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Signature Stephen D. Hoppes

Date August 6, 1974

PARENT'S ATTITUDES TOWARD A MALE FIRST GRADE TEACHER

by

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ABSTRACT

This investigation measured the differences that exist between parents' attitudes towards a male first grade teacher as compared to a female first grade teacher. The population of the study was all first grade students in Helena School District No. 1, Helena, Montana for the 1973-1974 school year. Questionnaires were sent to the guardians of a sample population of these first graders.

Nine hypotheses were advanced to analyze parents' attitudes towards a male first grade teacher as compared to a female first grade teacher concerning the following areas: (1) the child's progress; (2) the child's identification with the teacher; (3) the classroom atmosphere; (4) the child's motivation; (5) the ability of the first grade teacher to influence a first grade child; (6) the ability of the teacher to provide for individual differences; (7) the ability of the teacher to enhance a child's self-satisfaction; (8) the ability of the teacher to have insight into problems of the child; and (9) the degree of teacher patience with the child.

Chi square was used as a statistical treatment to analyze hypotheses A, B, C, D, E, F, G, H, and I. The level of significance required to reject the null hypotheses was set at the .05 level of significance.

The parents were asked how they felt concerning: (1) how a male teacher would tend to promote masculine behavior patterns in first grade boys and girls; (2) how a female teacher would tend to promote feminine behavior patterns in first grade boys and girls; (3) the need for more male first grade teachers; and (4) the preference of the sex of a first grade teacher for their child. The results of these statements were reported using percentages.

Summary of the findings were:

1. The examination of results indicated that there was no significant difference in parents' attitudes toward a male teacher as compared to a female first grade teacher.
2. Parents felt that a male first grade teacher would promote masculine behavior patterns in boys but not in girls.
3. Parents felt that a female first grade teacher would promote feminine behavior patterns in girls but not in boys.
4. Parents felt that there was a greater need for more male teachers in the first grade.
5. Parents indicated no preference for a first grade teacher of their child.

Chapter 1

INTRODUCTION

A child spends approximately one-fourth of his day at school. Many things influence him during this time. During his school years, he develops positive and negative attitudes toward principals, teachers, and other students. These attitudes are generally formed during his early childhood education and carried throughout his life.

Parents are concerned about the attitudes of their children. It is not uncommon to hear comments referring to school and teachers as the cause of a child's positive and/or negative attitudes. Even children, later in life, will refer to a certain teacher, principal, or peer as being most influential upon his life. Although the attitudes of the child are of great importance, it is impossible to deal with all attitudes formed by a child and reflected by his parents in his school years in one paper. Therefore, this paper will concentrate on an attempt to determine whether the attitudes of the parent's of first grade students differ toward a male first grade teacher as compared to a female teacher.

Statement of the Problem

The purpose of this study is to analyze the attitudes of parents of first grade students toward a male first grade teacher in Helena School District No. 1, Helena, Montana.

The attitudes of the parents were analyzed to see how they felt a male teacher would affect the total development of a child in first grade. Parental attitude is one problem confronting school districts considering the placement of men in first grade classrooms.

Need for the Study

The total development of each child is necessary. Part of this total development is his/her psychological development. The child's identification with a male image is part of this development. When there is a lack of a male image, different psychological behaviors may take place as stated by McCandless:

> Boys without male models in early childhood are likely to be relatively effeminate, or in some cases, reactively aggressive and even violent, probably as compensation. Sex typing seems to be delayed and psychosexual disturbances seem to be more frequent than among boys who have known close male models (particularly fathers), and school achievement lags behind that of boys of the same ability level, but who have fathers available to them. While less dramatic results have been revealed for girls, similar impediments occur for girls (1972:2).

This study is necessary to serve as a guide to teachers, parents, administrators, and communities considering the hiring of male teachers to aid in the total development of the child.

Few studies have been conducted regarding the attitudes of parents of first grade students with a male teacher and it is becoming increasingly important. This importance is caused by an increased number of men interested in teaching at the first grade level.

Questions To Be Answered'

Questions to be used must be broad enough to be answered by parents from varied backgrounds and yet detailed enough to provide adequate analysis. The following specific questions will be examined.

1. Do differences exist between the way parents feel toward students' progress with a male teacher as compared to a female teacher in the first grade?

2. Do parents feel there would be a difference between how a child identifies with a male teacher as compared to a female teacher in the first grade?

3. Do parents feel there would be a difference between the classroom atmosphere in the first grade by a male teacher as compared to a female teacher?

4. Do differences exist between the way parents feel a student could be successfully motivated by a male teacher as compared to a female teacher in the first grade?

5. Do differences exist between the way parents feel a student would be positively influenced in first grade by a male teacher as compared to a female teacher?

6. Do differences exist between the way parents feel individual differences of a child would be provided for by a male teacher as compared to a female teacher in first grade?

7. Do differences exist between the way parents feel a child's

self-satisfaction could be enhanced in the first grade by a male teacher as compared to a female teacher?

8. Do differences exist in parental feelings towards teacher insight into problems of first grade students when comparing male and female teachers?

9. Do differences exist in parental feelings towards teacher patience with first grade students when comparing male and female teachers?

10. Do differences exist between the way parents feel a male first grade teacher would tend to promote masculine behavior patterns in first grade girls as compared to first grade boys?

11. Do differences exist between the way parents feel a female first grade teacher would tend to promote feminine behavior patterns in first grade girls as compared to first grade boys?

12. Do the parents of first grade students feel there should be more male first grade teachers?

13. What is the teacher preference, male or female, of parents of first grade students?

General Procedure

The study was comprised of the population of all first grade students in School District No. 1, Helena, Montana.

Each first grade class was assigned a number and the sample for this study was chosen from the population using a table of randomly

assorted numbers and a numerical list of classes to represent the population.

After the determination of the sample of the population, the researcher mailed questionnaires to the parents of those first grade students. A follow-up letter was sent in order to insure a higher rate of return. The researcher collected and analyzed the data from the sample population. The use of chi square analysis was used for questions one through nine (pages 3 and 4). The compiled data in questions ten through thirteen (page 4) was reported using percentages.

Limitations

The evaluation of this study was restricted due to the following limitations:

1. Parents in Helena School District No. 1 have had experiences with a limited number of male first grade teachers.

2. The researcher was, at the time of the study, the only male first grade teacher in Helena School District No. 1.

3. The sample population did not represent randomized individuals but rather randomized classes.

4. The study was of only one school district.

Definitions of Terms

For the purpose of this study, the following definitions of terms will be applicable.

Attitude. The manner of acting, feeling, or thinking that shows one's disposition or opinion (Webster, 1963:122).

Effeminate. Having unsuitable feminine qualities, unmanly (Webster, 1963:265).

Psychological development. Mental growth of a human from infancy to maturity (Morse, 1962:2).

Parent. Guardian of first grade child (Webster, 1963:612).

Sex type. Model of the male or female sex which the child identifies with (Thurman, 1959:20).

Summary

This study was conducted in Helena School District No. 1 for the purpose of the comparison of attitudes of parents of first grade students with reference to male first grade teachers.

In this study, an attempt was made to answer the question, "What are the parents' feelings towards a male first grade teacher?" A study of this nature may aid administrators and/or school boards considering a male teacher for the first grade classroom.

Limitations of the study reflect the newness of the male teachers in first grade classrooms and their importance in education. It is a study of only one school district and, therefore, limited in scope. It may be several years before enough data and statistics can be accumulated to determine whether or not more male teachers should be hired at the first grade level.

Chapter 2

REVIEW OF RELATED LITERATURE

In reviewing related literature concerning male first grade teachers, the researcher considered the history of teachers and some of the important aspects related to men and women teachers. Also viewed were the effects of women teachers in the elementary school on students. Men teachers have become more prominent in the elementary school, and some of their possible effects on students are presented in this chapter.

Emergence of Teaching

In the years of colonial United States, the teachers were primarily male. In most cases, these men had very little education.

The view of the people as stated in the following quote gives us an insight into the reasons why the male sex was the teacher of those times.

> In the public mind, woman's place was in the home, not the classroom. The reliance upon the "rod for correction" for curbing the fractious spirits of boys was a further reason for limiting the personnel of the teaching profession to the male sex (Elsbree, 1939:52).

One would be in error to say that during the colonial period only male teachers were employed by the public. Those women that were employed usually taught in the summer months from April to September while the men worked in the fields. Those women that taught during this period of our history were chiefly responsible for the younger children and, in many colonies, the children of the poor.

Furthermore, female teachers received little recognition, either in terms of compensation or in the position accorded them in the community. Women were paid salaries half of what the male teacher made during this period (Elsbree, 1939:70).

Before 1830 the teaching profession was made up almost entirely of men. During the colonial period and for a few decades after the Revolutionary War, women played a minor role in the work of the public schools. By tradition teaching had been a masculine task. This, plus the fact that women were uneducated as a class, tended to prevent them from being considered whenever there were vacancies (Elsbree, 1939:199).

There are many factors which led to changing the point of view of the public with respect to the tradition that women should be the slaves of man and remain in the home. Several of these factors that allowed more women to enter the teaching profession are as follows.

1. While men continued for years to scoff at equal rights, they nevertheless gradually began to modify their attitude toward the place of women in society. This was first evidenced by their willingness to provide them with a measure of educational opportunity. A larger portion of the women were admitted to schools of higher learning.

2. In 1642 the colonial legislature of Massachusetts passed a general education law applying to all parts of the colony. It required all parents to see that their children were taught to read, learn major laws, know catechism, and learn a trade. It authorized and required the town officials to see that parents obeyed the law and levy fines upon parents who disobeyed (Butts, 1960:33).

There was, therefore, an increase in the number of primary schools. It was felt that women were capable of teaching the primary children because they could handle the discipline problems which involved these younger children.

3. More and more of the educational leaders of this period were advocating an increase in female teachers in the common schools.

4. As the number of schools increased, additional women teachers were hired because there were not enough men teachers to fill the teaching positions.

5. During the Civil War, many men teachers were called to duty. While many of them lost their lives on the battlefield, more of them came back to enter occupations which promised larger financial returns than did teaching.

Teacher Trends

Through the years the woman teacher has become more prominent in the elementary classroom to where 85 per cent or more of the teaching staffs are female (Yee, 1973:128).

Many sources state that the American elementary schools are overly feminine in orientation and less suited to boys than girls (Brophy and Good, 1973:564). This viewpoint raises several questions. Two of these questions and their treatment are as follows.

1. Do female teachers favor girls? Studies have indicated that teachers frequently reinforce both sexes for feminine behavior and

seldom reinforce masculine behavior, even in boys. Thus, the teachers were exerting a feminizing influence on children of both sexes. This was counteracted by peer reinforcement, however. Boys tended to reinforce boys and girls to reinforce girls, and both sexes tended to reinforce behaviors association with their own sex (Brophy and Good, 1973:564).

2. Are female teachers ineffective with male students? In studies upon this subject, it has been found that female teachers are better teachers of girls (Brophy and Good, 1973:564). It has been found that if the curriculum is boy oriented, or if the reading books have a higher interest rate for boys, the boys will progress as well as the girls in reading ability. It also has been revealed that the teachers have lower expectations for boys than girls regarding reading readiness and motivation for reading, and that the children believed the boys were often criticized and given fewer chances to read in reading groups than were girls (Brophy and Good, 1973:565).

It is the conclusion of Brophy and Good that a female teacher is not less capable of teaching than male teachers. They state that the achievement differences favoring girls over boys typically found in American schools results from an interaction between the role of the student and the sex role expectations applied to boys and girls in our society. The sex of the teacher has little to do with the achievement of the student. Boys and girls grow up conforming to sex role

stereotypes, as defined by our society. The feminine role fits nicely with the student role, but the male role does not.

While there is a great deal of information about elementary school teachers in general, there is a lack of information about men elementary teachers and specifically male primary teachers. Since this study dealt with parents' attitudes toward a male first grade teacher, research applying to male teachers will be applied to this basic idea.

Need for Male Teachers in Elementary Schools

The justification of male elementary teachers as stated by John Driggs in his doctoral dissertation "Characteristics and Certain Opinions of the Male" are:

1. Men are needed to balance the feminine influence.

> Perhaps the man teacher's greatest contribution is to instill into those boys those great lessons--a clean heart, courage in adversity, the zeal to win fairly and honorably, the meaning and necessity for self-sacrifice, and a generosity of heart and spirit. From his women teachers a boy learns something of grace and courtesy, of love and refinement. From a man a boy learns something of hardiness, tenacity, confidence, and high adventure (1966:29).

Just as the child benefits from the influence and presence of both parents, the child also benefits from the presence of both men and women teachers in the elementary schools.

Consciously or unconsiously, many children tend to use their teachers as models. Thus, having teachers of both sexes gives the children an opportunity to escape identifying with, or rejecting entirely,

either of the sexes. While the man teacher is a model, he is also a representative and interpreter of the masculine viewpoint for girls and provides an example of intellectual leadership for the boys (Thurman, 1959:23).

Men teachers help children to develop normally. For the normal emotional and social development of children it is generally believed they must be closely associated with both men and women. It is therefore reasoned that one of the obligations and functions of the elementary school is to aid in this development by providing children with men as well as women teachers. Pointing out that children need the guidance, the affection, and the understanding offered by both men and women. Some question whether a child can adjust to society if he is deprived of normal relationships with men during the school day (Clapp, 1967:27).

2. Men help maintain discipline in the school. The ability to maintain discipline is stressed as one of the major contributions. The man teacher must be able to "step in" and discipline students of other classes. However, he must not be used as a threat by the women teachers. Women teachers should provide the greatest share of their own discipline or they will lose the respect and control of their classroom. The background of the students is important in discipline. If male students come from homes where male dominance is very strong, women teachers face potential disciplinary problems, for among such groups the mother is to

be loved, not necessarily obeyed. This becomes significant when the concept is transferred to the school and then related to the sex of the teacher.

To aid in the normal development of students men teachers are needed in our schools. Men teachers can act as father substitutes especially for children who come from homes where the father is deceased, away from home much of the time, or not living with the family.

Men have the opportunity to introduce to children the masculine temperament--i.e., that men have a wider viewpoint than women teachers, are more audacious, and are less patient of routines (Driggs, 1966:28). From the male teacher the boys and girls learn the masculine viewpoint which affects their personalities and helps them understand their sex roles.

It has been observed that continued identification with the mother is appropriate for the girl but the boy must shift to a masculine identification sometime in his early years, if he is to develop a normal masculine personality. This may not be obtained if the boy is not exposed to a male model.

Sex role identification involves the boy's discovery and successful use of male patterns in social interaction in his attempts to establish himself as a male who "does male things." Therefore, boys probably seek those individuals, groups, and institutions which offer the most available and acceptable models which are congruent with their

sex role preferences and expected sex role behaviors (Clapp, 1967:8).

It is also the conclusion of some authors that the success of the teacher in the elementary school depends upon his/her abilities and not upon his/her sex. "It would be superficial to approach the problems and needs of the schools from sex alone (Yee, 1973:133)."

Summary

Research has shown that in colonial times the majority of the teachers were men, partly because of the stricter discipline of the times as compared with today and partly because of the American "class system" of the time which kept the women in the home.

After the 1830's, women teachers started to become prominent in education. Women had proven themselves capable of working outside the home and also proven their ability to teach and control a classroom. In an article by Albert H. Yee, it was stated that at the present time 85 per cent or more of the elementary teachers are female.

Other research has indicated that there is a need for more male teachers in the elementary grades to balance the feminine influence, to help maintain discipline in the school, and to help children develop normally. The success of a teacher is not determined by the sex but by his or her abilities.

A first grade teacher needs patience, firmness, and above all a loving personality to relate these qualities to the students. A male or female teacher is certainly capable of teaching first grade--not all

males--not all females. A first grade teacher has to be someone very special with a genuine love for children.

Chapter 3

PROCEDURES

The purpose of this study was to compare the attitudes of first grade students' parents in Helena School District No. 1, Helena, Montana, in relation to a male first grade teacher as opposed to a female first grade teacher. The study is limited as stated in Chapter 1, page 5. Questionnaires were mailed to a sample of the population, and data from the questionnaires was analyzed using chi square as a statistical treatment.

Population Description and Sampling Procedure

The population of the study was all guardians of first grade students in Helena School District No. 1, Helena, Montana for the school year 1973-1974. The total population number was 442 students as of June 5, 1974. Students from ten elementary schools were included in the population. All socio-economic levels, academic levels, and cultural groups were included in the population. The population was sampled in the following manner. Each class of the population was assigned a number. A sample of eighty-five students, involving four classes, was chosen from the population by using a table of randomly assorted numbers and a numerical list of classes to represent the total population. A questionnaire was mailed to each guardian in the sample population. A follow-up letter was sent to insure a higher rate of return.

Method of Collecting Data

The data was collected in the following manner.

On June 29, 1974 each member of the sample population was sent a questionnaire in the mail to be completed by the guardian and returned to the researcher by mail. A cover letter was attached to the guardians' questionnaire to identify the investigation, explain the purpose of the study, and give instructions for completion and disposition of the form (Appendix A and B, pages 48-52). A follow-up letter was sent on July 14, 1974 to those persons who had not returned the questionnaire to insure a higher rate of return (Appendix C, page 53).

In order to obtain the most accurate opinions possible, no names were solicited.

A multiple choice response mode, using five choices--strongly agree, agree, no reaction, disagree, and strongly disagree--per item was used on the questionnaire. Space was provided for general comments regarding the questionnaire.

Statistical Hypotheses

The following statistical hypotheses were advanced for this study.

Hypothesis A. H_o - There is no significant difference between the way parents feel a student could progress in the first grade with a male teacher compared to a female teacher.

H_1 - There is a significant difference between the way parents feel a student could progress in the first grade with a male teacher compared to a female teacher.

Hypothesis B. H_o - There is no significant difference between the way parents feel a student in first grade could identify with a male teacher as compared to a female teacher.

H_1 - There is a significant difference between the way parents feel a student in first grade could identify with a male teacher as compared to a female teacher.

Hypothesis C. H_o - There is no significant difference between the way parents feel the classroom atmosphere could be maintained by a male teacher as compared to a female teacher in first grade.

H_1 - There is a significant difference between the way parents feel the classroom atmosphere could be maintained by a male teacher as compared to a female teacher in first grade.

Hypothesis D. H_o - There is no significant difference between the way parents feel a student could be successfully motivated by a male teacher as compared to a female teacher in first grade.

H_1 - There is a significant difference between the way parents feel a student could be successfully motivated by a male teacher as compared to a female teacher in first grade.

Hypothesis E. H_o - There is no significant difference between the way parents feel a student could be positively influenced in the first grade by a male teacher as compared to a female teacher.

H_1 - There is a significant difference between the way parents feel a student could be positively influenced in the first grade by a male teacher as compared to a female teacher.

Hypothesis F. H_o - There is no significant difference between the way parents feel individual differences of a child could be provided for by a male teacher as compared to a female teacher in first grade.

H_1 - There is a significant difference between the way parents feel individual differences of a child could be provided for by a male teacher as compared to a female teacher in the first grade.

Hypothesis G. H_o - There is no significant difference between the way parents feel a child's self-satisfaction could be enhanced in the first grade by a male teacher as compared to a female teacher.

H_1 - There is a significant difference between the way parents feel a child's self-satisfaction could be enhanced in the first grade by a male teacher as compared to a female teacher.

Hypothesis H. H_o - There is no significant difference between the way parents feel toward teacher insight into the problems of first grade students when comparing male and female teachers.

H_1 - There is a significant difference between the way parents feel toward teacher insight into the problems of first grade students when comparing a male and female teacher.

Hypothesis I. H_o - There is no significant difference between the way parents feel toward teacher patience with first grade students when comparing male and female teachers.

H_1 - There is a significant difference between the way parents feel toward teacher patience with first grade students when comparing a female and male teacher.

Summary

The population used for this study was all the first grade students in Helena School District No. 1, Helena, Montana during the 1973-1974 school year. The sample population was obtained by a random selection of 4 classes which contained a sample of 85 students from a population of 442 first graders enrolled during the school year.

A questionnaire was mailed to the guardians of all members of the sample population. The questionnaire data was collected and statistically treated in accordance with the hypotheses advanced for this study.

Chi square was used as a statistical treatment to analyze the data in Tables 1 through 9 in Chapter 4. In Tables 10 through 13 in Chapter 4, the results of the study are reported in percentages. The

level of significance used for rejection of the null hypotheses was set at the .05 level.

Chapter 4

ANALYSIS OF THE FINDINGS OF THE STUDY

This chapter will present an analysis of the data and a discussion of the results. The questionnaire was analyzed item by item. This analysis shows the attitudes of first grade parents toward a male first grade teacher.

Two types of statistical analysis were made: chi-squared tests were used for hypotheses A, B, C, D, E, F, G, H, and I. Percentages were used to report the results of Tables 10, 11, 12, and 13.

Analysis of Research Responses

The total population for the study was 442 students in grade one in Helena School District No. 1, Helena, Montana for the school year 1973-1974. A random sample selected to represent the population included four classrooms involving eighty-five students; the sample equaled 19.6 per cent of the students in grade one as of June 5, 1974.

Questionnaires were mailed to each guardian of the sample population. The forms were to be completed by the guardian and returned to the reseacher by mail. A total number of sixty (70.5 per cent) questionnaires were returned for analysis.

Discussion of Hypothesis A. The data in Table 1, page 24, indicated the response given by the respondents to the statements:

1. A child could progress well in the first grade with a female

teacher.

2. A child could progress well in the first grade with a male teacher.

Table 1

Chi Square Analysis of How Parents Feel a Student Could Progress in a First Grade with a Male Teacher Compared to a Female Teacher

Teacher	Strongly agree	Agree	No reaction	Disagree	Strongly disagree
Female	7	44	9	0	0
Male	7	35	9	9	0

df = 3 Computed chi square = 7.775 Table chi square* = 7.815
Null hypothesis = retained

*Table value for chi square at .05 level of significance (Guilford, 1973:517)

Summary of Hypothesis A. Hypothesis A stated that there is no significant difference between the way parents feel a student will progress in the first grade with a male teacher compared to a female teacher. A summary of the findings is presented in Table 1 above. The null hypothesis was not rejected as the computed chi square value 7.775 was less than the table chi square value 7.815 required to be significant at the .05 level of significance. The null hypothesis was retained, which appears to indicate that parents feel the sex of a first grade teacher would have little bearing on the progress of a first grade child.

However, the data indicates that none of the respondents felt a child could not progress well with a female teacher, while nine respondents felt a child could not progress well with a male teacher. Although the difference was not significant, it appears that a small percentage of parents would have reservations about how well a child would progress in the first grade with a male teacher.

Discussion of Hypothesis B. The data in Table 2 indicates the response given by the respondents to the statements:

1. A child could identify positively with a female teacher in first grade.

2. A child could identify positively with a male teacher in first grade.

Table 2

Chi Square Analysis of How Parents Feel a Student in First Grade Could Identify with a Male Teacher as Compared to a Female Teacher

Teacher	Strongly agree	Agree	No reaction	Disagree	Strongly disagree
Female	7	41	12	0	0
Male	6	34	13	7	0

df = 3 Computed chi square = 7.768 Table chi square* = 7.815
Null hypothesis = retained

*Table value for chi square at .05 level of significance (Guilford, 1973:517).

Summary of Hypothesis B. Hypothesis B stated that there is no significant difference between the way parents feel a student in first grade could identify with a male teacher as compared to a female teacher. A summary of the findings is presented in Table 2, page 25. The null hypothesis was not rejected as the computed chi square value 7.768 was less than the table chi square value 7.815 required to be significant at the .05 level of significance.

Seven of the respondents felt a child would not identify positively with a male first grade teacher in the first grade. None of the respondents felt a child would not identify positively with a female teacher in the first grade. As in Hypothesis A, one could expect reservations from a small percentage of parents about how well a child would identify with a male first grade teacher.

Discussion of Hypothesis C. The data in Table 3, page 27, indicates the response given by the respondents to the following statements.

1. A comfortable, relaxed classroom atmosphere could be attained in first grade by a female teacher.

2. A comfortable, relaxed classroom atmosphere could be attained in first grade by a male teacher.

Table 3

Chi Square Analysis of How Parents Feel the Classroom Atmosphere Could be Maintained by a Male Teacher as Compared to a Female Teacher in First Grade

Teacher	Strongly agree	Agree	No reaction	Disagree	Strongly disagree
Female	6	43	11	0	0
Male	3	40	13	4	0

df = 2 Computed chi square = 4.556 Table chi square* = 5.991
Null hypothesis = retained

*Table value for chi square at .05 level of significance (Guilford, 1973:517)

Consolidation for Chi Square Analysis

Teacher	Agree	No Reaction	Disagree
Female	49	11	0
Male	43	13	4

Summary of Hypothesis C. Hypothesis C stated that there is no significant difference between the way parents feel the classroom atmosphere could be maintained by a male teacher as compared to a female teacher in first grade. A summary of the findings is presented in Table 3 above. The null hypothesis was not rejected as the computed chi square value 4.556 was less than the table chi square value 5.991

required to be significant at the .05 level of significance.

However, the data indicates that none of the respondents felt a comfortable, relaxed classroom atmosphere could not be maintained by a female teacher, while four of the respondents felt a comfortable, relaxed classroom atmosphere could not be maintained by a male first grade teacher. As in hypotheses A and B, one could expect reservations from a small percentage of parents about the ability of a male first grade teacher to maintain a comfortable, relaxed classroom atmosphere.

Discussion of Hypothesis D. The data in Table 4 indicates the responses given by the respondents to the statements below.

Table 4

Chi Square Analysis of How Parents Feel a Student Could Be Successfully Motivated by a Male Teacher as Compared to a Female Teacher in First Grade

Teacher	Strongly agree	Agree	No reaction	Disagree	Strongly disagree
Female	5	44	10	1	0
Male	6	39	10	5	0

df = 3 Computed chi square = 2.966 Table chi square* = 7.815

Null hypothesis = retained

*Table value for chi square at .05 level of significance (Guilford, 1973:517)

1. A child could be motivated successfully in the first grade by a female teacher.

2. A child could be motivated successfully in the first grade by a male teacher.

Summary of Hypothesis D. Hypothesis D stated that there is no significant difference between the way parents feel a student could be successfully motivated by a male teacher as compared to a female teacher in first grade. A summary of the findings is presented in Table 4, page 28. The null hypothesis was not rejected as the computed chi square value 2.966 was less than the table chi square value 5.991 required to be significant at the .05 level of significance.

The null hypothesis was retained which appears to indicate that parents feel the sex of a first grade teacher would have little bearing on the successful motivation of the first grade student.

Discussion of Hypothesis E. The data in Table 5, page 30, indicates the response given by the respondents to the following statements.

1. A child would be positively influenced in the first grade by a female teacher.

2. A child would be positively influenced in the first grade by a male teacher.

Summary of Hypothesis E. Hypothesis E stated that there is no significant difference between the way parents feel students would be positively influenced in the first grade with a male first grade teacher

as compared to a female first grade teacher. A summary of the findings is presented in Table 5. The null hypothesis was not rejected as the computed chi square value 2.384 was less than the table chi square value 7.815 required to be significant at the .05 level of significance.

Table 5

Chi Square Analysis of How Parents Feel a Student Could Be Positively Influenced in the First Grade by a Male Teacher as Compared to a Female Teacher

Teacher	Strongly agree	Agree	No reaction	Disagree	Strongly disagree
Female	3	37	18	2	0
Male	4	34	16	6	0

df = 3 Computed chi square = 2.384 Table chi square* = 7.815

Null hypothesis = retained

*Table value for chi square at .05 level of significance (Guilford, 1973:517)

It appears that parents feel the sex of the teacher would not play a significant role in affecting the positive influence of a child in the first grade.

Discussion of Hypothesis F. The data in Table 6, page 31, indicates the response given by the respondents to the following statements.

1. Individual differences of a child in first grade would be provided for by a female teacher.

2. Individual differences of a child in first grade would be provided for by a male teacher.

Table 6

Chi Square Analysis of How Parents Feel Individual Differences of a Child Would be Provided for by a Male Teacher as Compared to a Female Teacher in First Grade

Teacher	Strongly agree	Agree	No reaction	Disagree	Strongly disagree
Female	1	41	15	3	0
Male	1	35	18	6	0

df = 2 Computed chi square = 1.732 Table chi square* = 5.991

Null hypothesis = retained

*Table value for chi square at .05 level of significance (Guilford, 1973:517)

Consolidation for Chi Square Analysis

Teacher	Agree	No reaction	Disagree
Female	42	15	3
Male	36	18	6

Summary of Hypothesis F. Hypothesis F stated that there is no significant difference between the way parents feel individual differences of a child would be provided for by a male teacher as compared to

a female teacher in first grade. A summary of the findings is presented in Table 6, page 31. The null hypothesis was not rejected as the computed chi square value 1.765 was less than the table chi square value 5.991 required to be significant at the .05 level of significance.

The null hypothesis was retained which appears to indicate that parents feel the sex of a first grade teacher would have little bearing on how individual differences of a child would be provided for.

Discussion of Hypothesis G. The data in Table 7 indicates the responses given by the respondents to the statements listed below.

Table 7

Chi Square Analysis of How Parents Feel a Child's Self-Satisfaction Could Be Enhanced in the First Grade By a Male First Grade Teacher as Compared To a Female Teacher

Teacher	Strongly agree	Agree	No reaction	Disagree	Strongly disagree
Female	0	42	15	3	0
Male	0	43	15	2	0

df = 2 Computed chi square = .210 Table chi square* = 5.991
Null hypothesis = retained

*Table value for chi square at .05 level of significance(Guilford, 1973:517)

1. A child's self-satisfaction could be enhanced in the first grade by a female teacher.

2. A child's self-satisfaction could be enhanced in the first grade by a male teacher.

Summary of Hypothesis G. Hypothesis G stated that there is no significant difference between the way parents feel a child's self-satisfaction could be enhanced in the first grade by a male teacher as compared to a female teacher. A summary of the findings is presented in Table 7, page 32. The null hypothesis was not rejected as the computed chi square value .210 was less than the table chi square value 5.991 required to be significant at the .05 level of significance.

The null hypothesis was retained which appears to indicate that parents feel the sex of a first grade teacher would have little bearing on the enhancing of self-satisfaction of a first grade child.

Discussion of Hypothesis H. The data in Table 8, page 34, indicates the responses given by the respondents to the following statements.

1. A female teacher could have good insight into the problems of a first grade child.

2. A male teacher could have good insight into the problems of a first grade child.

Summary of Hypothesis H. Hypothesis H stated that there is no significant difference between the way parents feel toward teacher insight into the problems of first grade students when comparing male

and female teachers. A summary of the findings is presented in Table 8. The null hypothesis was not rejected as the computed chi square value 5.818 was less than the table chi square value 5.991 required to be significant at the .05 level of significance.

Table 8

Chi Square Analysis of How Parents Feel Toward Teacher Insight Into the Problems of First Grade Students When Comparing Male and Female Teachers

Teacher	Strongly agree	Agree	No reaction	Disagree	Strongly disagree
Female	3	47	9	1	0
Male	2	39	12	6	1

df = 2 Computed chi square = 5.818 Table chi square* = 5.991

Null hypothesis = retained

*Table value for chi square at .05 level of significance (Guilford, 1973:517)

Consolidation for Chi Square Analysis

Teacher	Agree	No reaction	Disagree
Female	50	9	1
Male	41	12	7

It appears that since the null hypothesis was retained parents feel the sex of a first grade teacher would have little application

relative to teacher insight into the problems of a first grade child.

The data in Table 8 indicates that seven respondents either disagreed or strongly disagreed with the statement: "A male teacher could have good insight into the problems of a first grade child;" whereas only one respondent disagreed with the statement, "A female teacher could have good insight into the problems of a first grade child." Although the results were not conclusive, it appears as though a certain percentage of parents would have reservations about the ability of a male first grade teacher to have insight into student problems at the first grade level.

Discussion of Hypothesis I. The data in Table 9 indicates the responses given by the respondents to the statements listed below.

Table 9

Chi Square Analysis of How Parents Feel Toward Teacher Patience With First Grade Students When Comparing Male and Female Teachers

Teacher	Strongly agree	Agree	No reaction	Disagree	Strongly disagree
Female	1	44	13	2	0
Male	1	44	16	4	0

df = 2 Computed chi square = 1.270 Table chi square* = 5.991

Null hypothesis = retained

*Table value for chi square at .05 level of significance (Guilford, 1973:517)

1. A female teacher would be patient with a child in the first grade.

2. A male teacher would be patient with a child in the first grade.

Consolidation for Chi Square Analysis

Teacher	Agree	No reaction	Disagree
Female	45	13	2
Male	40	16	4

Summary of Hypothesis I. Hypothesis I stated that there is no significant difference between the way parents feel toward teacher patience with first grade students when comparing male and female teachers. A summary of the findings is presented in Table 9, page 35. The null hypothesis was not rejected as the computed chi square value 1.270 was less than the table chi square value 5.991 required to be significant at the .05 level of significance.

The null hypothesis was retained which appears to indicate that parents feel the sex of a first grade teacher would have little bearing on patience the teacher would have towards a first grade child.

Discussion of parental feelings concerning masculine behavior patterns promoted by a male first grade teacher. The data in Table 10,

below, indicates the responses given by the respondents to the following statements.

1. A male teacher would tend to promote masculine behavior patterns in first grade girls.

2. A male teacher would tend to promote masculine behavior patterns in first grade boys.

Table 10

How Parents Feel a Male First Grade Teacher Would Tend To Promote Masculine Behavior Patterns in First Grade Girls as Compared to First Grade Boys

Students	Strongly agree		Agree		No reaction		Disagree		Strongly disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%
Girls	0	0	2	3.3	11	18.3	36	60.0	11	19
Boys	7	11.7	29	48.3	13	21.7	11	8.3	0	0

Summary of parental feelings concerning masculine behavior patterns promoted by a male first grade teacher. An analysis of how parents feel a male first grade teacher would tend to promote masculine behavior patterns in first grade girls as compared to first grade boys is reported in Table 10 above. Sixty per cent of the parents felt that masculine tendencies would be promoted in boys having a male teacher. However, 79 per cent of the parents felt that a male first grade teacher would not tend to promote masculine tendencies in first grade girls.

Discussion of parental feelings concerning feminine behavior patterns promoted by a female first grade teacher. The data in Table 11 indicates the responses given by the respondents to the following statements.

1. A female teacher would tend to promote feminine behavior patterns in girls.

2. A female teacher would tend to promote feminine behavior patterns in boys.

Table 11

How Parents Feel a Female First Grade Teacher Would Tend To Promote Feminine Behavior Patterns in First Grade Girls as Compared to First Grade Boys

Students	Strongly agree		Agree		No reaction		Disagree		Strongly disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%
Girls	2	3.3	35	58.3	11	18.3	12	20.1	0	0
Boys	0	0	0	0	8	13.3	40	66.7	12	20.0

Summary of parental feelings concerning feminine behavior patterns promoted by a female first grade teacher. An analysis of how parents feel a female teacher would tend to promote feminine behavior patterns in first grade girls as compared to first grade boys is reported in Table 11, above. It was felt by 86.7 per cent of the parents that feminine behavior patterns would not be promoted in first grade

boys; while 61.6 per cent of the parents felt that a female teacher would tend to promote feminine behavior patterns in first grade girls.

Discussion of the need for more male first grade teachers. The data in Table 12 indicates the responses given by the respondents to the statement:

1. I feel there should be more male first grade teachers.

Table 12

Parents' Reaction as to Whether There Should Be More Male First Grade Teachers

Teacher	Strongly agree		Agree		No reaction		Disagree		Strongly disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%
Male	3	5	28	46.7	22	36.7	7	11.6	0	0

Summary of the need for more male first grade teachers. An analysis of the parents' attitudes as to whether there should be more male teachers is reported in Table 12 above. Of the parents returning the questionnaire, 51.7 per cent felt there should be more male first grade teachers, 11.6 per cent of the parents felt there should not be more male first grade teachers, and 36.7 per cent of the parents indicated no reaction to whether there should be more male first grade teachers.

Discussion of parental teacher preference in first grade. The data in Table 13 indicates the responses given by the respondents to the statement:

1. What would be your preference of a first grade teacher for a child in your family?

Table 13

Teacher Preference--Male, Female, or No Preference--
of Parents of First Grade Students

Teacher	Per cent	No. Returned
Male	23.3	14
Female	20.0	12
No preference	56.7	34

Summary of parental teacher preference in first grade. An analysis of data returned concerning this question is reported in Table 13, above. It was determined that 56.7 per cent of the parents had no preference in teachers, 23.3 per cent of the parents would prefer a male teacher for their child, and 20 per cent of the parents would prefer a female teacher for their child.

Discussion of the Results

The examination of the results showed that no significant differences existed between parents' attitudes toward a male first grade

teacher. All nine of the null hypotheses were retained.

Summary

The analysis of the findings was based on the results of questionnaires sent to parents of a sample population of first graders. For hypotheses A, B, C, D, E, F, G, H, and I, it was found that there was not a significant difference in the parents' attitudes toward a male first grade teacher as compared to a female first grade teacher concerning the following areas:

1. The child's progress.
2. The child's identification with the teacher.
3. The classroom atmosphere.
4. The child's motivation.
5. The ability of the teacher to influence a first grade child.
6. The ability of the teacher to provide for individual differences.
7. The ability of the teacher to enhance a child's self-satisfaction.
8. The ability of the teacher to have insight into problems of the child.
9. The degree of teacher patience with the child.

It was found that parents felt a male first grade teacher would tend to promote masculine behavior patterns in boys but not in girls, and female first grade teachers would tend to promote feminine behavior

patterns in girls but not in boys.

The parents felt that there was a greater need for more male teachers in first grade. When asked their preference for a first grade teacher for their child, they indicated no preference for a male or female teacher for their first grade child.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A summary of Chapters 1, 2, 3, and 4, conclusions, and recommendations are presented in this chapter.

Summary

This study was conducted in Helena School District No. 1, Helena, Montana, for the purpose of the comparison of attitudes of parents of first grade students with reference to male first grade teachers.

An attempt was made to answer the question, "What are the parents' feelings towards a male first grade teacher?" A study of this nature may aid administrators and/or school boards considering a male teacher for the first grade classroom.

Limitations of the study reflect the newness of male teachers in first grade and their importance in education. It is a study of only one school district and, therefore, limited in scope. It may be several years before enough data and statistics can be accumulated to determine whether or not more male teachers should be hired at the first grade level.

The population used for this study was all the first grade students in Helena School District No. 1, Helena, Montana during the 1973-1974 school year. The sample population was obtained by a random selection of four classes which contained a sample of 85 students from a population of 442 first graders enrolled during the school year.

A questionnaire was mailed to the guardians of all members of the sample population. The questionnaire data was collected and statistically treated in accordance with the hypotheses advanced for this study.

Chi square was used as a statistical treatment to analyze the data in Tables 1 through 9. In Tables 10 through 13, the results of the study are reported in percentages. The level of significance use for rejection of the null hypotheses was set at the .05 level.

The analysis of the findings was based on the results of questionnaires sent to parents of the sample population of first graders. For hypotheses A, B, C, D, E, F, G, H, and I, it was found that there was not a significant difference in the parents' attitudes toward a male first grade teacher as compared to a female first grade teacher concerning the following areas:

1. The child's progress.
2. The child's identification with the teacher.
3. The classroom atmosphere.
4. The child's motivation.
5. The ability of the teacher to influence a first grade child.
6. The ability of the teacher to provide for individual differences.
7. The ability of the teacher to enhance a child's self-satisfaction.

8. The ability of the teacher to have insight into problems of the child.

9. The degree of teacher patience with the child.

It was found that parents felt a male first grade teacher would tend to promote masculine behavior patterns in boys but not in girls. The parents also felt that a female teacher would tend to promote feminine behavior patterns in girls but not in boys.

The parents felt that there was a greater need for more male teachers in first grade. When asked their preference for a first grade teacher for their child, a majority of parents indicated no preference for a male or female teacher.

Conclusions

From the examination of the results of this study, the following conclusions were made.

1. Parents felt that the sex of the teacher had little relevance on the capabilities of doing a fine job of teaching first grade students.

2. Parents felt male teachers would tend to promote masculine behavior patterns in boys but not in girls in the first grade.

3. Parents felt female teachers would tend to promote feminine behavior patterns in girls but not in boys.

4. Parents felt there should be more male teachers in first grade.

5. Although first grade parents of this study felt there should be more male first grade teachers, the majority of respondents indicated no preference as to whether or not they would like their child to have a male or female teacher.

Recommendations

The following recommendations for this study are presented.

1. The conclusions reached by the study are limited to a small population of parents in Helena, Montana. It is entirely possible that a study of this nature could have lesser or perhaps greater impact upon teaching from a different geographical area or population belt. It would be worthwhile to repeat the study in both a rural setting and a variety of urban schools from different sections of the nation.

2. An additional number of men teachers should be hired to teach first grade, but administrators should determine whether or not they are good teachers before they are placed in a first grade classroom.

3. Universities and colleges should encourage capable men elementary teachers into considering teaching in the elementary school.

4. It is recommended that interested male teachers apply to teach first grade in order that this field be expanded.

APPENDICES

APPENDIX A

June 27, 1974

LETTER TO PARENTS

Dear Parent,

I am currently completing a Master's degree program at Montana State University, and for my professional paper I am conducting a study into the attitudes of parents towards a male teacher in the first grade. The enclosed questionnaire will aid me in this study.

The number in the upper left-hand corner is not to identify the person filling out the questionnaire but will be used to identify those questionnaires that have not been returned so that a follow-up letter may be sent. All returns will remain anonymous throughout the study.

Would you complete the questionnaire and return it to me as soon as possible. When filling out the questionnaire, please assume that the male and female teacher are of equal ability. I have enclosed a self-addressed, stamped envelope for your convenience in returning the questionnaire. Thank you for assisting me in this study.

Sincerely,

Steve Hoppes

Steve Hoppes

Enclosure

P.S. If you would like a summary of the results of this study, please place a check in the square below.

☐

APPENDIX B

QUESTIONNAIRE

Sex of child in first grade in school year 1973-74 Male _____

Female _____

Age _____

Child is being raised by:

Both Parents _____

One Parent (mother _____) (Father _____)

Other (explain) _____

1. A child could progress well in the first grade with a female teacher.

Strongly agree	Agree	No reaction	Disagree	Strongly disagree
_____	_____	_____	_____	_____

2. A child could progress well in the first grade with a male teacher.

Strongly agree	Agree	No reaction	Disagree	Strongly disagree
_____	_____	_____	_____	_____

3. A child could identify positively with a female teacher in first grade.

Strongly agree	Agree	No reaction	Disagree	Strongly disagree
_____	_____	_____	_____	_____

4. A child could identify positively with a male teacher in first grade.

Strongly agree	Agree	No reaction	Disagree	Strongly disagree
_____	_____	_____	_____	_____

5. A confortable, relaxed classroom atmosphere could be attained in first grade by a female teacher.

Strongly agree	Agree	No reaction	Disagree	Strongly disagree
_____	_____	_____	_____	_____

6. A comfortable, relaxed classroom atmosphere could be attained in first grade by a male teacher.

Strongly agree	Agree	No reaction	Disagree	Strongly disagree
_____	_____	_____	_____	_____

7. A child could be motivated successfully in the first grade by a female teacher.

Strongly agree	Agree	No reaction	Disagree	Strongly disagree
_____	_____	_____	_____	_____

8. A child could be motivated successfully in the first grade by a male teacher.

Strongly agree	Agree	No reaction	Disagree	Strongly disagree
_____	_____	_____	_____	_____

9. A child would be positively influenced in the first grade by a female teacher.

Strongly agree	Agree	No reaction	Disagree	Strongly disagree
_____	_____	_____	_____	_____

10. A child would be positively influenced in the first grade by a male teacher.

Strongly agree	Agree	No reaction	Disagree	Strongly disagree
_____	_____	_____	_____	_____

11. A male teacher would tend to promote masculine behavior patterns in first grade girls.

Strongly agree	Agree	No reaction	Disagree	Strongly disagree
_____	_____	_____	_____	_____

12. A male teacher would tend to promote masculine behavior patterns in first grade boys.

Strongly agree	Agree	No reaction	Disagree	Strongly disagree
_____	_____	_____	_____	_____

13. A female teacher would tend to promote feminine behavior patterns in first grade girls.

Strongly agree	Agree	No reaction	Disagree	Strongly disagree
_____	_____	_____	_____	_____

14. A female teacher would tend to promote feminine behavior patterns in first grade boys.

Strongly agree	Agree	No reaction	Disagree	Strongly disagree
_____	_____	_____	_____	_____

15. Individual differences of a child in first grade would be provided for by a female teacher.

Strongly agree	Agree	No reaction	Disagree	Strongly disagree
_____	_____	_____	_____	_____

16. Individual differences of a child in first grade would be provided for by a male teacher.

Strongly agree	Agree	No reaction	Disagree	Strongly disagree
_____	_____	_____	_____	_____

17. A child's self-satisfaction could be enhanced in the first grade by a female teacher.

Strongly agree	Agree	No reaction	Disagree	Strongly disagree
_____	_____	_____	_____	_____

18. A child's self-satisfaction could be enhanced in the first grade by a male teacher.

Strongly agree	Agree	No reaction	Disagree	Strongly disagree
_____	_____	_____	_____	_____

19. A female teacher could have good insight into the problems of a first grade child.

Strongly agree	Agree	No reaction	Disagree	Strongly disagree
_____	_____	_____	_____	_____

20. A male teacher could have good insight into the problems of a first grade child.

Strongly agree	Agree	No reaction	Disagree	Strongly disagree
_____	_____	_____	_____	_____

21. A female teacher would be patient with a child in the first grade.

Strongly agree	Agree	No reaction	Disagree	Strongly disagree
_____	_____	_____	_____	_____

22. A male teacher would be patient with a child in first grade.

Strongly agree	Agree	No reaction	Disagree	Strongly disagree
_____	_____	_____	_____	_____

23. I feel there should be more male first grade teachers.

Strongly agree	Agree	No reaction	Disagree	Strongly disagree
_____	_____	_____	_____	_____

24. What would be your preference of a first grade teacher for a child in your family?

Male _____ Female _____ No Preference _____

Comments:

APPENDIX C

FOLLOW-UP LETTER

July 13, 1974

Dear Parent:

At the present time, I am working on my Master's Degree at Montana State University. I am making a study of parent's attitudes toward a male first grade teacher. This study will help male teachers who are considering teaching first grade. It will also help school boards and superintendents as to the attitudes of the people in the community toward a male first grade teacher. Two weeks ago I mailed you a questionnaire which was designed to compile the needed information.

Perhaps the questionnaire did not reach you or it has been mislaid. Therefore, I am sending you another questionnaire to complete and mail back to me.

All information will be held in strict confidence.

All questionnaires to be included in this study must be returned by July 20, 1974.

Thank you for your cooperation.

Sincerely yours,

Steve Hoppes

Enclosure

APPENDIX D

Representative Responses of Parents

"I would want a good teacher for my child be it male or female. It depends on the teacher, not the sex. I've seen good and poor in both. We just want good ones."

"It isn't a question of whether a teacher is male or female. The important thing is whether the teacher is competent in understanding, caring, etc. in the children they teach without choosing favorites because one child is brighter than another or one child is 'so cute,' or because of who their parents are."

"I personally feel that the sex of first grade teachers is really unimportant--it's more a question of the teacher's ability to relate to the needs of a 6-7 year old child and create a learning environment where learning can happen.

Because a six year old child spends the first 6 years of his life mostly with his mother--it seems natural to put the child in the hands of a woman that first year. If we should evolve from mother-at-home raising children to father-at-home-raising children then why not have male instructors at the early grades."

"I don't think the sex of the teacher has any bearing."

"We feel a child's attitude and progress are largely determined before he enters school. A teacher of either sex can promote or hinder learning."

"Being a mother of a boy, I feel that a male teacher would be quite beneficial in the 'leaving Mommy's side' situation as I strongly feel that a boy needs a masculine image to refer to. I have felt strongly for some-time that there should be more male elementary teachers. There are some situations that could arize [sic] that I feel that a male first grade teacher could handle and would seem more authoritive [sic] to a girl or boy."

"I honestly think that it really depends on the child as to whom he would relate to better. A shy child I think would relate to a woman easier and a more outgoing child to a man. But definitely, there should be more male first grade teachers."

"Until such time as male parents want to assume more responsibility toward their preschool children I think first grade teachers should remain female. Small children of both sexes are accustomed to spending their days with women, either mothers or baby-sitters, and it would seem unnecessary to aggravate further the adjustment six year-olds have to make to the school situation."

"No preference really, but would like to see more male teachers in all of the lower grades."

"Sex of teacher isn't of consequence, only the teachers' attitude toward children of this age grouping."

"I believe a first grade teacher must have a lot of patience and understanding with first grade children. Teaching first graders is much like being a parent to them. You have to be strict with children and yet be good to them and understand their problems and differences."

"The quality of teaching is not determined by the sex of the teacher, but rather by his or her knowledge, personality, interest, etc."

"I believe a child especially boys would behave better for a male teacher as the woman has had them all their life and need a brake [sic]. My best where I learned the most were all male."

"A teacher should be well-qualified and deal easily and well with children. It really makes no difference whether the teacher is male or female--if both are well-qualified. Since the father image is usually of a more strict disciplinarian a male teacher might have fewer discipline problems."

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LITERATURE CITED

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