

DATE	INVESTIGATOR (S)	DURATION OF STUDY	AGE OF SUBJECTS	WAS ACHIEV. A MAJOR VARIABLE?	WAS A'- A DIMENSION USED?	PERSONALITY WAS STUDENT PREFERENCE ALLOWED?	ACHIEVEMENT TASK	CONCEPTUAL CLASSIFICATION OF TEACHER BEHAVIOR	RESULTS	CONCLUSION: DOES STYLE AFFECT ACHIEVEMENT?
1953	Cogan	Results of a questionnaire.	8th grade (987 pupils from five jr. high schools).	Yes	Yes	No	Amount of required and self-initiated work performed. (As reported by teachers on a questionnaire.)	<u>Inclusive</u> Integrative Affiliative Nurturant  <u>Preclusive</u> Dominative Aggressive Rejectant  <u>Conjunctive</u> Indicating level of demand. Indicating ability to communicate. Indicating competence in classroom manage.	Pupils will accomplish more self-initiated and required work if the teacher is warm and friendly.	Yes
1959	Hedley & Mitzel	3 months (time devoted to observing classroom behavior)	3rd grade 4th grade 5th grade 6th grade	Yes	Yes	No	1. California reading test. 2. Russell Sage Social Relations Test.	Warm-Hostile (implicit)	Neither measured gains in reading nor gains in group problem solving skill were found to be related to recorded classroom behaviors and pupils.	No
1960	Brown	6 months	15 third grade classes	Yes	Yes	No	Reading performance.	Pupil-centered-Teacher-centered	Pupils who were underachievers or overachievers and who had "pupil-centered" teachers made higher scores. There was little relationship between scores of the average achievers and classroom climate.	No
1960	Christensen	1 semester	4th grade (ten classes) 5th grade (ten classes)	Yes	Yes	No	Iowa Test of Basic Skills. Includes work-study skills arithmetic skills vocabulary, reading comprehension and language skill	Directive-permissive (Guidance factor) Warm-harsh (Motivation factor)  (Author distinguished between the two dimensions. Warned against equating the two.)	Of the variables only warmth of teacher was related to vocabulary and arithmetic achievement.	Yes
1960-1961	Spaulding	9 months	4th grade 6th grade	Yes	Yes	No	Reading and arithmetic.	Democratic-autocratic (Used Lewin, Lippitt & White construct) Learner-supportive-Teacher-supportive (Used Withall's model to test originality, cognitive flexibility, and self-concept.)	1. Strong support for positive relationship between pupil self concepts and teacher behavior characterized by a high degree of concern for pupil needs and low teacher centeredness. 2. Hypothesis that democratic teaching style is associated with superior reading and mathematical achievement not proven. Results were conflicting.	No