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A comparative Study of the Needs and Values of Prospective Teachers of Special Education and Regular Education

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A COMPARATIVE STUDY OF THE NEEDS AND VALUES OF
PROSPECTIVE TEACHERS OF SPECIAL EDUCATION
AND REGULAR EDUCATION

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
James H. Olson

June 1968

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INTRODUCTION

A vital concern about the shortage of special education teachers (Cruickshank and Johnson, 1958; President's Panel on Mental Retardation, 1962; Western Interstate Commission on Higher Education, 1960) has led to research on the special education teacher and special education teaching. The focal point of this research has been on the characteristics and personal needs and values of those people who select special education as a career choice. Forer (1953) concludes that the choice of a vocation is primarily an expression of basic personality organization and can and should satisfy basic needs. Since evidence from a number of studies shows that personality characteristics and personal needs are related to career choices, one of the goals of the research on the special education teacher has been to isolate a common core of personality characteristics descriptive of the needs and values of those selecting special education as a vocation. Once these characteristics are identified about the special education teacher, it will be necessary to determine and demonstrate their practical value by experimental techniques (Meisgeier, 1965).

Purpose of the Study

The basis of the present study stems from the research done in the area of special education teachers by Reginald L. Jones and Nathan W. Gottfried. In an article written in the Exceptional Children Journal, December, 1966, Jones indicated a need for a three pronged program in the research on special education teachers.

This three pronged program is: (a) delineation of the status of certain areas of special education teaching as occupational areas, the images held of these areas and their practitioners, and the relationship of the images of special education teaching compared to the images of other occupations; (b) a delineation of the actual unique characteristics and experiences possessed by special education practitioners, as compared to persons in other occupational areas; and (c) a meshing of data obtained from the two analyses above, taking account of the interactions among variables where appropriate (Jones, 1966, p. 257).

It is to the second prong of this program, the comparison of the special education teacher to other occupational areas, that this study is directed.

The literature indicates that several studies have been done on the needs and values of presently employed or prospective teachers of exceptional children. These studies have researched the special education teacher isolated in the special education field and have failed to use teachers of nonexceptional children or persons of other occupations as contrast groups. Thus it may be that in reality, little or no difference exists between the characteristics and values of prospective teachers of special education and the prospective teachers of regular education (Jones, 1966).

The purpose of the present study is to make a comparison of the needs and values of two groups of prospective teachers, those in special education and those in regular education, by the use of two instruments, the Edwards Personality Preference Schedule and the Allport Vernon Lindzey Study of Values. The statistical data obtained from these test results will reveal if there is or is not a significant difference between the needs and values of each group of prospective teachers as measured by these instruments.

Hypothesis of the Study

The null hypothesis of no significant difference in the needs and values of the prospective teacher of special education and the needs and values of the prospective teacher of regular education as measured by the Edwards Personality Preference Schedule was postulated.

The null hypothesis of no significant difference in the needs and values of prospective teachers of special education and the needs and values of prospective teachers of regular education as measured by the Allport Vernon Lindzey Study of Values was postulated.

Terms Used in the Study

The following terms need defining within the scope of this study:

Needs and Values

For the purpose of this study, the terms refer to the

15 manifest needs as shown by the Edwards Personality Preference Schedule and the six basic interests or motives indicated by the Allport Vernon Lindzey Study of Values.

Special Education

The term refers to that area of education designed for those students unable to benefit from the regular education programs.

Regular Education

The term refers to that area of education designed for those students who are enrolled on an unselected basis for typical academic and social development.

Exceptional Children

The term is used to identify those children placed in special education.

Related Research

A review of the literature revealed evidence of related studies on personal preferences, needs and values possessed by presently employed and prospective teachers of special education. However, this research on special education teachers has studied the characteristics of special education teachers and their attitudes toward various areas within the framework of special education.

Badt (1957) using a group of college students at the University of Illinois attempted to determine attitudes

toward exceptional children and various areas of special education. The subjects were composed of education and non-education students. The study found both groups to have many unfavorable attitudes toward many of the areas of exceptionality. Also, education students were often found as reluctant as non-education students to accept exceptional children as a group.

The use of a paired comparison questionnaire provided the data for a study (Gottfried and Jones, 1966) on the prestige of special education teachers. The sample of 138 practicing teachers and college undergraduates in response to the questionnaire yielded results showing all teachers of exceptional children to possess higher prestige than those of non-exceptional children.

In a study directed at identifying and quantifying the characteristics of successful student teachers of mentally or physically handicapped children, Meisgeier (1965) used five areas of human behavior. They are (1) scholastic aptitude, (2) scholastic achievement, (3) educational (vocational) interest, (4) personality and (5) attitudes toward children and teaching. This research used several instruments and past records to arrive at the following data. The study found nineteen predictor variables which measured the five areas of human behavior at or beyond the .05 level, and of these eight were found to be at the .01 level. Three examples of these needed variables that characterized successful

student teachers of mentally or physically handicapped children are vigor, dominance and enthusiasm (p. 232).

In another effort to arrive at results indicating reasons for acceptance of exceptional children by non-exceptional persons, Jones, Gottfried and Owens (1964) gave a group of high school students a paired comparison questionnaire in order to rank 12 areas of exceptionality in order of preference. The results indicate that in some cases acceptance of certain exceptionalities was due to certain interpersonal conditions. A similar study was done on the college level with education students (Jones and Gottfried, 1962). The 330 college education students in a study on preferences for teaching in 12 areas of exceptionality led to a finding of three clusters as follows: (1) a group that aroused positive and negative empathy (deaf, blind, and emotionally disturbed), (2) a group whose needs tend toward mild and extreme dependency (partially sighted, hard of hearing, and severely retarded), (3) a group with high and low intelligence (gifted and mildly retarded).

A series of studies (Guskin, 1963; Horowitz and Rees, 1962; Perrin, 1954; Murphy, 1960; Semmel, 1966) have been done dealing with certain characteristics connected with the following groups of exceptional children: mentally retarded, deaf, speech defective, and visually handicapped. These studies have produced a better understanding of the characteristics of the exceptional child. Such an understanding of

these characteristics is essential to the understanding of what type of teacher is attracted to or repulsed by the various types of exceptionality.

The methodological shortcoming pointed out by Jones (1966) is the failure of the research to use teachers of non-exceptional children or persons employed in other occupations as contrast groups. Garrison and Scott (1961) made a move in the correction of this methodological error by their study differentiating certain needs in prospective teachers from five general areas. (Lower elementary--kindergarten to grade 3; upper elementary--grades 4 through 8; general secondary--grades 9 through 12 in language arts, mathematics, science, and social science; non-general secondary--grades 9 through 12 in business education, art, music, home economics and physical education; special education--speech correction, mentally retarded, motor handicapped, and academically talented.) This differentiation was done with the Edwards Personal Preference Schedule. The subjects, all women, were found to have obtained highly significant differences at the .01 level on the need for achievement. Significant differences at the .05 level were also found on the need for nurturance, order and succorance. The findings in the area of special education were limited. Lang (1958) and Morris (1963) used the Edwards Personality Preference Schedule in a manner similar to that used in this paper in order to differentiate the personal needs of test groups of teachers.

In addition this study measures the values as well as the needs of the prospective teachers of special education and prospective teachers of regular education through the use of the instrument, the Allport Vernon Lindzey Study of Values. This instrument has been the basis of several studies. C. Sternberg (1953) used the Allport Vernon Lindzey Study of Values to study the relation of interests and values and personality to the major field of study chosen in college. The author feels the use of this instrument in this study will strengthen the study and will provide a more complete evaluation of the comparison of the needs and values of the special education teacher as compared to the regular education teacher.

METHOD

Subjects

The subjects of this study were 95 college students enrolled at Central Washington State College in the education sequence. The prospective teachers of special education in the sample were enrolled in Special Education 343 (Education of Exceptional Children). The number tested by the Allport Vernon Lindzey Study of Values was $N=35$ and for the Edwards Personal Preference Schedule, $N=49$ in this special education group. All of these students indicated they planned to either major or minor in special education. The prospective teachers of regular education in the sample were enrolled in Education 307 (Introduction to Education) and did not plan to major or minor in special education. The numbers tested in this group by the Allport Vernon Lindzey Study of Values is $N=46$ and by the Edwards Personal Preference Schedule, $N=33$.

Instruments

The instruments selected for the study were selected after reviewing the Buros Sixth Mental Measurements Yearbook and several other sources on testing personal needs and values. The review of literature indicated that the Edwards Personal

Preference Schedule and the Allport Vernon Lindzey Study of Values were both good instruments and are relatively easy and convenient to administer and score. Similar types of studies (Jones and Gottfried, 1966; Morris, 1963; Sternberg, 1953) have successfully used these instruments.

The Edwards Personal Preference Schedule (EPPS) was developed by Allan L. Edwards at the University of Washington in 1953-1954. The variables this test purports to measure have their origin in the manifest needs presented by H. A. Murray and others (Edwards, 1959). These needs are measured under the following fifteen categories: (1) achievement, (2) deference, (3) order, (4) exhibition, (5) autonomy, (6) affiliation, (7) intraception, (8) succorance, (9) dominance, (10) abasement, (11) nurturance, (12) change, (13) endurance, (14) heterosexuality, (15) aggression. A detailed explanation of these 15 manifest needs is supplied in the appendix of this study. The Edwards Personality Preference Schedule attempts to meet two serious weaknesses of paper and pencil personality inventories, the ease with which the subject can color responses in a desired direction and the lack of information regarding the consistency of responses. The first of these is handled by forcing the testee to choose between two equally desirable to undesirable statements (Edwards, 1953). Navran and Stauffacher present evidence of the extent to which the forced choice technique in the Edwards Personality Preference Schedule eliminates the role

of social desirability (Buros, 1959). The second feature of consistency compares the subject's answers to 15 identical sets of alternates scattered randomly throughout the 225 items. The consistency score is the number of agreements in choices between the first and second of the repeated statements.

Lawrence J. Stricker, resident psychologist, Educational Testing Service, made the following comments about this instrument:

The Edwards has since its appearance a decade ago generated a tremendous amount of research. This popularity stems from the theoretical relevance and potential usefulness of the personality variables that it is intended to measure. The norms in the current edition of the manual are excellent and presented for college students (Buros, 1965, p. 87).

The coefficients of reliability for each of the 15 personal needs are reported for internal consistency .60 to .87 (split-half, N-1509) and for stability coefficients .74 to .88 (test-retest, one week interval, N. 89). These coefficients were based on results from tests administered to college students at the University of Washington (Edwards, 1959).

A test's validity is often defined as the extent to which the test measures what it purports to measure (Noll, 1957). Edwards makes a good point when he indicates that in order to determine validity one needs a "pure criterion" on which to make the correlation. Since in an area of personal needs and values, these criteria are not available, it is necessary to resort to self rating or ratings by others to establish a

basis for the correlation. Radcliffe in a review of the Edwards Personality Preference Schedule indicates that validity on this instrument derives from two main sources: (1) correlation with other motivational or interest measure, (2) correlation with inventory and self rating measurement. Correlation between the other motivation or interest measures gives limited evidence of validity. Evidence of validity does result from the correlation between inventory and self rating measurements and the Edwards Personality Preference Schedule (Buros, 1965). Bernardin and Jessor (1957) and Zuckerman (1958) are two examples of various studies which have been conducted on variables within the Edwards to determine their validity through correlation with inventory and self rating measurement. Bernardin and Jessor (1957) did a study which dealt with the validity of autonomy and deference variables in a group of 110 subjects classified as dependent or independent according to their scores on the two variables. The dependent group scored high on deference and low on autonomy while the independent group scored the opposite. By using three experiments on the groups testing these variables, the authors found the Edwards to measure what it purported in the autonomy and deference scale. Zuckerman (1958) did a similar study on student nurses.

The Allport Vernon Lindzey Study of Values used in this study is a 1951 revision of an earlier test originally published in 1931. The test is based on Spranger's six types

of man--theoretical, economic, aesthetic, social, political and religious. A more detailed explanation of these six types can be found in the appendix of this study. Spranger contended that personality may be deduced from an individual's values and significant attitudes. The majority of the research done with this instrument has been in obtaining specific value scores for different occupational or educational groups (John D. Hundleby, resident assistant professor of psychology, University of Illinois). Hundleby says in conclusion that the Allport Vernon Lindzey Study of Values is a helpful tool if the objective of the tester is the measure of interests and values of college students or college graduates (Buros, 1959). Sternberg (1953) used this study of values in assessing the relation of interest, values and personality to the major field of study in college which is again in the same vein as the present study. The instrument used in this study is the revised form of the Allport Vernon Lindzey Study of Values which, according to the author, accomplished the following: increased the diagnostic power of the items; simplified wording and modernized certain items; revised and shortened the scoring system; provided fresh norms; increased the reliability of the test (Allport Vernon Lindzey, 1960). A review of related literature indicates that the validity of this instrument is derived from a correlation between the Allport Vernon Lindzey Study of Values and other interest and motivation measures. Guba and Getzels

(1956) in a study on Air Force Officers found their values to be consistent with their high areas of interest on the Kuder Preference Record.

The Edwards Personality Preference Schedule and the Allport Vernon Lindzey Study of Values are adequate instruments of measurement for use in research in the area of needs and values of college students.

Procedures Used in the Study

The two instruments, the Edwards Personality Preference Schedule and the Allport Vernon Lindzey Study of Values, were administered to the testing sample composed of two groups, prospective teachers of special education in Special Education 343 and prospective teachers of regular education in Education 307 at Central Washington State College, Ellensburg, Washington. Each student was asked to identify himself by sex and to record his major and minor field of study on the front cover of the test. There was no personal identification of the student tested, but the tests were numbered individually for ease in keeping records and to allow for feedback if the testee desired to see the results of his test. Upon completion of the testing, the tests were scored and the data gathered for the final statistical analysis. The raw data was presented to the data processing center at Central Washington State College which in turn provided a statistical analysis: including a mean standard deviation, variance, standard error, degree of freedom and a "t" test on each of

the 15 subtests on the Edwards Personal Preference Schedule and the six subtests on the Allport Vernon Lindzey Study of Values. This information made it possible to tell if there was a significant difference on any of the 15 subtests in the Edwards Personal Preference Schedule or any of the six subtests on the Allport Vernon Lindzey Study of Values.

RESULTS

Table 1 and Table 2 present a complete statistical analysis of the data for the subtests on both the Edwards Personal Preference Schedule and the Allport Vernon Lindzey Study of Values. For the Edwards Personal Preference Schedule there was only one case in which the value of "t" was greater than the critical value (.05=1.99). Abasement ("t"=2.14) indicated a significant difference at the .05 level being higher for the prospective teachers of special education (Mean=16.43, Standard Deviation=4.42) as compared to the prospective teachers of regular education (Mean=14.12, Standard Deviation=5.03). Thus only on this one subtest of the Edwards can the null hypothesis of no significant difference be rejected. For the other 14 manifest needs the value of "t" was less than the critical value 1.99 for significance at the .05 level of confidence, and therefore there was not a significant difference. On the Allport Vernon Lindzey Study of Values, the value of "t" was greater than the critical value at the .02=2.38 or .01=2.69 for the following three subtests: social, religious and political. A significant difference at the .01 level for the subtest classified social ("t"=2.73) was found to be higher for the prospective

TABLE 1
 STATISTICAL ANALYSIS OF THE EDWARDS
 PERSONAL PREFERENCE SCHEDULE

EPPS Variables	Special Education		Regular Education		"t"
	Mean	Standard Deviation	Mean	Standard Deviation	
Achievement	12.88	3.93	13.18	4.40	- .32
Deference	11.33	4.14	11.48	3.52	- .19
Order	9.08	4.79	8.91	4.17	.17
Exhibition	13.71	3.46	14.76	3.26	-1.39
Autonomy	13.82	4.81	12.36	4.26	1.44
Affiliation	16.39	3.53	16.88	4.92	- .49
Intraception	18.71	4.65	18.03	5.75	.57
Succorance	11.90	4.38	12.09	4.38	- .20
Dominance	13.55	4.16	15.33	3.97	-1.95
Abasement	16.43	4.42	14.12	5.03	2.14*
Nurturance	16.04	4.01	15.42	4.62	.62
Change	17.59	4.33	16.91	4.65	.67
Endurance	12.98	5.50	11.76	4.37	1.12
Heterosexuality	14.33	5.10	16.45	5.11	-1.85
Aggression	11.47	4.23	12.30	5.12	- .77
Consistency Score	11.41	2.12	11.70	1.78	- .67
N	49		33		

*Significant at the .05 level.

TABLE 2
 STATISTICAL ANALYSIS OF THE ALLPORT VERNON LINDZEY
 STUDY OF VALUES

Allport Vernon Lindzey Study of Values	Special Education		Regular Education		"t"
	Mean	Standard Deviation	Mean	Standard Deviation	
Theoretical	37.54	6.71	39.28	8.55	-1.03
Economic	38.17	6.37	40.80	7.02	-1.76
Aesthetic	37.02	7.17	39.85	7.85	-1.68
Social	46.77	6.29	42.83	6.65	2.73*
Political	38.17	6.15	41.83	7.40	-2.42**
Religious	42.29	10.12	36.35	11.07	2.51**
N	35		46		

*Significant at the .01 level.

**Significant at the .02 level.

teachers of special education (Mean=46.77, Standard Deviation=6.29) as compared to regular education (Mean=42.83, Standard Deviation=6.65). The religious area ("t"=2.51) was significant at the .02 level. The special education (Mean=42.29, Standard Deviation=10.12) was higher than the regular education group (Mean=36.35, Standard Deviation=11.07) in this area. The regular education group (Mean=41.83, Standard Deviation=7.40) scored significantly higher at the .02 level with "t" 2.42 as compared to the special education group (Mean=38.17, Standard Deviation=6.15) on the subtest classified political. Thus with regard to the social, religious, and political subtests the null hypothesis of no significant difference can be rejected. However, for the other three subtests, the "t" test was less than the critical value (1.99) necessary to show a significant difference at the .05 level.

DISCUSSION

A comparative study was conducted on the needs and values of two groups of prospective teachers, those planning to enter special education and those planning to enter regular education. The two instruments used in this study were the Edwards Personal Preference Schedule and the Allport Vernon Lindzey Study of Values. The subjects were in the initial course of their respective sequences when they were tested. The special education sample was taking Special Education 343 (The Exceptional Child) and the regular education sample was taking Education 307 (Introduction to Education).

The 15 variables on the Edwards Personal Preference Schedule which are based on the 15 manifest needs of Murray, et. al. (1938) were used to measure the needs of these two groups. In the comparison of the two groups the statistical analysis made on the data obtained from these 15 variables revealed a significant difference at the .05 level for only one of the needs, abasement. The special education group scored higher on this need. Abasement is described in the following manner:

Abasement: To feel guilty when one does something wrong, to accept blame when things do not go right, to feel that personal pain and misery suffered does more good than harm, to feel the need for punishment for wrong

doing, to feel better when giving in and avoiding a fight than when having one's own way, to feel the need for confession of errors, to feel depressed by inability to handle situations, to feel timid in the presence of superiors, to feel inferior to others in most respects (Edwards, 1959, p. 19).

The significance of this high score on the need for abasement in the special education group leaves open avenues for discussion. It seems logical that a person who scores high in abasement would not plan to work with the gifted child. Consequently, the following discussion would not seem to apply to the gifted child when referring to the term exceptionality. Keeping in mind the definition of abasement, one possible interpretation of the high score on this need by the prospective teachers of special education could be that some people go into the field of special education with the idea that the exceptional child will be less threatening and less likely to challenge their teaching ability. Teaching the exceptional child may be a means of overcoming a basic insecurity by avoiding a situation that they would be unable to handle in the regular classroom. For example, in a regular classroom a student may ask a question the teacher may not be able to answer. Perhaps the special education teacher may choose to work in special education because here he could more easily identify with the exceptional students who also feel somewhat inferior. One of the meanings of abasement as found in Webster's Intercollegiate Dictionary is to take a step downward. Thus, the prospective special education teacher who scores high on abasement should be able to

easily bring himself down to the level of the exceptional child. On the other hand, it is possible that the person who constantly feels inferior will be, in actuality, taking a step up by teaching the exceptional child because of the prestige associated with the position of a special education teacher. This would agree with the study of Jones and Gottfried (1966) in which they used a forced-choice questionnaire and arrived at the conclusion that teachers of exceptional children were found to have higher prestige than those teachers of non-exceptional children.

The null hypothesis of no significant difference was upheld by the resulting data from the other 14 variables on the Edwards Personal Preference Schedule. However, the needs of dominance ("t"=1.95) and heterosexuality ("t"=1.85) closely approached a significant difference at the .05 level with the critical value of "t"=1.99. Both of these needs were higher for the regular education group. The lack of a significant difference between the scores of the two groups in all the areas but abasement points out the similarity of their needs as measured by the Edwards Personal Preference Schedule.

The statistical analysis of the data obtained from the six values of the Allport Vernon Lindzey Study of Values revealed a significant difference for the social value (.01), religious value (.02), and political value (.02). These values are based on Spranger's six types of men. The special education group scored higher on the religious and social

values and the regular education group scored higher on the political value.

The individual with strong social values feels that love is the primary and highest form of human relationship. Life functions around his love for other people and the people whom he loves are his primary concern (Allport, 1960). The Allport Vernon Lindzey Study of Values measures the philanthropic characteristics of love. According to Allport, Vernon and Lindzey (1960) the social man is "kind, sympathetic, and unselfish (p. 5)." The theoretical, economic and aesthetic attitudes do not appeal to him because they lack the human quality he values so much.

The special education group tested followed the pattern of scoring high in the religious and social areas and low in the theoretical, economic and aesthetic values (Allport, 1960). It is logical that a person who scored high in the social value finds the theoretical, economic and aesthetic areas to be less meaningful. Because of the nature of a teacher's profession which involves him in human relationships it would seem that nearly all prospective teachers would tend to score high in the social value (Getzels and Jackson, 1963). However the even higher score of the prospective teachers of special education may possibly be explained by the empathy and unselfishness required in special education. As Spranger says, this empathy and unselfishness which characterizes the social value is closely paralleled to the religious value.

This parallel was evident in this study as seen by the high scores of the group of prospective teachers of special education in both the social and religious values.

The main value of a religious man is unity. He wants things to fit together, to follow a pattern. He looks for the order in creation. The exceptional children are not in accord with the pattern; they do not readily fit into the unity. Thus, the teacher who chooses to work with these exceptional children may be expressing his desire to help these students find their place in the pattern, to make unity possible (Allport, 1960).

The individual with strong religious values would seem to feel the need for assisting the less fortunate. A possible reason for the special education group scoring high in this area is a similar feeling. A teacher who chooses to enter special education most likely wants to assist the less fortunate children, the exceptional children. A religious man sees a higher entity that is present to some degree in every individual, and therefore, respects the worth of each individual. A man with religious values tends to have high ideals imposed on him from his religious background. It is possible that these religious ideals could be expressed by working with exceptional children. However, if in working with exceptional children a man with high goals begins to expect these children to meet these high goals, his religious values might be a hindrance to his effectiveness as a

special education teacher. A possible correlation is drawn between the expression of these ideals and the high score of the prospective teachers of special education in the religious value of the Allport Vernon Lindzey Study of Values.

The group of prospective teachers of regular education scored significantly higher in the area of political value. The primary interest of the political man is power. It is not necessarily political power as we know it in governmental functioning. It can either be the power of influence as found in leaders or in personal power expressed in position or fame. The political value is generally not a high scored area for teachers. The very nature of the teacher-pupil relationship limits one's expression of power. However, a significantly higher score of the regular education group in the political area may indicate that they find the greater chance for expression of their political value in dealing with the normal child than does the special education teacher with the exceptional child. The special education teacher tends to express himself more through the social aspect of love.

Since there is no significant difference between the scores of the prospective teachers of special education and the prospective teachers of regular education in the remaining values of the Allport Vernon Lindzey Study of Values, the null hypothesis of no significant difference is upheld.

The high scores of the special education group on both instruments have logical correlations. This group scored high on the Allport Vernon Lindzey Study of Values in the areas of social and religious and on the Edwards Personal Preference Schedule in the area of abasement. Spranger says "in its purest form the social interest is selfless and tends to approach very closely to the religious attitude [Allport, 1960, p. 5]." The author feels that these two in turn logically relate to the high score in abasement expressed by the special education group. A man with high religious values tends to set up ideals often difficult to meet. Failure to meet these goals results in guilt feelings similar to the feelings of guilt and necessity of punishment for wrong doing as felt in abasement. Thus religious values can be seen to relate to abasement. Also, in order to be unselfish one must logically think less of himself and more of others. He is social toward others while he abases himself; he loves others and humbles himself. Thus, social values seem to relate to abasement.

The efforts of the present study have been directed toward showing if there is any significant difference in the needs and values of the two groups of prospective teachers (special education and regular education). The study did indicate significant differences in certain areas, but it made clear that there is also a very strong correlation on a number of the needs and values of these two groups. Tables

3 and 4 will indicate the comparison of both groups to the normative college sample for both instruments.

The main concern of this study as applied to special education is to gain some insight into the characteristics of the special education teacher. It is hoped that the study would reveal if there are any significant differences between the characteristics of the special education teacher and the regular education teacher. The problems in studying these characteristics are difficult because of a lack of a pure criterion and our understanding is still at a very basic level, thus indicating a need for further studies in this area.

Research Implications

As pointed out earlier in the present study, there is a paucity of research dealing with the comparison of the personality traits and characteristics of the special education teacher with other contrast groups. There are many possibilities for further application of this study in the area of the needs and values of teachers. This study could be done using larger numbers of subjects. The samples could be composed of students finishing the education sequence. Also, the study could compare practicing teachers in both regular education and special education. These studies should help to clarify if indeed, there are any significant differences between these two groups of teachers.

TABLE 3
COMPARATIVE MEANS AND STANDARD DEVIATIONS FOR THE
EDWARDS PERSONAL PREFERENCE SCHEDULE

Variables	Special Education		Regular Education		Normative College Sample	
	Means	Standard Deviations	Means	Standard Deviations	Means	Standard Deviations
Achievement	12.88	3.93	13.18	4.40	14.38	4.36
Deference	11.33	4.14	11.48	3.52	11.80	3.71
Order	9.08	4.79	8.91	4.17	10.24	4.34
Exhibition	13.71	3.46	14.76	3.26	14.34	3.59
Autonomy	13.82	4.81	12.36	4.26	13.31	4.53
Affiliation	16.39	3.53	16.88	4.92	16.19	4.36
Intracception	18.71	4.65	18.03	5.75	16.72	5.01
Succorance	11.90	4.38	12.09	4.38	11.63	4.65
Dominance	13.55	4.16	15.33	3.97	15.83	5.02
Abasement	16.43	4.42	14.12	5.03	13.66	5.14
Nurturance	16.04	4.01	15.42	4.62	15.22	4.76
Change	17.59	4.33	16.91	4.65	16.35	4.88
Endurance	12.98	5.50	11.76	4.37	12.65	5.25
Heterosexuality	14.33	5.10	16.45	5.11	16.01	5.68
Aggression	11.47	4.23	12.30	5.12	11.70	4.73
Consistency Score	11.41	2.12	11.70	1.78	11.64	1.84
N	49		33		1509	

TABLE 4
 COMPARATIVE MEANS AND STANDARD DEVIATIONS FOR THE
 ALLPORT VERNON LINDZEY STUDY OF VALUES

Variables	Special Education		Regular Education		Normative College Sample	
	Means	Standard Deviations	Means	Standard Deviations	Means	Standard Deviations
Theoretical	37.54	6.71	39.28	8.55	39.75	7.27
Economic	38.17	6.37	40.80	7.02	40.33	7.61
Aesthetic	37.02	7.17	39.85	7.85	38.88	8.42
Social	46.77	6.29	42.83	6.65	39.56	7.03
Political	38.17	6.15	41.83	7.40	40.39	6.44
Religious	42.29	10.12	36.35	11.07	41.01	9.31
N	35		46		3778	

A trend in educational research today is more and more directed toward understanding the personality traits and characteristics of teachers. The author feels that the information of this nature could be used both in guiding students in the selection of teaching as a possible career choice as well as in building an effective training program suited to their needs. This approach if followed through could be one step in solving the shortage of teachers that presently faces the field of special education.

SUMMARY

It was concluded in the present study that there were areas of significant difference between the prospective teachers of special education and the prospective teachers of regular education with regard to their needs and values. The two instruments used to obtain this information were the Edwards Personal Preference Schedule and the Allport Vernon Lindzey Study of Values. The tests were administered to both groups of prospective teachers in the initial stage of their preparation for the teaching profession.

The raw data was gathered for each of the 15 subtests of the Edwards Personal Preference Schedule and the six subtests of the Allport Vernon Lindzey Study of Values. This data was then analyzed by means of the "t" test to find if there was any significance. On the Edwards Personal Preference Schedule the special education group was found to be significantly higher at the .05 level in the need of abasement. The other 14 manifest needs did not meet the critical value of "t" $=1.99$. For the Allport Vernon Lindzey Study of Values the special education group were significantly higher on the subtest for the social value (.01) and the religious (.02), while the prospective teachers of regular education were significantly

higher with regard to the political value (.02). The other three subtests revealed no significant difference.

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APPENDIX A

APPENDIX A

EDWARDS PERSONAL PREFERENCE SCHEDULE MANIFEST NEEDS

The manifest needs associated with each of the 15 Edwards Personal Preference Schedule variables are:

1. Achievement: To do one's best, to be successful, to accomplish tasks requiring skill and effort, to be a recognized authority, to accomplish something of great significance, to do a difficult job well, to solve difficult problems and puzzles, to be able to do things better than others, to write a great novel or play.

2. Deference: To get suggestions from others, to find out what others think, to follow instructions and do what is expected, to praise others, to tell others that they have done a good job, to accept the leadership of others, to read about great men, to conform to custom and avoid the unconventional, to let others make decisions.

3. Order: To have written work neat and organized, to make plans before starting on a difficult task, to have things organized, to keep things neat and orderly, to make advance plans when taking a trip, to organize details of work, to keep letters and files according to some system, to have meals organized and a definite time for eating, to have things arranged so that they run smoothly without change.

4. Exhibition: To say witty and clever things, to tell amusing jokes and stories, to talk about personal adventures and experiences, to have others notice and comment upon one's appearance, to say things just to see what effect it will have on others, to talk about personal achievements, to be the center of attention, to use words that others do not know the meaning of, to ask questions others cannot answer.

5. Autonomy: To be able to come and go as desired, to say what one thinks about things, to be independent of others in making decisions, to feel free to do what one wants, to do things that are unconventional, to avoid situations where one is expected to conform, to do things without regard to what others may think, to criticize those in positions of authority, to avoid responsibilities and obligations.

6. Affiliation: To be loyal to friends, to participate in friendly groups, to do things for friends, to form new friendships, to make as many friends as possible, to share things with friends, to do things with friends rather than alone, to form strong attachments, to write letters to friends.

7. Intrareception: To analyze one's motives and feelings, to observe others, to understand how others feel about problems, to put one's self in another's place, to judge people by why they do things rather than by what they do, to analyze the behavior of others, to analyze the motives of others, to predict how others will act.

8. Succorance: To have others provide help when in trouble, to seek encouragement from others, to have others be kindly, to have others be sympathetic and understanding about personal problems, to receive a great deal of affection from others, to have others do favors cheerfully, to be helped by others when depressed, to have others feel sorry when one is sick, to have a fuss made over one when hurt.

9. Dominance: To argue for one's point of view, to be a leader in groups to which one belongs, to be regarded by others as a leader, to be elected or appointed chairman of committees, to make group decisions, to settle arguments and disputes between others, to persuade and influence others to do what one wants, to supervise and direct the actions of others, to tell others how to do their jobs.

10. Abasement: To feel guilty when one does something wrong, to accept blame when things do not go right, to feel that personal pain and misery suffered does more good than harm, to feel the need for punishment for wrong doing, to feel better when giving in and avoiding a fight than when having one's own way, to feel the need for confession of errors, to feel depressed by inability to handle situations, to feel timid in the presence of superiors, to feel inferior to others in most respects.

11. Nurturance: To help friends when they are in trouble, to assist others less fortunate, to treat others with kindness and sympathy, to forgive others, to do small favors for

others, to be generous with others, to sympathize with others who are hurt or sick, to show a great deal of affection toward others, to have others confide in one about personal problems.

12. Change: To do new and different things, to travel, to meet new people, to experience novelty and change in daily routine, to experiment and try new things, to eat in new and different places, to try new and different jobs, to move about the country and live in different places, to participate in new fads and fashions.

13. Endurance: To keep at a job until it is finished, to complete any job undertaken, to work hard at a task, to keep at a puzzle or problem until it is solved, to work at a single job before taking on others, to stay up late working in order to get a job done, to put in long hours of work without distraction, to stick at a problem even though it may seem as if no progress is being made, to avoid being interrupted while at work.

14. Heterosexuality: To go out with members of the opposite sex, to engage in social activities with the opposite sex, to be in love with someone of the opposite sex, to kiss those of the opposite sex, to be regarded as physically attractive by those of the opposite sex, to participate in discussions about sex, to read books and plays involving sex, to listen to or to tell jokes involving sex, to become sexually excited.

15. Aggression: To attack contrary points of view, to tell others what one thinks about them, to criticize others publicly, to make fun of others, to tell others off when disagreeing with them, to get revenge for insults, to become angry, to blame others when things go wrong, to read newspaper accounts of violence.

APPENDIX B

APPENDIX B

ALLPORT VERNON LINDZEY STUDY OF VALUES

SIX BASIC VALUES

The definition of the six basic values as measured by the Allport Vernon Lindzey Study of Values are:

1. The Theoretical. The dominant interest of the theoretical man is the discovery of truth. In the pursuit of this goal the characteristically takes a "cognitive" attitude, one that looks for identities and differences; one that divests itself of judgments regarding the beauty or utility of objects, and seeks only to observe and to reason. Since the interests of the theoretical man are empirical, critical, and rational, he is necessarily an intellectualist, frequently a scientist or philosopher. His chief aim in life is to order and systematize his knowledge.

2. The Economic. The economic man is characteristically interested in what is useful. Based originally upon the satisfaction of bodily needs (self-preservation), the interest in utilities develops to embrace the practical affairs of the business world--the production, marketing, and consumption of goods, the elaboration of credit, and the accumulation of tangible wealth. This type is thoroughly "practical" and conforms well to the prevailing stereotype of the average American businessman.

The economic attitude frequently comes into conflict with other values. The economic man wants education to be practical, and regards unapplied knowledge as waste. Great feats of engineering and application result from the demands economic men make upon science. The value of utility likewise conflicts with the aesthetic value, except when art serves commercial ends. In his personal life the economic man is likely to confuse luxury with beauty. In his relations with people he is more likely to be interested in surpassing them in wealth than in dominating them (political attitude) or in serving them (social attitude). In some cases the economic man may be said to make his religion the worship of Mammon. In other instances, however, he may have regard for the traditional God, but inclines to consider Him as the giver of good gifts, of wealth, prosperity, and other tangible blessings.

3. The Aesthetic. The aesthetic man sees his highest value in form and harmony. Each single experience is judged from the standpoint of grace, symmetry, or fitness. He regards life as a procession of events; each single impression is enjoyed for its own sake. He need not be a creative artist, nor need he be effete; he is aesthetic if he but finds his chief interest in the artistic episodes of life.

The aesthetic attitude is, in a sense, diametrically opposed to the theoretical; the former is concerned with the diversity, and the latter with the identities of experience.

The aesthetic man either chooses, with Keats, to consider truth as equivalent to beauty, or agrees with Mencken, that, "to make a thing charming is a million times more important than to make it true." In the economic sphere the aesthete sees the process of manufacturing, advertising, and trade as a wholesale destruction of the values most important to him. In social affairs he may be said to be interested in persons but not in the welfare of persons; he tends toward individualism and self-sufficiency. Aesthetic people often like the beautiful insignia of pomp and power, but oppose political activity when it makes for the repression of individuality. In the field of religion they are likely to confuse beauty with purer religious experience.

4. The Social. The highest value for this type is love of people. In the Study of Values it is the altruistic or philanthropic aspect of love that is measured. The social man prizes other persons as ends, and is therefore himself kind, sympathetic, and unselfish. He is likely to find the theoretical, economic, and aesthetic attitudes cold and inhuman. In contrast to the political type, the social man regards love as itself the only suitable form of human relationship. Spranger adds that in its purest form the social interest is selfless and tends to approach very closely to the religious attitude.

5. The Political. The political man is interested primarily in power. His activities are not necessarily within

the narrow field of politics; but whatever his vocation, he betrays himself as a Machtmensch. Leaders in any field generally have high power value. Since competition and struggle play a large part in all life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however, certain personalities in whom the desire for a direct expression of this motive is uppermost, who wish above all else for personal power, influence, and renown.

6. The Religious. The highest value of the religious man may be called unity. He is mystical, and seeks to comprehend the cosmos as a whole, to relate himself to its embracing totality. Spranger defines the religious man as one "whose mental structure is permanently directed to the creation of the highest and absolutely satisfying value experience." Some men of this type are "immanent mystics," that is, they find their religious experience in the affirmation of life and in active participation therein. A Faust with his zest and enthusiasm sees something divine in every event. The "transcendental mystic," on the other hand, seeks to unite himself with a higher reality by withdrawing from life; he is the ascetic, and, like the holy men of India, finds the experience of unity through self-denial and meditation. In many individuals the negation and affirmation of life alternate to yield the greatest satisfaction.

APPENDIX C

APPENDIX C

RAW DATA

Allport Vernon Lindzey Study of Values

Regular Education

1	2	3	4	5	6
34	34	38	42	46	46
37	34	58	37	58	16
46	48	31	45	49	21
33	39	50	48	30	43
51	28	41	44	35	41
45	41	52	36	41	25
41	42	30	38	60	29
43	45	39	50	50	33
38	37	30	45	53	37
43	47	55	32	48	15
38	44	45	31	50	32
33	35	45	47	33	47
39	36	40	42	39	44
29	35	51	42	35	48
43	40	47	33	44	33
46	36	41	38	36	43
46	34	36	44	33	47
36	39	41	49	38	37
37	47	36	33	37	50
32	53	26	43	45	41
30	42	37	43	38	50
31	51	39	35	41	43
42	42	42	41	36	37
43	36	27	44	46	44
43	43	46	42	49	17
32	51	46	36	45	30
60	43	42	33	46	16
33	42	34	42	41	48
36	49	44	39	39	35
47	49	47	37	40	20
37	47	30	50	41	35
43	51	35	45	32	34
39	36	41	44	38	42
32	33	39	45	36	55

1	2	3	4	5	6
47	56	37	32	48	26
36	46	42	51	34	31
29	33	44	49	45	40
60	42	20	37	34	39
52	30	26	43	60	29
41	29	42	55	43	30
21	43	43	49	39	45
32	33	42	51	42	40
28	33	31	56	44	48
53	32	39	52	28	36
23	41	40	56	41	59
47	50	46	44	38	15

Allport Vernon Lindzey Study of Values

Special Education

1	2	3	4	5	6
29	31	41	51	31	57
50	38	34	38	49	31
45	35	50	40	37	33
40	47	26	48	39	40
43	38	28	50	36	45
30	36	36	52	45	41
33	43	26	45	44	49
50	53	37	39	39	22
35	51	32	51	34	37
35	39	35	46	46	39
30	31	37	53	38	51
35	28	43	48	42	44
36	36	40	41	44	43
47	44	43	37	39	30
33	38	36	60	28	45
36	46	45	43	36	34
30	35	40	43	36	56
33	28	47	54	36	42
50	33	46	50	39	22
40	43	34	42	28	53
34	30	38	56	31	51
41	31	26	49	43	50
40	47	26	48	39	40
45	35	50	40	37	33
50	38	34	38	49	31
29	31	41	51	31	57

1	2	3	4	5	6
43	38	26	43	48	40
36	39	39	36	38	53
30	47	30	47	45	41
29	44	43	49	36	39
31	37	41	53	24	54
38	37	39	55	31	40
32	36	34	41	41	56
39	40	26	43	35	56
37	33	46	57	42	25

Edwards Personal Preference Schedule

Regular Education

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	C
22	4	8	17	17	8	9	14	22	3	5	16	12	28	25	14
16	14	12	15	7	17	9	14	14	14	17	7	20	17	17	11
12	6	3	18	16	21	23	10	11	7	24	18	10	20	11	13
19	10	14	18	9	9	18	17	9	20	10	10	10	22	15	11
15	6	2	21	21	21	8	6	20	10	12	17	11	17	23	13
12	14	8	18	11	19	25	13	11	15	20	14	13	14	3	12
11	13	2	14	11	18	21	10	13	17	14	24	18	18	6	11
20	10	12	16	9	10	25	6	18	8	18	16	16	18	8	9
12	10	13	12	13	22	21	14	16	14	20	13	16	7	7	10
12	9	15	6	14	12	27	20	16	6	19	11	15	14	14	12
12	15	5	18	7	23	16	15	13	16	19	19	5	16	11	13
4	12	4	10	14	22	26	9	15	16	25	16	15	18	4	13
18	12	4	19	10	13	20	13	20	6	9	25	7	17	17	15
6	10	10	12	16	17	19	10	15	16	15	20	14	18	12	10
12	11	4	18	17	18	21	14	10	13	17	18	9	15	13	10
13	13	12	10	11	11	24	14	20	14	9	17	18	7	17	13
11	15	13	12	15	13	5	12	18	19	13	21	10	14	9	6
9	13	12	14	17	24	12	7	13	19	18	17	11	17	7	11
16	10	14	13	6	17	25	17	11	18	16	14	13	10	10	14
14	17	18	13	16	10	13	9	18	11	7	21	19	8	16	12
12	14	9	19	9	21	13	9	15	16	12	20	16	13	12	12
12	12	9	15	11	22	24	16	13	17	21	9	6	15	8	10
10	11	11	17	15	19	24	10	16	12	12	19	15	9	10	10
7	10	7	16	17	20	9	23	12	9	18	21	5	19	17	12
12	8	9	15	20	23	21	7	10	11	16	21	5	12	20	11
13	15	11	16	10	17	10	4	13	20	14	20	14	23	10	11
11	11	4	12	6	11	12	16	22	19	18	12	12	26	18	14
10	4	3	13	11	15	21	17	21	16	15	22	9	22	11	11
13	12	9	16	4	21	21	16	17	14	19	11	7	19	11	12

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	C
13	9	12	15	7	7	18	10	9	25	17	23	14	17	14	11
23	20	11	15	12	20	13	12	16	8	12	21	7	13	7	13
11	15	7	15	15	20	16	7	23	21	11	15	5	16	13	12
22	14	7	9	14	16	16	8	16	16	17	10	11	24	10	14

Edwards Personal Preference Schedule

Special Education

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	C
14	7	3	12	18	13	11	17	18	14	16	14	10	23	20	12
9	10	6	12	17	18	18	12	15	14	20	22	8	15	14	11
15	7	7	12	16	18	24	13	13	15	19	9	8	18	16	8
16	7	7	15	20	13	27	4	13	9	7	22	20	16	14	13
9	6	5	16	12	22	19	14	9	18	22	21	15	6	16	14
6	14	9	18	17	14	21	8	11	18	16	24	5	18	11	14
12	16	16	13	3	14	21	13	11	23	18	14	17	16	3	11
13	9	6	12	11	17	22	15	14	22	21	17	9	14	8	15
14	11	8	11	18	13	24	13	16	16	17	12	14	10	13	10
20	17	15	14	7	16	13	19	12	15	12	13	20	11	6	12
22	14	8	19	19	15	25	9	21	5	9	16	10	10	8	13
9	17	10	16	18	17	23	7	12	12	12	17	10	19	11	10
13	8	11	18	16	16	14	10	16	15	15	14	9	21	14	11
13	9	2	15	12	17	18	16	14	24	17	19	9	13	12	14
20	7	16	14	13	13	23	12	11	23	10	11	11	22	4	8
10	12	8	17	9	19	18	10	13	14	22	21	16	15	6	9
17	3	4	16	16	19	12	14	20	7	17	24	11	18	12	14
16	9	8	11	7	20	16	15	16	23	17	18	19	11	4	13
15	9	16	11	13	12	21	8	9	21	13	18	23	3	18	12
7	6	6	15	13	22	14	20	7	25	21	13	6	22	13	13
11	8	4	12	17	14	23	18	8	22	22	16	3	19	13	14
13	12	20	10	12	14	16	15	10	16	14	21	12	16	9	9
9	13	8	9	23	17	24	9	15	18	15	21	17	9	3	13
11	19	16	7	4	15	25	9	7	23	18	15	24	13	4	10
14	15	7	10	19	19	22	9	18	18	12	19	10	3	15	12
16	9	11	17	9	16	16	13	14	15	14	19	8	16	17	8
13	7	11	14	24	11	17	9	8	15	16	18	21	15	11	11
13	10	12	16	12	20	16	9	22	11	13	19	14	14	9	12
10	18	15	16	12	15	24	6	15	14	9	16	17	12	11	12
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8	11	11	15	15	12	17	13	12	19	16	21	19	13	8	12
11	14	5	14	15	21	10	23	18	15	17	12	3	12	20	13

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13	13	3	12	20	22	16	12	15	15	18	20	9	15	7	11