						Total
	N	Knowledge	Service	Core-Org.	Col-Prof.	St.Aut.	
Regular Classroom Teacher	281	18.34	16.90	19.36	21.25	24.45	100.35
Dep't. Head teaching 1/2 time or more	33	18.82	18.76	20.00	21.91	24.18	103.33
Dep't. Head teaching 1/2 time or less	4	17.25	19.75	11.50	19.50	23.50	92.00
V.P. or Principal teaching 1/2 time or more	20	17.55	16.65	21.70	21.10	23.20	99.75
V.P. or Principal teaching 1/2 time or less	26	19.08	18.42	21.77	21.50	22.62	103.77
Other (usually librarians or counsellors)	42	17.62	17.07	20.60	21.48	24.41	101.2]
F Ratio		1.30	2.76**	5.96**	0.79	2.18*	1.79

\* Significant at the .05 Level

\*\* Significant at the .01 Level

TABLE XLVI

NEWMAN-KEULS COMPARISON OF MEAN SCORES ON THE  
CORE-ORGANIZATION DIMENSION OF PROFESSIONALISM  
ON BASIS OF PRESENT POSITION

(RESPONDENTS = 406)

	Regular Classroom Teacher	Dep't.Head Teaching 1/2 time or more	Dep't.Head Teaching 1/2 time or less	V.P. or Principal Teaching 1/2 time or more	V.P. or Principal Teaching 1/2 time or less	Other (usually Librarians or Coun- sellors
Regular Classroom Teacher	/	**				
Dep't.Head Teaching 1/2 time or more	/	/	**			
Dep't.Head Teaching 1/2 time or less	/	/	/	**	**	**
V.P. or Principal Teaching 1/2 time or more	/	/	/	/		
V. P. or Principal Teaching 1/2 time or less	/	/	/	/	/	
Other (usually Librarians or Coun- sellors	/	/	/	/	/	/

\*\* Significant at the .01 Level.

Table XLVII. The analysis of variance produced statistically significant F ratios for the core-organization and colleague-professional dimensions as well as the total professional score. All differences were significant at the .01 level or beyond.

The results of a Newman-Keuls comparison for differences among pairs of means for the core-organizational dimension is presented in Table XLVIII. The findings clearly demonstrate that the more experienced teachers are more positively associated with their professional organization. There is a consistent ordering of magnitude of means from the least to the most experienced teachers.

Teachers with more than six years of experience obtained significantly higher mean scores (.01) than teachers with less than six years of experience. Teachers with more than ten years experience obtained higher mean scores than teachers with less than ten years experience on the core-organization dimension of professionalism. In this case, the differences were significant at the .05 level. These findings support the results reported by Hrynyk (3, p. 184) on this dimension.

One reason why the results on this dimension are so clearly defined may very well be a misunderstanding on the part of the least experienced teachers as to the goals and policies of their professional organization. It is suspected that control of the organization may very well be in the hand of the more experienced teachers and as such, may be resented by the inexperienced. That such a discrepancy should exist between experienced and inexperienced teachers would indicate a need on the part of the British Columbia Teachers' Federation to more positively orient inexperienced teachers to the purposes of the organization. As

was mentioned in Chapter IV (supra, pp. 58 ff.), numerous writers have stressed the importance of an orientation to one's professional association as an important attribute of professionalism.

A Newman-Keuls comparison for differences among pairs of means for the colleague-professional dimension revealed significant differences between teachers with over twenty-five years of experience and teachers with less than five years of experience (Table XLIX). There was also a fairly consistent ordering of magnitude of means from the least to the most experienced teachers on this dimension (Table XLXII). That the more experienced teachers are more collegial was to be expected since length of teaching time would promote common interests, loyalty and the "brotherhood" aspect of collegueship.

In addition, a Newman-Keuls comparison of means showed significant differences between teachers with more than eleven years experience and teachers with less than five years experience on the total professional role orientation scale (Table L). These results also support Hrynyk's (3, p. 184) findings. In both cases, the results were significant beyond the .01 level.

Number of Years in Present School. Table LI illustrates the relationships between PROS scores and the number of years a teacher has been in his present school. A significant F ratio was found on the service dimension of professionalism and a Newman-Keuls comparison of mean scores revealed a significant difference between teachers who had been in the same school for twenty-six or more years and teachers who

TABLE XLVII

ANALYSIS OF VARIANCE OF FIVE DIMENSIONS OF PROFESSIONALISM  
EXAMINED ON THE BASIS OF TEACHING EXPERIENCE

(RESPONDENTS = 406)

Number of Years Teaching	N	Professional Role Orientation Scale Means					St. Aut.	Total
		Knowledge	Service	Core-Org.	Col-Prof.	St. Aut.		
Less than 5 years	110	18.01	16.57	17.87	20.67	24.54	97.91	
6 - 10 years	114	18.26	17.11	19.21	21.20	24.10	99.99	
11 - 15 years	58	18.45	18.02	21.00	21.81	24.17	103.43	
16 - 25 years	82	18.45	17.56	21.07	21.74	24.41	103.13	
Over 25 years	42	18.67	17.05	21.43	21.81	23.36	102.29	
F Ratio		0.49	1.81	11.09**	3.04**	1.24	5.37**	

\*\* Significant at the .01 Level



TABLE XLVIII

NEWMAN-KEULS COMPARISON OF MEAN SCORES ON THE  
CORE-ORGANIZATION DIMENSION OF PROFESSIONALISM  
ON THE BASIS OF EXPERIENCE LEVELS

(RESPONDENTS = 406)

	Less than 5 years	6 - 10 years	11 - 15 years	16 - 25 years	Over 25 years
Less than 5 years			**	**	**
6 - 10 years			*	*	*
11 - 15 years					
16 - 25 years					
Over 25 Years					

\*\* Significant at the .01 Level.

\* Significant at the .05 Level.

TABLE XLIX

NEWMAN-KEULS COMPARISON OF MEAN SCORES ON THE  
COLLEAGUE-PROFESSIONAL DIMENSION OF PROFESSIONALISM  
ON THE BASIS OF EXPERIENCE LEVELS

(RESPONDENTS = 406)

	Less than 5 years	6 - 10 years	11 - 15 years	16 - 25 years	Over 25 years
Less than 5 years	/				*
6 - 10 years	/	/			
11 - 15 years	/	/	/		
16 - 25 years	/	/	/	/	
Over 25 years	/	/	/	/	/

\* Significant at the .05 Level.

TABLE L

NEWMAN-KEULS COMPARISON OF MEAN SCORES OF THE TOTAL SCORES ON THE PROS ON THE BASIS OF EXPERIENCE LEVELS.

(RESPONDENTS = 406)

	Less than 5 years	6 - 10 years	11 - 15 years	16 - 25 years	Over 25 years
Less than 5 years			**	**	*
6 - 10 years					
11 - 15 years					
16 - 25 years					
Over 25 years					

\*\* Significant at the .01 Level

\* Significant at the .05 Level

TABLE LI

ANALYSIS OF VARIANCE OF THE FIVE DIMENSIONS OF PROFESSIONALISM  
EXAMINED ON THE BASIS OF NUMBER OF YEARS SPENT IN PRESENT SCHOOL

(RESPONDENTS = 406)

Number of Years in Present School	N	Professional Role Orientation Scale Means						Total
		Knowledge	Service	Core-Org.	Col-Prof.	St.Aut.		
1 Year	118	18.12	16.63	19.21	21.03	24.38	99.70	
2 Years	72	18.40	16.08	19.48	20.78	24.11	98.74	
3 Years	44	17.86	16.86	19.50	21.09	24.50	99.82	
4 Years	40	18.55	17.63	20.73	21.55	24.53	103.28	
5 Years	24	19.33	18.12	20.04	21.29	23.38	102.17	
6 to 15 Years	82	18.13	18.44	20.06	21.76	24.10	102.50	
16 to 25 Years	21	18.10	17.33	20.10	22.04	24.05	101.48	
26 or More Years	5	21.60	19.40	21.40	21.40	23.40	107.20	
F Ratio		1.53	3.53**	0.80	1.03	0.49	1.90	

\*\* Significant at the .01 Level.

had been there for only two years (Table LII). However, these results must be interpreted cautiously as there were only five teachers who indicated that they had been in the school for twenty-six or more years. That teachers who had been in one school for a lengthy period of time were more service oriented is generally reflected by the fairly consistent order of increasing magnitude of mean scores.

Significant differences were not found on any of the other dimensions or on the total professional role orientation scores when teachers were grouped on the basis of the number of years spent in their present school.

Number of Districts Taught in Since Beginning to Teach. A significant overall F ratio was found on the colleague-professional dimension of professionalism (Table LIII). In addition, a Newman-Keuls comparison of means revealed significant differences between mean scores for all teachers who had taught in up to ten districts and those who had taught in more than ten districts (Table LIV).

The results of this analysis would indicate that teachers who had taught in more than ten districts would be less collegial than those who had taught in less than ten districts. However, since the N's are not fairly equal for all groups being compared, the differences between means may be obscured on a Newman-Keuls Test (5, p.123). This would seem to be the case here since only eight teachers had indicated that they had taught in more than ten districts, while one hundred and twenty-four indicated that they had taught in one district only. In addition, there is a consistent order of increasing magnitude of mean

TABLE LII

NEWMAN-KEULS COMPARISON OF MEAN SCORES ON SERVICE DIMENSION OF  
PROFESSIONALISM ON BASIS OF NUMBER OF YEARS  
SPENT IN PRESENT SCHOOL

(RESPONDENTS = 406)

	1 year	2 years	3 years	4 years	5 years	6 to 15 years	16 to 25 years	26 or more years
1 year								
2 years								*
3 years								
4 years								
5 years								
6 to 15 years								
16 to 25 years								
26 or more years								

\* Significant at the .05 Level.

TABLE LIII

ANALYSIS OF VARIANCE OF THE FIVE DIMENSIONS OF PROFESSIONALISM EXAMINED ON THE BASIS OF THE  
NUMBER OF DISTRICTS TAUGHT IN SINCE BEGINNING TO TEACH

(RESPONDENTS = 406)

Professional Role Orientation Scale Means							
Number of School Districts	N	Knowledge	Service	Core-Org.	Col-Prof.	St.Aut.	Total
1 only	124	18.20	17.21	19.67	20.97	24.10	99.85
2 districts	96	18.72	17.19	19.25	21.34	24.22	100.61
3 districts	79	18.18	17.89	19.91	21.34	24.23	101.43
4 to 7 districts	90	17.99	16.64	20.40	21.67	24.37	100.98
7 to 10 districts	9	18.00	16.56	22.78	22.44	23.11	102.67
more than 10 districts	8	19.88	17.18	23.13	13.63	25.25	107.00
F Ratio		1.05	1.13	1.48	10.67**	0.48	1.04

\*\* Significant at the .01 Level.

TABLE LIV

NEWMAN-KEULS COMPARISON OF MEAN SCORES OF THE  
COLLEAGUE-PROFESSIONAL DIMENSION OF PROFESSIONALISM ON  
BASIS OF NUMBER OF DISTRICTS TAUGHT IN SINCE BEGINNING TO TEACH

(RESPONDENTS = 406)

	1 district	2 districts	3 districts	4 to 7 districts	7 to 10 districts	more than 10 districts
1 districts	/					**
2 districts	/	/				**
3 districts	/	/	/			**
4 to 7 districts	/	/	/	/		**
7 to 10 districts	/	/	/	/	/	**
more than 10 districts	/	/	/	/	/	/

\*\* Significant at the .01 Level.



scores from teachers who had taught in from seven to ten districts. This would indicate that the more districts one had taught in, the more positive his association with the colleague-professional dimension.

No significant differences were found on any of the other dimensions, or on the total professional role orientation scores when teachers were grouped on the basis of the number of districts they had taught in since beginning to teach.

#### IV. SUMMARY

An attempt was made in this part to investigate the relationships of the five dimensions of professionalism and the total professional score with selected demographic characteristics of the respondents. A summary of these findings is presented in Table LV.

Sex was not significantly related to any of the dimensions of professionalism or the total professional score.

Positive significant relationships were found on the core-organization and colleague-professional dimensions of professionalism as well as the total professional score by older teachers.

Married teachers and others were significantly and positively related to the service and core-organization dimensions of professionalism as well as the total professional score.

Positive significant relationships were revealed when teachers were grouped according to the size of the community in which they were raised. Teachers raised in communities of less than 1,000 had the highest mean scores on the core-organization dimension. Teachers raised in

TABLE LV

SUMMARY OF FINDINGS WITH RESPECT TO RELATIONSHIPS BETWEEN  
DEMOGRAPHIC VARIABLES AND PROFESSIONAL ROLE ORIENTATION SCORES.

(RESPONDENTS = 406)

Demographic Variables	Professional Role Orientation Scale					
	Knowledge	Service	Core-Org.	Col-Prof.	St.Aut.	Total
<b>Personal Background Variables</b>						
Sex	NS	NS	NS	NS	NS	NS
Age	NS	NS	S**	S**	NS	S**
Marital Status	NS	S*	S**	NS	NS	S*
Size of Community in which one was raised	NS	NS	S**	NS	S**	NS
<b>Educational Background Variables</b>						
<b>Academic and Professional Training</b>						
Training	NS	NS	NS	NS	NS	NS
Teaching Level	NS	S*	NS	NS	NS	NS
Present Position	NS	S*	S**	NS	S*	NS
Teaching Experience	NS	NS	S**	S**	NS	S**
Number of years in present school	NS	S**	NS	NS	NS	NS
Number of districts taught in since beginning to teach	NS	NS	NS	S**	NS	NS

Note: "S\*" denotes significant relationships beyond the .05 level.

"S\*\*" denotes significant relationships beyond the .01 level.

"NS" denotes relationships not significant at .05 level.

communities of over 50,000 had the highest mean scores on the student-autonomy dimension.

Academic and professional training was not significantly related to any of the five dimensions of professionalism or the total professional score.

Teaching level was positively and significantly related to the service dimension of professionalism. Senior high school teachers were significantly more service oriented than intermediate school teachers.

Present position was positively and significantly related to the service dimension, core-organization dimension and student-autonomy dimensions of professionalism.

Positive significant relationships were found to exist with teachers who had more than six years experience on the core-organization and colleague-professional dimension of professionalism as well as the total professional score.

A positive significant relationship was found on the service dimension of professionalism by teachers who had been in their present school for more than twenty-six years.

A significant negative relationship was found on the colleague-professional dimension of professionalism when teachers were grouped according to the number of districts which they had taught in since beginning to teach. Teachers who had taught in more than ten districts had significantly lower scores on the colleague-professional dimension than teachers who had taught in less than ten districts.

It is interesting to note that none of the demographic variables used in this study were significantly related to the knowledge dimension of professionalism.

Teachers scoring most highly on the service dimension of professionalism were either married, widowed or divorced and teaching in the senior high grades. They were likely to be of department head status and had taught in the present school for more than twenty-six years.

Teachers who were most positively oriented to their professional organization displayed an interesting profile. Those who scored highly on the core-organization dimension of professionalism were over fifty years of age, married, widowed or divorced, and had been raised in communities of less than 1,000 persons. They were either vice-principals or principals, teaching half-time or less and likely to have taught for over twenty-five years.

Teachers displaying high collegiality were those over fifty years old and had taught for more than twenty-five years.

Teachers who scored highly on the autonomy dimension of professionalism were those who had been raised in communities of more than 50,000 people. They were also likely to have been librarians or counsellors.

Teachers who obtained the highest total professional scores were those over forty years of age, married, widowed, divorced and had taught between eleven and fifteen years.

## REFERENCES FOR CHAPTER V

- (1) Charters, W.W. Jr., "The Social Background of Teaching," in Gage, N.L. (ed.), Handbook of Research on Teaching, (Chicago: Rand McNally and Company, 1963).
- (2) Getzels, J.W., and Jackson, P.W., "The Teacher's Personality and Characteristics," in Gage, N.L., Handbook of Research on Teaching, (Chicago: Rand McNally and Company, 1963).
- (3) Hyrnyk, Nicholas P., "Correlates of Professional Role Orientation in Teaching," (Unpublished Ph.D. dissertation, The University of Alberta, Edmonton, 1966).
- (4) Mason, Ward S., Dressel, Robert J., and Bain, Robert K., "Sex Role and the Career Orientation of Beginning Teachers," Harvard Educational Review, 29, (1959), pp. 370-383.
- (5) Robinson, Norman, "A Study of the Professional Role Orientations of Teachers and Principals and their Relationship to Bureaucratic Characteristics of School Organizations," (Unpublished Ph. D. dissertation, The University of Alberta, Edmonton, 1966.)

## CHAPTER VI

### SUMMARY, CONCLUSIONS, FURTHER RESEARCH AND IMPLICATIONS

#### I. SUMMARY

##### The Problem

The central problem of this study was an attempt to determine whether differences in a local-cosmopolitan orientation and career commitment possessed by British Columbia teachers was related to degrees of teacher professionalism analyzed in terms of a five dimensional model.

In addition, an attempt was made to determine the relationships between the professional role orientations of British Columbia teachers and selected demographic variables.

##### Analysis of the Problem

A large number of writers concerned with professionalism (Becker, Carr-Saunders, Corwin, Lieberman, Wilensky) have drawn attention to its many characteristics. Hrynyk (2) found differences in professional role orientations among persons in education when they were grouped on the basis of a variety of background variables. Prior to Hrynyk's study, Robinson (5) had found that there were differences in professionalism between certain types of schools.

Other writers, (Bennis, Gouldner, Merton) indicated that a local-cosmopolitan orientation was a useful device to identify attitudes of extreme localism and cosmopolitanism independent of group membership.

Sutthoff (6) developed the instrument to identify locals and cosmopolitans and Brumbaugh (1) applied it in his study of teacher attitudes toward school district reorganization. Brumbaugh found that teachers differed in their local-cosmopolitan orientation. Merton claimed that such differences in a local-cosmopolitan orientation served to influence community decisions (3, pp. 393-420).

These studies pointed to the usefulness of an investigation to determine the relationship between dimensions of professionalism and a local-cosmopolitan orientation possessed by teachers. Since the teacher's obligations as a professional are in several respects in conflict with the concept of the teacher as an employee of a board of education it seemed logical to investigate whether certain dimensions of professionalism were related to a local-cosmopolitan orientation. Since the teaching profession is organized at the provincial level, it was expected that the organization would exert a cosmopolitan influence on its members while local boards of education would exert a local influence on teachers.

In addition to the relationship of a local-cosmopolitan orientation to dimensions of teacher professionalism, an attempt was made to investigate the relationship of career commitment to the five dimensional model of professionalism. Numerous writers (Mason, Dressel, Bain, Charters) have indicated a lack of commitment to teaching by sizeable numbers of male and female teachers. Undoubtedly this affects the quality of teaching and as a result an investigation was made to study the relationship of committed and uncommitted teachers with each of the five dimensions of professionalism and the total score on the professional

role orientation scale.

### Hypotheses

The first hypothesis investigated the relationship of teachers' scores on the knowledge dimension of professionalism with a local-cosmopolitan orientation and career commitment. It was hypothesized that teachers' scores on the knowledge dimension of professionalism bear a direct, positive and significant relationship with (1) cosmopolitan orientation and (2) career commitment.

The second hypothesis investigated the relationship of teachers' scores on the service dimension of professionalism with a local-cosmopolitan orientation and career commitment. It was hypothesized that teachers' scores on the service dimension of professionalism bear a direct, positive and significant relationship with (1) local orientation and (2) career commitment.

The third hypothesis investigated the relationship of teachers' scores on the core-organization dimension of professionalism with a local-cosmopolitan orientation and career commitment. It was hypothesized that teachers' scores on the core-organization dimension of professionalism bear a direct, positive and significant relationship with (1) cosmopolitan orientation and (2) career commitment.

Hypothesis four investigated the relationship of teachers' scores on the colleague dimension of professionalism with a local-cosmopolitan orientation and career commitment. It was hypothesized that teachers' scores on the colleague dimension of professionalism bear a direct, positive and significant relationship with (1) cosmopolitan orientation



and (2) career commitment.

The fifth hypothesis investigated the relationship of teachers' scores on the autonomy dimension of professionalism with a local-cosmopolitan orientation and career commitment. It was hypothesized that teachers' scores on the autonomy dimension of professionalism bear a direct, positive and significant relationship with (1) cosmopolitan orientation and (2) career commitment.

The sixth hypothesis investigated the relationship of teachers' total scores on the professional role orientation scale with a local-cosmopolitan orientation and career commitment. It was hypothesized that teacher's total professional scores bear a direct, positive and significant relationship with (1) cosmopolitan orientation and (2) career commitment.

In addition to the six hypotheses an investigation was made of the relationship of each of the dimensions of professionalism and the total professional score with selected demographic criteria. The demographic criteria consisted of personal background and educational variables. The personal background variables used were sex, age, marital status, and the size of the community in which the respondent was raised. The educational variables were academic and professional training, teaching level, present position, teaching experience, number of years in present school and number of districts taught in since beginning to teach.

## Results

There was no overall significant difference in teachers' scores on the knowledge dimension of professionalism when examined on the basis of (1) local-cosmopolitan orientation and (2) career commitment.

Hypothesis one was not supported.

It was found that teachers' scores on the service dimension of professionalism did bear a direct, positive and significant relationship with (1) local orientation and (2) career commitment. Hypothesis two was supported.

No significant differences were found in teachers' scores on the core-organization dimension of professionalism when examined on the basis of (1) local-cosmopolitan orientation and (2) career commitment. The relationships were direct and positive but not significant. Hypothesis three was not supported.

A direct, positive and significant relationship was found between teachers' scores on the colleague dimension of professionalism and a cosmopolitan orientation. This section of Hypothesis four was supported. No significant difference was found on teachers' scores on the colleague dimension of professionalism between committed and uncommitted teachers. Hypothesis four was partly supported.

A direct, positive and significant relationship was found between teachers' scores on the autonomy dimension of professionalism and a cosmopolitan orientation. This part of Hypothesis five was supported. However, no significant difference was found in teachers' scores on the autonomy dimension of professionalism between committed and uncommitted teachers. Hypothesis five was partly supported.

A direct, positive but not significant relationship was found between teachers' total professional scores and a cosmopolitan orientation. This part of Hypothesis six was not supported. A direct, positive and

significant relationship was found between career committed teachers and teachers' total professional scores. Hypothesis six was partly supported.

In addition to the hypotheses, the teachers' scores on each of the five dimensions of professionalism and their total professional scores were examined for significant differences when the teachers were grouped on the basis of personal and educational background variables. The following results are only those which revealed significant differences.

Sex was not significantly related to any of the dimensions on the total professional score.

Significant differences were found in the teachers' scores on the core-organization and colleague dimensions as well as the total professional scores when teachers were grouped on the basis of age. The more elderly teachers scored significantly higher in all three cases.

Teachers who were married, divorced or widowed scored significantly higher than single teachers on the core-organization dimension of professionalism and on the total professional score.

Teachers raised in communities of between 10,000 and 50,000 people scored significantly lower on the core-organization dimension than teachers raised in communities of less than 1,000 and those in communities of between 5,000 and 10,000. Teachers' scores on the autonomy dimension were significantly higher for teachers raised in communities of 1,000 to 5,000 people or over 50,000 than teachers raised in communities of from 5,000 to 10,000 people.

Academic and professional training was not significantly related

to any of the five dimensions of professionalism or the total professional score.

Teachers of senior high grades scored significantly higher on the service dimension of professionalism than did teachers of intermediate grades.

There were overall significant differences in teachers' scores on the service dimension, core-organization dimension and autonomy dimension when teachers were grouped according to their present position.

Teachers who had taught eleven years or more scored significantly higher than teachers who had taught less than eleven years on the core-organization dimension of professionalism. Teachers who had taught over twenty-five years scored significantly higher than teachers who had taught less than five years on the colleague-professional dimension of professionalism. Teachers who had taught eleven years or more scored significantly high on the total professional score than teachers who had taught less than eleven years.

Teachers who had taught in their present school for more than twenty-six years scored significantly higher on the service dimension of professionalism than teachers who had taught in their present school for two years.

Teachers who had taught in more than ten districts scored significantly lower on the colleague-professional dimension of professionalism than teachers who had taught in less than ten school districts. However, the small number of teachers who had taught in more than ten districts may have acted to obscure the results in this case.

## II. CONCLUSIONS

### In Relation to Instrumentation

The Professional Role Orientation Scale was revised for administration to British Columbia teachers. The scale proved to be a useful research instrument to provide a multi-dimensional portrait of teachers' role orientations to their profession. It should be noted that each dimension correlated positively with each other dimension and that each dimension correlated positively and significantly with the total professional score. The largest correlation between each of the dimensions was between the core-organization and colleague-professional dimension ( $r = .28$ ). This may be interpreted to mean that less than 8 per cent of the variance of the measure of the core-organization dimension can be predicted from the variance of the colleague-professional dimension. Or, it may be concluded that for all the dimensions, less than 8 per cent of what one dimension measures is measured by any of the other dimensions. In summary it may be said that the intercorrelations among the mean scores for each dimension were low or negligible. Thus each dimension makes a unique contribution to the total professional role orientation scale.

The Local-Cosmopolitan Orientation Index was not revised for use in British Columbia. It proved to be a very discriminating instrument as Brumbaugh (1) and Sutthoff (6) had found in their studies. In addition to using the instrument to identify either locals or cosmopolitans as Brumbaugh and Sutthoff had done, an attempt was made to identify the local-cosmopolitan orientation on a continuum basis. This proved to be a very useful technique since it served to find an overall F value on

the colleague dimension of professionalism where the dichotomy type test did not reveal a significant F ratio. In this case the local-cosmopolitan continuum test revealed an F of 2.43 which was significant at the .03 level. The dichotomy test revealed an F value of 2.21 which was significant at the .08 level. Thus both the dichotomy and continuum tests of the Local-Cosmopolitan Orientation Index measured the same thing but the continuum test on the service dimension proved to measure in a more sensitive manner.

The Career Commitment test also proved to be a discriminating instrument. It demonstrated its ability to identify the committed teachers from the uncommitted when economic remuneration was removed as a factor to be considered for remaining in the profession. The fact that only 56 per cent of the teachers in British Columbia could be classified as committed to teaching deserves comment. Another 17 per cent of the respondents indicated they would remain in the education field but aspired to (1) an educational consultant or supervisory position (5 per cent), (2) an educational administrative post (3 per cent), (3) university or college teaching (9 per cent). The remaining 27 per cent would leave teaching for a non-educational occupation.

#### In Relation to a Local-Cosmopolitan Orientation and the Five Dimensional Model of Teacher Professionalism

Hrynyk (2) found that by conceptualizing professionalism in terms of professional role orientations numerous questions were raised which would require further analysis. For example, what other orientations or attitudes are included in general occupations of professionalism?

One of the most significant findings of this study was that teachers

differed in their degree of professionalism on three of the five dimensions of professionalism on the basis of a local-cosmopolitan orientation. The finding that cosmopolitans were significantly more colleague oriented and autonomy minded than locals would indicate the establishment of general trends with these two dimensions. In addition, it was found that locals were significantly more service oriented than cosmopolitans.

The confirmation of general trends on these three dimensions of teacher professionalism raises questions of whether the differences in a local-cosmopolitan orientation have an effect on staff morale, supervisory practices, administrative procedures and even more important - on pupil productivity. Generally speaking it would indicate that cosmopolitans would be more collegial with their fellow teachers and place high priority on practicing professional autonomy but would be reluctant for example, to spend extra time with pupils who were not doing well in their school work. Locals, on the other hand, would give freely of their services at any time but would not be as colleague minded as cosmopolitans or stress professional autonomy.

#### In Relation to Career Commitment and the Five Dimensional Model of Teacher Professionalism.

This study revealed significant differences in the mean scores on the service dimension of professionalism between committed and uncommitted teachers. The finding is of considerable interest and importance to school administrators. In fact it demonstrates that the 27 per cent of the teachers in British Columbia in this sample are not committed to teaching and disagree that they should provide their services whenever the need arises and whatever the circumstances.

In Relation to a Prediction of High Scores on each of the Five Dimensions and the Total Professional Score

The local-cosmopolitan orientation, career commitment and all the demographic criteria were used as independent variables and run against each of the dimensions of professionalism and the total professional score in a multiple stepwise regression analysis. The purpose of this analysis was an attempt to predict which of the independent variables was significantly contributing to the high mean scores on each of the dimensions of professionalism and the total professional score. This was accomplished by selecting only those independent variables which correlated at the .05 level or beyond with the dependent variables and then determining the percentage accounted for in each case. Table LVI gives the results of this analysis.

The findings are of considerable interest. None of the variables served as significant predictors on either the knowledge dimension or student-autonomy dimension of professionalism. This would indicate that a large amount of variation is unexplained and is due to other factors.

Four predictors accounted for a significant percentage the variance on the service dimension of professionalism. These were career commitment, number of years spent in present school, a local orientation and marital status.

Teaching experience also accounted for a significant percentage of the variance on the colleague-professional dimension of professionalism.

Teaching experience and career commitment significantly accounted for a percentage of the variance of the total professional scores.

In conclusion, it would appear that teaching experience and career



TABLE LVI

MULTIPLE STEPWISE REGRESSION ANALYSIS OF FIVE DIMENSIONAL  
MODEL OF PROFESSIONALISM AND TOTAL PROFESSIONAL SCORES  
ON THE BASIS OF INDEPENDENT VARIABLES USED IN THIS STUDY

(RESPONDENTS = 406)

Professional Role Orientation Scale	Variable entering	Percent of Variance accounted for (cumulative)	F Value	Probability Level
Knowledge	None	--	--	--
Service	(1) career com- mitment	10.57	47.73	.00
	(2) yrs. in pre- sent school	14.28	33.57	.00
	(3) local orien- tation	16.03	25.58	.00
	(4) marital status (married or other)	16.86	20.33	.00
Core-organiza- tion	(1) teaching ex- perience	8.79	38.92	.00
	(2) career com- mitment	10.18	22.83	.00
Colleague- Professional	(1) teaching ex- perience	2.48	10.28	.00
Student- Autonomy	None			
Total Professional Score	(1) teaching ex- perience	3.89	16.36	.00
	(2) career com- mitment	6.83	14.78	.00

commitment served as the best agents in predicting high scores in this study. It is of interest to note that those with fairly long teaching experience and high commitment to their careers were the ones who were most positively orientated with the core-organization dimension of professionalism. Those scoring most highly on the service orientation also presented an interesting profile. The results would indicate that married, divorced and widowed teachers with a local orientation who were highly committed to teaching and had spent a long time in their present school were the ones that provided the source for high scores on the service dimension of professionalism.

### III. FURTHER RESEARCH

At the inception of this study, some doubt had been entertained that teachers with a primarily local orientation would be found in significant numbers since all teachers in British Columbia are required to be members of the provincial teachers' federation. It was expected that a teachers' professional organization would exert a cosmopolitan orientation upon its members. It is clear, however, that the concept of a local-cosmopolitan orientation is applicable to the teaching profession and the concept may be operationalized through utilization of the Local-Cosmopolitan Orientation Index on either the dichotomy or continuum scale. The local-cosmopolitan dichotomy test revealed that 18 per cent of the teachers were locals. This compares with Brumbaugh (1) who found that 19 per cent of the teachers in his study were locals. However, the continuum scale revealed that 38 per cent of the teachers could be classified in various degrees of local orientation. For example, 7 per cent were "pure" locals, 15 per cent were "moderate" locals and approximately 15 per cent were "low" locals.

Since the Local-Cosmopolitan Orientation Index proved to be a useful research instrument it might be desirable to employ it in other areas of enquiry. For example, an administrator with a local orientation might do well in a close-knit community with a rigid value system. On the other hand, the cosmopolitan administrator who desires to institute change based on present day philosophies could expect resentment. The same situation could very well be applied to teachers.

A critical look must be given to the use of the Local-Cosmopolitan Orientation Index as a device for measuring teacher latent roles. Since the Index has not been employed since Brumbaugh's study of 1963, it is conceivable that the changing nature of society may have had some influence on the meaning of a local-cosmopolitan orientation as used in 1963.

Merton (3, p. 68) claims that latent functions represent greater departures from "common sense" knowledge about social life. He notes that research very often uncovers latent functions which produce "paradoxical" results. The seeming paradox arises from the sharp modification of familiar popular preconceptions which regards a standardized practice or "belief" in terms of its manifest functions. In other words, as long as people confine themselves to certain manifest consequences, it is comparatively simple to pass judgments upon the belief in question.

The findings of this study would indicate that such a paradox has arisen. For example, it was hypothesized that teachers' scores on the knowledge dimension of professionalism would bear a direct, positive and significant relationship with a cosmopolitan orientation.

The results of the finding of this hypothesis were contrary to

expectations. It should be noted that there was virtually no relationship between the knowledge dimension scores and the local-cosmopolitan dichotomy test ( $r = -.007$ ) and the knowledge dimension scores and the local-cosmopolitan continuum test ( $r = -.07$ ).

The association between a local-cosmopolitan orientation and scores on the knowledge dimension of professionalism shows in a limited way the application of the concept of local-cosmopolitan orientation in this analysis. To the school administrator these findings should indicate that teachers appear to be of two kinds in so far as the knowledge dimension of professionalism is concerned. That both cosmopolitans and locals have virtually the same scores on the knowledge dimension of professionalism contrasts sharply with the belief held by Blau and Scott that professionals tend to assume a cosmopolitan orientation.

In fact the meanings of the term "local" and "cosmopolitan" may have changed with the changing nature of society. One suggestion might be that while the local-cosmopolitan orientation carries with it the notion of "either local or cosmopolitan", this does not necessarily have to follow. A teacher with only a local orientation on the knowledge dimension of professionalism may have a tendency to be narrow in the scope of instituting new ideas in his field. This could result in the educational program losing some of its dynamic quality. On the other hand, a teacher with only a cosmopolitan orientation, because of his broad outlook might ignore the unique needs of his school, and as a result fail to meet the expectations and desires of the people of the community.

It would seem that a proper balance between these two extremes

should be achieved. The teacher should not only be oriented to the local situation but should also be closely 'attuned to what is happening on the larger scene.

That there was virtually no correlation between a local-cosmopolitan orientation and the knowledge dimension of professionalism would bring into question the validity of one or possibly both of the variables. It should be cautioned that it was only the relationship between the local-cosmopolitan orientation tests and the knowledge dimension of professionalism which showed virtually no correlation. The local-cosmopolitan orientation tests were directly and positively related to all other dimensions of professionalism in this study.

It seems possible that the local-cosmopolitan orientation may have been influenced by the changing nature of society to such an extent that the terms "local" and "cosmopolitan" do not have the same meaning as they did for Brumbaugh in 1963. This would suggest that other variables may be operating to reduce the effectiveness of the Local-Cosmopolitan Orientation Index. Only further research can identify what these variables are and how they may be contributing to a zero order relationship with knowledge dimension of professionalism.

Possible explanations for this finding may be due to a number of factors. One suggestion may be the influence which communications has had upon society in the past few years. The medium of television (Tel Star) cannot be discounted as a factor which may very well have served to influence a teachers orientation to the knowledge dimension of professionalism. Where the cosmopolitan teacher was characterized by his extensive reading habits, the local may now be gaining similar

knowledge through television.

In addition, such factors as the increased mobility of teachers may have had an equalizing affect on the knowledge dimension scores by both locals and cosmopolitans. This study revealed that over 46 per cent of the respondents had taught in more than three school districts. In view of the fact that 37 per cent of the respondents were under thirty years of age and over 55 per cent had less than ten years experience would suggest that teachers are on the "move."

In addition to the clue that the Local-Cosmopolitan Orientation Index may no longer be as discriminating an instrument as it once was, a close look at the questionnaire items which make up the knowledge dimension of professionalism is in order (See Appendix A - questions 18 - 23 inclusive). It would seem reasonable to suggest that items 18, 19, 21 and 23 may be measuring a teacher's attitude towards educational theory and practice, whereas items 20 and 22 may be measuring a teacher's attitude toward hiring practices and certification requirements. It does not necessarily follow that a teacher's attitude towards hiring practices and certification requirements should correlate positively with a teacher's attitude towards educational theory and practice. If such is the case then it is conceivable that locals may have scored highly on the items dealing with hiring and certification thus displaying their loyalty to their employing organization. The locals may not have scored as highly as the cosmopolitans on the items dealing with educational theory and practice. For example, one might expect cosmopolitans to score highly on item 21 which suggests a teacher's practice should be based primarily on his acquaintance with educational literature and research. In the event that these items worked at cross-purposes to each other for

locals on the one hand and cosmopolitans on the other would have the resulting effect of diminishing the correlation between locals and cosmopolitans on the knowledge dimension of professionalism. The correlation in this study ( $r = -.007$ ) may well have been a result of a local-cosmopolitan dilemma with the items on the knowledge dimension. The empirical findings of this study would suggest such a conclusion. This explanation of the results, however, is rationalization after the fact and must be treated with considerable caution.

A very interesting field of research is open in the field of local-cosmopolitan orientations and the changing characteristics which may have arisen as a result of the changing nature of society in the past few years. In particular a comparative study of teachers' latent role identification and a more elaborate device to measure the knowledge dimension may well prove to destroy a long-held myth that cosmopolitans are more knowledge oriented than locals. Further research of local-cosmopolitan orientations is needed to validate presently held beliefs since concepts have to be validated from time to time and from region to region.

It is interesting to speculate about the reasons why younger teachers who are single and have a cosmopolitan orientation do not score high on the service dimension of professionalism. Are older teachers more sympathetic to the needs of their clients? Do teachers who have been in one school for a long period of time feel more "involved" in the school learning process and are more willing to serve their clients than teachers new to the school? Do locals feel more of an obligation to the community than cosmopolitans and as a result express this obligation in the form of additional services? Why does a teacher need experience

before he becomes positively associated with his professional organization? And why does teaching experience make teachers more collegial? More research is needed to clarify these issues.

#### IV. IMPLICATIONS

It is very clear that teachers with the least experience scored lowest on the core-organization and colleague-professional dimensions of professionalism as well as the total professional score. One of the implications arising from this study relates to the professional preparation and induction programs for teachers. A study of the professional attitudes of teachers in Alberta by Ratsoy (4) revealed that experienced teachers expressed attitudes in considerable accord with the "official" policy of the Alberta Teachers' Association. He suggested that this may be explained by the fact that the written policy of the ATA reflected the collective opinions of practicing Alberta teachers (4, p. 33).

These findings have implications for school administrators and the staffs of professional preparation programs for teachers. As Ratsoy (4, p. 33) points out, administrators should be sensitive to the possible attitude differences between novices and experienced teachers. He suggests that programs of induction might be planned whereby different kinds of experiences be available to novices to orient them to the profession. In addition, teacher preparation programs might provide greater opportunity for teaching candidates to interact closely with practicing teachers during their preparation period so that induction into the profession is easily facilitated.

This study also has implications for the British Columbia Teachers' Federation. It is the B.C.T.F. which enforces the standards of conduct,



codes of ethics and speaks for the profession within the province. The results of this study would indicate that the B.C.T.F. might turn its attention to these five dimensions in order to advance professionalization. One dimension in particular needs immediate attention. This is the core-organization dimension and the attitudes which inexperienced teachers have towards it. Teachers with less than five years experience indicated that they were undecided or disagreed with the principles underlying the role of the professional organization for teachers. In addition, the B.C.T.F. should be concerned that 27 per cent of the teachers in the province are not committed to the field of education.

Since it has been shown that a local-cosmopolitan orientation has had implications for the analysis of teacher professionalism as analysed by a five dimensional model, the local-cosmopolitan orientation may also have implications for the analysis of organization problems within the school. Research in the area of local-cosmopolitan orientations of teachers and administrators could contribute some better understanding of staff relations. Such factors as conflict, satisfaction, confidence in leadership, bureaucratization, morale and the like, may in some measure be closely related to differences in orientation of teachers and administrators.

## REFERENCES FOR CHAPTER VI

- (1) Brumbaugh, Robert B., "A Test of the Effectiveness of Certain Concepts from Reference Group Theory in Predicting Teacher-Attitude toward School District Reorganization," (Unpublished Ed.D. dissertation, Pennsylvania State University, 1963).
- (2) Hrynyk, Nicholas P., "Correlates of Professional Role Orientation in Teaching," (Unpublished Ph.D. dissertation, The University of Alberta, Edmonton, 1966).
- (3) Merton, Robert K., Social Theory and Social Structure, (New York: The Macmillan Company, 1957).
- (4) Ratsoy, E.W., "Professional Attitudes of Prospective Teachers," The Canadian Administrator, V, (May, 1966).
- (5) Robinson, Norman, "A Study of the Professional Role Orientations of Teachers and Principals and their Relationship To Bureaucratic Characteristics of School Organizations," (Unpublished Ph.D. dissertation, the University of Alberta, Edmonton, 1966).
- (6) Sutthoff, John, "Local-Cosmopolitan Orientation and Participation in School Affairs," Administrator's Notebook, IX, (November, 1960).

## BIBLIOGRAPHY

## BIBLIOGRAPHY

## A. BOOKS

- Blau, Peter M., and Scott, W. Richard, Formal Organizations: A Comparative Approach, (San Francisco: Chandler Publishing Company, 1962).
- Carr-Saunders, A.M., and Wilson, P.A., The Professions, (London: Frank Cass and Company Ltd., 1964).
- Charters, W.W., Jr., "The Social Background of Teaching," in Gage, N.L., Handbook of Research on Teaching, (Chicago: Rand McNally and Company, 1963).
- Corwin, Ronald G., A Sociology of Education, (New York: Meredith Publishing Company, 1965).
- Etzioni, Amitai, Modern Organizations, (Englewood Cliffs, Prentice-Hall Inc., 1964).
- Ferguson, George A., Statistical Analysis in Psychology and Education, (New York: McGraw-Hill, Inc., 1966).
- Garrett, Henry E., Statistics in Psychology and Education, (New York: David McKay Company, Inc., 1958).
- Getzels, J.W., and Jackson, P.W., "The Teacher's Personality and Characteristics," in Gage, N.L., Handbook of Research on Teaching, (Chicago: Rand McNally and Company, 1963).
- Gouldner, Alvin W., "Organizational Tensions," in Merton, R.K., Sociology Today, (New York: Basic Books, 1959).
- Kish, L., Survey Sampling, (New York: John Wiley and Sons, 1965).
- Liebermann, Myron, Education as a Profession, (New York: Prentice-Hall Inc., 1956).
- Mason, Ward, "Sex Role and the Career Orientation of Beginning Teachers," in Charters, W.W. Jr., Readings in the Social Psychology of Education, (Boston: Allyn and Bacon, Inc., 1964).
- Merton, Robert K., Social Theory and Social Structure, (New York: The Macmillan Company, 1957).
- Moser, C.A., Survey Methods in Social Investigation, (London: William Heinemann, 1958).
- Presthus, Robert, The Organizational Society, (New York: Knopf Inc., 1962).
- Siegel, S., Nonparametric Statistics for the Behavioral Sciences, (New York: McGraw-Hill Inc., 1956).

Winer, B.J., Statistical Principles in Experimental Design, (New York: McGraw-Hill, Inc., 1962).

#### B. ARTICLES

Bennis, Warren G., "Reference Group and Loyalties in the Out-Patient Department," Administrative Science Quarterly, 2, (1957-58), pp. 481-500.

Charters, W.W., Jr., "Survival in the Profession: A Criterion for Selecting Teacher Trainees," Journal for Teacher Education, 7, (1956), pp. 253-255.

Corwin, Ronald G., "Professional Persons in Public Organizations," Education Administrative Quarterly, 1, (Autumn, 1965), pp. 1-22.

Gouldner, Alvin W., "Locals and Cosmopolitans: Toward an Analysis of Latent Social Roles," I and II, Administrative Science Quarterly, 2, (1957), pp. 281-306 and pp. 444-480.

Kleinman, Lou, "A New Dimension in Teacher Selection," The Journal of Educational Sociology, 34, (1960-61), pp. 24-33.

Sells, Saul B., and Trites, David K., "Attitudes," Encyclopedia of Educational Research, (3rd ed.), pp. 102-115.

Terrier, F.W., "Who Things What About Education?" American Journal of Sociology, 59, (1953), pp. 150-158.

Ratsoy, W.E., "Professional Attitudes of Prospective Teachers," The Canadian Administrator, V, (May, 1966).

Sutthoff, John, "Local-Cosmopolitan Orientation and Participation in School Affairs," Administrator's Notebook, IX, (1960) pp. 1-4.

Wilensky, Harold L., "The Professionalization of Everyone," American Journal of Sociology, 70, (1964), pp. 137-157.

#### C. MISCELLANEOUS SOURCES

Brumbaugh, Robert B., "A Test of the Effectiveness of Certain Concepts from Reference Group Theory in Predicting Teacher-Attitude toward School District Reorganization," (Unpublished Ed.D. dissertation, Pennsylvania State University, 1963).

Corwin, Ronald G., The Development of An Instrument for Examining Staff Conflict in the Public Schools, (Columbus: Ohio State University, 1964).

- Elliott, Arthur H., "An Investigation of School Organizational Variables and Their Relation to the Principal's Receptivity to Innovation: An Exploratory Study," (Unpublished Ed.D. dissertation, The University of California, Berkeley, 1967).
- Hrynyk, Nicholas P., "Correlates of Professional Role Orientation in Teaching," (Unpublished Ph.D. dissertation, The University of Alberta, Edmonton, 1966).
- Robinson, Norman, "A Study of the Professional Role Orientations of Teachers and Principals and their Relationship to Bureaucratic Characteristics of School Organizations," (Unpublished Ph.D. dissertation, The University of Alberta, Edmonton, 1966).

APPENDICES

APPENDIX A

TEACHERS' QUESTIONNAIRE



INSTRUCTIONS

The following items are quite relevant to the study and were designed so that your anonymity might be assured yet certain self-descriptive information be gained from your answers. Please respond by indicating a check mark in the blank of the one response which more closely identifies you.

SECTION A:

1. Sex

1.  Male  
 2.  Female

2. Marital Status

1.  Single  
 2.  Married  
 3.  Member of a religious order  
 4.  Other

3. Present Position

1.  Regular classroom teacher  
 2.  Department head teaching more than half-time  
 3.  Department head teaching half-time or less  
 4.  Vice-Principal or Principal teaching more than half-time  
 5.  Vice-Principal or Principal teaching half-time or less  
 6.  Other (specify) \_\_\_\_\_

4. Teaching Level (if you are involved with more than one level check only your major responsibility)

1.  Primary grades  
 2.  Intermediate grades  
 3.  Junior high grades  
 4.  Senior high grades

5. Do you usually feel more satisfied with a teachers' meeting in which there is a discussion about: (check one of the following blanks)

- a controversial local issue      1.   
 a controversial national issue    2.

6. Do you usually feel more satisfied after a teachers' meeting which features: (check one of the following blanks)

an outstanding local speaker 1. \_\_\_\_\_  
 an outstanding outside speaker 2. \_\_\_\_\_

7. Some people have said that the teaching profession is composed of two types of persons: (indicate by a single check mark in one of these four blanks which type of person you are like)

	I am a little like this type of person	I am very much like this type of person
Persons who are more interested in local problems	2. _____	1. _____
Persons who are more interested in problems everywhere	3. _____	4. _____

8. Academic and Professional Training (check one of the following blanks)

1. \_\_\_\_\_ Letter of permission  
 2. \_\_\_\_\_ I hold a teaching certificate but do not hold a university degree  
 3. \_\_\_\_\_ B.Ed. (elementary)  
 4. \_\_\_\_\_ B.Ed. (secondary)  
 5. \_\_\_\_\_ Bachelor's degree in a faculty other than education plus one year teacher training  
 6. \_\_\_\_\_ Bachelor's degree in a faculty other than education plus old (post-graduate) B.Ed.  
 7. \_\_\_\_\_ Master of Education Degree  
 8. \_\_\_\_\_ Other (please specify) \_\_\_\_\_

9. What newspapers do you subscribe to? (indicate names of newspapers in the blanks provided below)

1. \_\_\_\_\_ 3. \_\_\_\_\_  
 2. \_\_\_\_\_ 4. \_\_\_\_\_

10. What magazines do you subscribe to? (indicate names of magazines in the blanks provided below)

1. \_\_\_\_\_ 4. \_\_\_\_\_  
 2. \_\_\_\_\_ 5. \_\_\_\_\_  
 3. \_\_\_\_\_ 6. \_\_\_\_\_

11. How many school districts have you taught in since you started teaching?
- |                 |                       |
|-----------------|-----------------------|
| 1. _____ 1 only | 4. _____ 4 to 7       |
| 2. _____ 2      | 5. _____ 7 to 10      |
| 3. _____ 3      | 6. _____ more than 10 |
12. What groups or organizations are you a member of? (use as many of the blanks as needed)
- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |
13. Number of years in present school (count the present year as a full year)
- |                  |                               |
|------------------|-------------------------------|
| 1. _____ 1 year  | 5. _____ 5 years              |
| 2. _____ 2 years | 6. _____ 6 years to 15 years  |
| 3. _____ 3 years | 7. _____ 16 years to 25 years |
| 4. _____ 4 years | 8. _____ 26 or more years     |
14. What is your age? (check appropriate blank)
- |                   |                  |
|-------------------|------------------|
| 1. under 20 _____ | 4. _____ 41 - 50 |
| 2. 20 - 30 _____  | 5. _____ 51 - 60 |
| 3. 31 - 40 _____  | 6. _____ over 60 |
15. What is the approximate size of the community where you were raised? (check appropriate blank)
- |                          |
|--------------------------|
| 1. less than 1,000 _____ |
| 2. 1,000 - 5,000 _____   |
| 3. 5,000 - 10,000 _____  |
| 4. 10,000 - 50,000 _____ |
| 5. over 50,000 _____     |
16. How many years have you been teaching? (check appropriate blank) (count present year as a full year)
- |                            |
|----------------------------|
| 1. less than 5 years _____ |
| 2. 6 - 10 years _____      |
| 3. 11 - 15 years _____     |
| 4. 16 - 25 years _____     |
| 5. over 25 years _____     |
17. If you inherited enough money to live comfortably would you: (check one of the following blanks)
- |  |
|--|
| 1. _____ leave teaching for a non-educational occupation,                      |
| 2. _____ leave teaching for an educational administrative post,                |
| 3. _____ leave teaching for an educational consultant or supervisory position, |

4. \_\_\_\_\_ leave teaching for university or college teaching.  
 5. \_\_\_\_\_ continue teaching?

#### SECTION B: ROLE ATTITUDES OF TEACHERS

The following section is designed to measure teachers' attitudes to their role. There are five possible answers to each statement.

STRONGLY AGREE	(SA)
AGREE	( A)
UNDECIDED	( U)
DISAGREE	( D)
STRONGLY DISAGREE	(SD)

For each statement circle the answer which indicates your attitude towards the statement.

- |  |    |   |   |   |    |
|--|----|---|---|---|----|
| 18. It is vital to his effectiveness that the teacher should possess a thorough knowledge of his subject matter.                                 | SA | A | U | D | SD |
| 19. Persons should be evaluated primarily on the basis of their ability to communicate knowledge.  | SA | A | U | D | SD |
| 20. Schools should hire no one to teach unless the person holds at least a bachelor's degree in education.                                       | SA | A | U | D | SD |
| 21. A teacher's practice should be based primarily on his acquaintance with educational literature and research.                                 | SA | A | U | D | SD |
| 22. Persons who do not meet the present British Columbia certification requirements should be allowed to teach because of the teacher shortage.* | SA | A | U | D | SD |
| 23. Knowledge of educational theory is vital for effective teaching.   | SA | A | U | D | SD |
| 24. Teachers should be expected to give after-hours instruction to pupils who are not doing well in their school work.                           | SA | A | U | D | SD |
| 25. I would rather teach than do anything else for a living.   | SA | A | U | D | SD |

26. Because of what I am able to do for society, I would continue to teach even if I could earn more money at another vocation. SA A U D SD
27. A teacher should be prepared to devote the whole of his working lifetime to the occupation of teaching. SA A U D SD
28. A teacher should encourage as many of his students as possible to enter teaching as a vocation. SA A U D SD
29. A teacher should promote what he deems to be needed social changes through his contact with students in schools. SA A U D SD
30. Membership in the British Columbia Teachers' Federation should be more important to teachers than membership in most other organizations to which they belong. SA A U D SD
31. I do not feel that I am a real integral part of the provincial Federation.\* SA A U D SD
32. If I had the choice I would not belong to the British Columbia Teachers' Federation at the provincial level.\* SA A U D SD
33. Only the B.C.T.F. should speak for all teachers on professional matters. SA A U D SD
34. In case of a dispute between the B.C. Teachers' Federation, at the provincial level, and some other provincial authority or agency, the teacher owes his prime loyalty to the B.C.T.F. SA A U D SD
35. The British Columbia Teachers' Federation is the best body to oversee the enforcement of a code of ethics for teachers. SA A U D SD
36. Teachers should try to live up to what they think are the standards of the profession even if the administration or the community does not seem to respect these same standards. SA A U D SD
37. One primary criterion of a good school should be the degree of respect that it commands from other teachers around the province. SA A U D SD

- |     |  |             |
|-----|--|-------------|
| 38. | Teachers should subscribe to and read the major professional journals.   | SA A U D SD |
| 39. | A teacher should not try to put what he believes to be standards and ideals of good teaching into practice if the procedures of the school prohibit them.* | SA A U D SD |
| 40. | A teacher should be a member of at least one specialist association and should take an active part in it.  | SA A U D SD |
| 41. | A teacher should not give more consideration to the views of other teachers than to those of the public.   | SA A U D SD |
| 42. | Unless a teacher is satisfied that it is best for the student, a teacher should not do anything which someone else tells him to do.                        | SA A U D SD |
| 43. | A teacher should not do anything that may jeopardize the interests of his students, regardless of who gives the directive or what school rules state.      | SA A U D SD |
| 44. | Small matters should not have to be referred to someone higher up for a final answer.  | SA A U D SD |
| 45. | The ultimate authority over the major educational decisions should be exercised by qualified teachers.   | SA A U D SD |
| 46. | Decisions concerning textbooks, references and courses of study should be made by teachers or groups of teachers and not by the Department of Education.   | SA A U D SD |
| 47. | Teachers should not be any more concerned than they are at present about the adequacy of the schools' programs for all students.*                          | SA A U D SD |

\*Scored negatively

APPENDIX B

CORRESPONDENCE

# SIMON FRASER UNIVERSITY

PROFESSIONAL FOUNDATIONS



BURNABY 2, BRITISH COLUMBIA

Telephone 291-3111 Area code 604

March 10, 1969

Mr. C.D. Ovans  
General Secretary  
British Columbia Teachers' Federation  
#105-2235 Burrard Street  
Vancouver, B.C.

Dear Mr. Ovans:

This letter is to inquire if the British Columbia Teachers' Federation would be willing to assist in a research study which I am conducting in the Department of Professional Foundations at Simon Fraser University. Dr. Norman Robinson is my senior adviser.

The purpose of the study is to investigate the relationships of certain role characteristics and attitudes among British Columbia school teachers. An important variable in the study will concern career commitment.

In order to accomplish this project I would like to send a questionnaire to a random selection of 700 teachers affiliated with the Federation. The questionnaire is designed so that questions can be answered by a single check or a word. Special precautions will be taken to ensure the anonymity of the respondents. No names will be required on the questionnaire and only composite information will be reported in the final analysis.

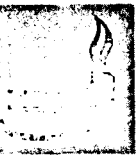
It would be greatly appreciated if you would give me authorization to conduct this study and assist me in gathering the names and addresses of a random selection of active teachers in the B.C.T.F. I am sure the results of the study should prove to be of particular interest to you and I will be most happy to discuss them with you as soon as the analysis is completed.

Sincerely,

Howard Branscombe

HB:nr





# BRITISH COLUMBIA TEACHERS' FEDERATION

General Secretary, C. D. Ovans

105-2235 BURRARD STREET, VANCOUVER 9, B.C. TELEPHONE 731-8121

March 31, 1969.

Mr. Howard Branscombe,  
Professional Foundations,  
Simon Fraser University,  
Burnaby 2, B. C.

Dear Mr. Branscombe:

This is to advise, in reply to your letter of March 10, 1969, that the BCTF is willing to offer assistance in your research study which has for its purpose "to investigate the relationships of certain role characteristics and attitudes among British Columbia school teachers."

We shall make our records available to you so that you may make a random selection of 700 teachers affiliated with the Federation to receive your questionnaire.

It would seem that the results of the study will be of particular interest to the BCTF. We are happy to have your assurance that you will discuss the results with us as soon as the analysis is completed.

Yours sincerely,

C. D. Ovans,  
General Secretary.

CDO :jg

# SIMON FRASER UNIVERSITY

PROFESSIONAL FOUNDATIONS



BURNABY 2, BRITISH COLUMBIA

Telephone 291-3111 Area code 604

March 10, 1969

Dear Teacher:

You are one of a number of teachers who has been selected randomly to participate in a research study. Permission has been granted to me to conduct this survey by the President and General Secretary of the British Columbia Teachers' Federation and the Department of Professional Foundations at Simon Fraser University. May I ask for your cooperation?

The purpose of this study is to investigate certain role characteristics and attitudes of teachers in British Columbia. The data collected will be used for a thesis which I am writing for the degree, Master of Arts in Educational Administration, at Simon Fraser University. Dr. Norman Robinson is my senior advisor.

The enclosed questionnaire has been compiled so that your responses may be brief and easily completed. Please be candid in your responses. You are NOT asked to place your name on the questionnaire to ensure anonymity. Only composite information will be reported in the thesis.

To tell you a little about myself; I have a B.A. from the University of Windsor (Ontario) and an Ontario Specialists' Certificate in History from the University of Western Ontario. I completed my teacher training at the Ontario College of Education of the University of Toronto. At present I am on leave from the Elgin County School Board in Ontario where I am employed as a Vice-Principal at the East Elgin Secondary School.

In order that this study may be reasonably valid I must have a high percentage of returns. A stamped, self-addressed envelope is enclosed for convenience. Please do not seal the envelope. I would be very grateful if you would find time to complete the questionnaire within the next few days. May I extend my thanks in anticipation of your cooperation.

Yours sincerely,

Howard Branscombe

HB:nr  
Enclosure