

A STUDY OF THE RELATIONSHIP BETWEEN ELEMENTARY  
SCHOOL TEACHERS' PHILOSOPHY OF HUMAN NATURE  
AND THEIR STUDENTS' SELF-CONCEPTS

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## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION . . . . .	1
Justification for the Study . . . . .	2
Statement of the Problem. . . . .	4
Hypotheses. . . . .	5
Clarification of the Terminology. . . . .	11
Major Assumptions . . . . .	14
Limitations . . . . .	14
Methodology . . . . .	15
Summary . . . . .	16
II. REVIEW OF SELECTED RESEARCH AND LITERATURE . . . . .	17
Introduction. . . . .	17
Self-Concept. . . . .	18
Philosophy of Human Nature Studies. . . . .	37
III. POPULATION, PROCEDURES, INSTRUMENTS, AND METHODS OF ANALYSIS . . . . .	44
Introduction. . . . .	44
Population. . . . .	44
Procedures. . . . .	47
Instrumentation . . . . .	48
<u>Philosophy of Human Nature Scale</u> . . . . .	49
<u>How I See Myself Scale</u> . . . . .	51
Analysis of the Data. . . . .	53
IV. PRESENTATION AND ANALYSIS OF THE DATA. . . . .	54
Introduction. . . . .	54
Presentation and Analysis of Data Related to Hypothesis 1. . . . .	54
Presentation and Analysis of Data Related to Hypothesis 2. . . . .	57
Presentation and Analysis of Data Related to Hypothesis 3. . . . .	60
Presentation and Analysis of Data Related to Hypothesis 4. . . . .	63
Presentation and Analysis of Data Related to Hypothesis 5. . . . .	66

Chapter	Page
Presentation and Analysis of Data Related to Hypothesis 6. . . . .	70
Presentation and Analysis of Data Related to Hypothesis 7. . . . .	73
Summary . . . . .	76
V. SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS. . . . .	78
Need. . . . .	78
Summary . . . . .	78
Findings. . . . .	79
Conclusions . . . . .	81
Investigator's Reactions. . . . .	84
Recommendations . . . . .	85
A SELECTED BIBLIOGRAPHY . . . . .	88
APPENDIX A - PHILOSOPHY OF HUMAN NATURE SCALE . . . . .	94
APPENDIX B - HOW I SEE MYSELF . . . . .	100
APPENDIX C - SCORING PROCEDURES FOR PHN SCALE . . . . .	103

## LIST OF TABLES

Table	Page
I. Teachers and Students by Grade from School I . . . . .	45
II. Teachers and Students by Grade from School II. . . . .	45
III. Teachers and Students by Grade from School III . . . . .	45
IV. Teachers and Students by Grade from School IV. . . . .	46
V. Black Students Participating by Grade Level. . . . .	46
VI. Frequency of Highest Educational Attainment of Participating Teachers According to Schools. . . . .	47
VII. Summary of Data for Tests of Significant Relationships Between Elementary School Students' Self-Concepts and Their Individual Teacher's Philosophy of Human Nature . . . . .	57
VIII. Summary of Data for Tests of Significant Relationships Between Elementary School Students' Self-Concepts and Their Individual Teacher's Attitudes of Human Altruism . . . . .	59
IX. Summary of Data for Tests of Significant Relationships Between Elementary School Students' Self-Concepts and Their Individual Teacher's Attitudes of Trust. . . . .	62
X. Summary of Data for Tests of Significant Relationships Between Elementary School Students' Self-Concepts and Their Individual Teacher's Attitudes of Human Strength of Will and Rationality . . . . .	65
XI. Summary of Data for Tests of Significant Relationships Between Elementary School Students' Self-Concepts and Their Individual Teacher's Attitudes of Human Independence . . . . .	69
XII. Summary of Data for Tests of Significant Relationships Between Elementary School Students' Self-Concepts and Their Individual Teacher's Attitudes of Human Complexity . . . . .	72

Table

Page

XIII. Summary of Data for Tests of Significant Relationships Between Elementary School Students' Self-Concepts and Their Individual Teacher's Attitudes of Human Variability . . . . .	75
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## CHAPTER I

### INTRODUCTION

A teacher's philosophy of human nature is of critical importance in any teaching-learning environment. The beliefs that a teacher has about children manifest themselves in many ways and have profound effects upon the learning climate of the classroom.

Whatever we do in teaching depends upon what we think people are like. The goals we seek, the things we do, the judgements we make, even the experiments we are willing to try, are determined by our beliefs about the nature of man and his capacities. It has always been so. Teachers who believe children can, will try to teach them. Teachers who believe children are unable, give up trying to spend their days on a treadmill, hopelessly making motions they never expect will matter. The beliefs we hold about people can serve as prison walls limiting us at every turn. They can also set us free from our shackles to confront great new possibilities never dreamed of before. No beliefs will be more important to education than these we hold about the nature of man and the limits of his potentials (Combs, 1962, p. 1).

One manifestation of a teacher's philosophy of human nature is the quality of interactions between the teacher and learners. The quality of these interactions are currently viewed as a primary determinant of academic, emotional, and social growth. According to Manis (1955), most beliefs and opinions are acquired through meaningful interactions. The beliefs that one adopts of the external world, and the beliefs that one adopts of himself are largely dependent upon his perceptions of what others believe about him. This dependence upon others for self-concept has been reported by Mead (1968), Cameron (1947), Turner (1969), and

Snygg and Combs (1949). In light of existing evidence, a relationship between a teacher's philosophy of human nature and his students' self-concepts is apparent. This purported relationship was the focus of this study.

#### Justification for the Study

Educators have long recognized the importance of the self-concepts of children and the relationship between self-concepts and the academic, social, and emotional growth of children. In the late 1800's, William James (1968) devoted his attention to the self-concept of the learner. In the 1940's, phenomenological theorists such as Lecky (1945), Raimy (1948), and Snygg and Combs (1949) began to emerge and to place stress upon the importance of self-concepts as a major factor governing behavior.

Recently, writers such as Rosenthal and Jacobson (1968) have initiated studies of teachers' expectations and the performances of children. These studies indicate that teachers have a profound influence upon the performance of children. Results of the study indicate that teachers' expectations of children's performance seem to be self-fulfilling. Another study revealed that teacher expectations of children's performances were fulfilled partially from ". . . (1) the behavior of teachers and the manner of their interactions with children who demonstrate I. Q. gains, and (2) the behavior and personality characteristics of the children who gain in I. Q." (Conn, Edwards, Rosenthal, and Crown, 1968, p. 27). Therefore, it would appear that for teachers' expectations to be fulfilled, they must first be effectively communicated to

children and those children must have concepts of themselves which would allow the assimilation of those expectations.

An interest in self-concept is readily apparent, for the influence of self-concept upon growth is quite dynamic. Self-concept affects more than just academic growth. According to Harvey and Denby (1970) ". . . it is a factor in social adjustment and career adjustment as well" (p. 994). Self-concept has also been linked to emotional growth. As Carl Rogers (1950) stated:

We may at the present time say that in client-centered therapy the trends which have been described in self-regarding feelings and self-perceptions are correlated with certain other findings bearing upon the attitudes, physiological reactions, and behavior of the individual. The described changes in self-attitudes and self-perceptions are positively correlated with: . . . alteration in personality structure as measured by projective and objective tests; this greater personality integration, greater emotional stability and control, increased adaptability, lessened neurotic and introvertive tendencies, increased stability and self-confidence (p. 375).

An acceptance of the importance of self-concepts would lead one to question the role of the school in its development. If the self-concepts of children are linked with academic, social, and emotional growth, schools must be aware of the importance of self-concept and endeavor to facilitate self-concept development in every child. Pietrofesa (1969) stated that schools were second only to the home as the source for the development of children's self-concepts.

If the school is a primary source of the development of self-concept, it would seem appropriate for the school to concern itself actively with those factors which influence the development of self-concepts. One of the factors which influence self-concepts is the beliefs of teachers as to the nature of man.

The importance of a teacher's philosophy of human nature was pointed out by Haan (1963):

The teacher himself is not aware of the many feelings, attitudes, and ways of relating to people that he has developed. Nevertheless, a teacher conveys these things to children. They remember the teacher's reaction to them and to others; it becomes a part of their conception of themselves and of their feelings about how others appraise them. In the long run, this may be more important in the development history of the child than the facts learned with the teacher (p. 183).

Therefore, educators cannot ignore the importance of the relationship between teachers' philosophy of human nature and children's self-concepts.

#### Statement of the Problem

Today's schools have been given the responsibility of assisting children in their total development. Generally, American schools have accepted this responsibility, and have become vitally concerned with the academic, social, and emotional development of students.

Many contemporary American educators, such as Purkey (1970), Hamacheck (1969), and Kleinfield (1972), believe that one barrier to the achievement of the goal of helping children develop academically, socially, and emotionally is a negative self-concept. Educators, such as Combs (1962), generally view a negative self-concept as a retarding force which must be overcome before a child can develop his full human potential.

Concurrently, many educational theorists, including Hogan and Green (1971), Mixer and Melson (1973), and Darrow (1967), have noted that teachers are quite significant in either assisting or retarding the development of children's self-concepts. These theorists maintain that

through the social interactions between children and their parents, peers and teachers, children develop either a positive or negative view of themselves.

Noting the importance of the pupil-teacher interactions, many writers such as Jeriseld (1965), Rosenthal and Jacobson (1968), and Rogers (1951), have expressed concern about the basic attitudes that teachers have about children. These writers believe that the attitudes teachers have about children somewhat determine the quality of social interactions which occur between the two.

These attitudes have been called a philosophy of human nature. The relationship between teachers' philosophy of human nature and children's self-concepts is the focus of this study. Specifically, this investigation attempts to determine if the self-concepts of elementary school children are related to the philosophy of human nature held by their individual teachers.

### Hypotheses

Ho-1 - There is no significant relationship between the self-concepts of elementary school children as measured by the How I See Myself Scale and their individual teacher's philosophy of human nature as measured by the Philosophy of Human Nature Scale.

### Subhypotheses

Ho-1.1 - There is no significant relationship between elementary school students' self-concepts associated with teachers and schools and their individual teacher's philosophy of human nature.

Ho-1.2 - There is no significant relationship between elementary school students' self-concepts associated with their physical appearance and their individual teacher's philosophy of human nature.

Ho-1.3 - There is no significant relationship between elementary school students' self-concepts associated with their interpersonal adequacy and their individual teacher's philosophy of human nature.

Ho-1.4 - There is no significant relationship between elementary school students' self-concepts associated with their autonomy and their individual teacher's philosophy of human nature.

Ho-1.5 - There is no significant relationship between elementary school students' self-concepts associated with their academic adequacy and their individual teacher's philosophy of human nature.

Ho-2 - There is no significant relationship between the self-concepts of elementary school children as measured by the How I See Myself Scale and their individual teacher's score on the Altruism Scale of the Philosophy of Human Nature Scale.

### Subhypotheses

Ho-2.1 - There is no significant relationship between elementary school students' self-concepts associated with teachers and school and their individual teacher's attitudes of human altruism.

Ho-2.2 - There is no significant relationship between elementary school students' self-concepts associated with their physical appearance and their individual teacher's attitudes of human altruism.

Ho-2.3 - There is no significant relationship between elementary students' self-concepts associated with their interpersonal adequacy and their individual teacher's attitudes of human altruism.

Ho-2.4 - There is no significant relationship between elementary school students' self-concepts associated with their autonomy and their individual teacher's attitudes of human altruism.

Ho-2.5 - There is no significant relationship between elementary school students' self-concepts associated with their academic adequacy and their individual teacher's attitudes of human altruism.

Ho-3 - There is no significant relationship between the self-concept of elementary school children as measured by the How I See Myself Scale and their individual teacher's score on the Trustworthiness Scale of the Philosophy of Human Nature Scale.

### Subhypotheses

Ho-3.1 - There is no significant relationship between elementary school students' self-concepts associated with teachers and school and their individual teacher's attitudes of human trustworthiness.

Ho-3.2 - There is no significant relationship between elementary school students' self-concepts associated with their physical appearance and their individual teacher's attitudes of human trustworthiness.

Ho-3.3 - There is no significant relationship between elementary school students' self-concepts associated with their interpersonal adequacy and their individual teacher's attitudes of human trustworthiness.

Ho-3.4 - There is no significant relationship between elementary school students' self-concepts associated with their autonomy and their individual teacher's attitudes of human trustworthiness.

Ho-3.5 - There is no significant relationship between elementary school students' self-concepts associated with their academic adequacy and their individual teacher's attitudes of human trustworthiness.

Ho-4 - There is no significant relationship between the self-concept of elementary school children as measured by the How I See Myself Scale and their individual teacher's score on the Strength of Will and Rationality Scale of the Philosophy of Human Nature Scale.

#### Subhypotheses

Ho-4.1 - There is no significant relationship between elementary school students' self-concepts associated with teachers and school and their individual teacher's attitudes of the strength of will and rationality of humans.

Ho-4.2 - There is no significant relationship between elementary school students' self-concepts associated with their physical appearance and their individual teacher's attitudes of the strength of will and rationality of humans.

Ho-4.3 - There is no significant relationship between elementary school students' self-concepts associated with their interpersonal adequacy and their individual teacher's attitudes of the strength of will and rationality of humans.

Ho-4.4 - There is no significant relationship between elementary school students' self-concepts associated with their autonomy and their individual teacher's attitudes of the strength of will and rationality of humans.

Ho-4.5 - There is no significant relationship between elementary school students' self-concepts associated with their academic adequacy and their individual teacher's attitudes of the strength of will and rationality of humans.



Ho-5 - There is no significant relationship between the self-concepts of elementary school children as measured by the How I See Myself Scale and their individual teacher's score on the Independence Scale of the Philosophy of Human Nature Scale.

#### Subhypotheses

Ho-5.1 - There is no significant relationship between elementary school students' self-concepts associated with teachers and school and their individual teacher's attitudes of the ability of man to maintain beliefs in spite of group pressures.

Ho-5.2 - There is no significant relationship between elementary school students' self-concepts associated with their physical appearance and their individual teacher's attitudes of the ability of man to maintain beliefs in spite of group pressures.

Ho-5.3 - There is no significant relationship between elementary school students' self-concepts associated with their interpersonal adequacy and their individual teacher's attitudes of the ability of man to maintain beliefs in spite of group pressures.

Ho-5.4 - There is no significant relationship between elementary school students' self-concepts associated with their autonomy and their individual teacher's attitudes of the ability of man to maintain beliefs in spite of group pressures.

Ho-5.5 - There is no significant relationship between elementary school students' self-concepts associated with their academic adequacy and their individual teacher's attitudes of the ability of man to maintain beliefs in spite of group pressures.

Ho-6 - There is no significant relationship between the self-concepts of elementary school children as measured by the How I See Myself Scale and their individual teacher's score on the Complexity Scale of the Philosophy of Human Nature Scale.

#### Subhypotheses

Ho-6.1 - There is no significant relationship between elementary school students' self-concepts associated with teachers and school and their individual teacher's attitudes of the complexity of humans.

Ho-6.2 - There is no significant relationship between elementary school students' self-concepts associated with their physical appearance and their individual teacher's attitudes of the complexity of humans.

Ho-6.3 - There is no significant relationship between elementary school students' self-concepts associated with their interpersonal adequacy and their individual teacher's attitudes of the complexity of humans.

Ho-6.4 - There is no significant relationship between elementary school students' self-concepts associated with their autonomy and their individual teacher's attitudes of the complexity of humans.

Ho-6.5 - There is no significant relationship between elementary school students' self-concepts associated with their academic adequacy and their individual teacher's attitudes of the complexity of humans.

Ho-7 - There is no significant relationship between the self-concepts of elementary school children as measured by the How I See Myself Scale and their individual teacher's score on the Variability Scale of the Philosophy of Human Nature Scale.

### Subhypotheses

Ho-7.1 - There is no significant relationship between elementary school students' self-concepts associated with teachers and school and their individual teacher's attitudes of the variability of humans.

Ho-7.2 - There is no significant relationship between elementary school students' self-concepts associated with their physical appearance and their individual teacher's attitudes of the variability of humans.

Ho-7.3 - There is no significant relationship between elementary school students' self-concepts associated with their interpersonal adequacy and their individual teacher's attitudes of the variability of humans.

Ho-7.4 - There is no significant relationship between elementary school students' self-concepts associated with their autonomy and their individual teacher's attitudes of the variability of humans.

Ho-7.5 - There is no significant relationship between elementary school students' self-concepts associated with their academic adequacy and their individual teacher's attitudes of the variability of humans.

### Clarification of the Terminology

To facilitate communications, the terms used in this study are discussed below. Generalizations of these definitions are not intended and should not be made. Philosophy of Human Nature, Wrightsman's (1964) concept of the philosophy of human nature, will be used in this study. In 1964 Wrightsman developed a Philosophy of Human Nature Scale which was designed to measure the interpersonal aspects of a person's beliefs about human nature. The scale has six subscales which are as follows:

- (1) Trustworthiness vs. Untrustworthiness
- (2) Altruism vs. Selfishness
- (3) Strength of Will and Rationality vs. Lack of Will and Irrationality
- (4) Independence vs. Conformity
- (5) Simplicity vs. Complexity
- (6) Similarity (between people) vs. Variability (between people)

The first four subscales can be summed to obtain a general Favorability of Human Nature Score. The Favorability of Human Nature Score can be either a positive or a negative number. A positive score indicates a Positive View of Man. Conversely, a negative score indicates a Negative View of Man.

Although scales five and six are not included in obtaining the general Favorability of Human Nature Scale, they are quite useful. The last two scales indicate beliefs about individual differences in human nature. Their separate functions will be discussed later.

In this study, for operational purposes, Philosophy of Human Nature will be defined to mean the score obtained by summing the first four subscales of the Philosophy of Human Nature Scales.

Each of the six subscales of Wrightsman's Philosophy of Human Nature can be viewed as a continuum with the polar points described as follows:

- (a) Trustworthiness vs. Untrustworthiness

A positive score would indicate that one believes that people are trustworthy, moral, and responsible. A negative score would indicate that one believes that people are untrustworthy, immoral or irresponsible.

(b) Strength of Will and Rationality vs. Lack of Will Power and Irrationality

A positive score would indicate that one believes that people control their outcome and that they understand themselves. A negative score would indicate that people lack self-determination and are irrational.

(c) Altruism vs. Selfishness

A positive score would indicate that one believes people are altruistic, unselfish, and sincerely interested in people.

A negative score would indicate that one believes that people are selfish and self-centered.

(d) Independence vs. Conformity to Group Pressures

A positive score would indicate that one believes that people are able to maintain their beliefs in spite of group pressures; to the contrary, a negative score would indicate that one believes people conform to group pressures.

(e) Complexity vs. Simplicity

A positive score would indicate that one believes people are complex, complicated, and difficult to understand. A negative score would indicate that one believes that people are simple and easy to understand.

(f) Variability vs. Similarity

A positive score would indicate that one believes that people are different from each other in personality and interests, and that a person can change from time to time. A negative score would indicate that one believes that people are similar in interests and are not changeable over time.

Self-concept in this study will be used to indicate how a person views himself. Operationally it will be defined as the scores on Ira J. Gordon's How I See Myself Scale.

#### Major Assumptions

The research project utilizes several assumptions which should be noted. These assumptions include:

- (1) Teachers' philosophies of human nature can be measured by the Philosophy of Human Nature Scale.
- (2) Elementary school students' self-concepts can be measured by the How I See Myself Scale.
- (3) Teachers' philosophies of human nature influence their behavior.
- (4) Teachers communicate their attitudes either verbally or non-verbally to their students.
- (5) Elementary school students perceive their teacher's attitudes with some degree of accuracy.
- (6) Elementary school students' self-concepts are learned through social interactions.

#### Limitations

The study was concerned only with the students and teachers from the four elementary schools in a city of 15,000 people which is located in east-central Oklahoma, and cannot be generalized to any other population. Only those students and teachers from grades three, four, five, and six were involved in this study; therefore, results cannot be generalized to any other grade.

Correlations were used in this study; therefore, cause-effect relationships were not implied.

### Methodology

This study attempted to determine the relationship between elementary school teachers' philosophy of human nature and their individual students' self-concepts. All data for this study was secured from participating teachers and students from the four elementary schools located in Ada, Oklahoma. No instrument could be secured which achieved the reliability and validity desired for children's self-concepts for children in grades one and two. Therefore, only those teachers and students in grades three, four, five, and six were selected for this study.

The four elementary schools had 30 teachers and 758 students in grades three, four, five, and six. Of those subjects, three teachers and their corresponding classes were eliminated from the study due to historical influences which would have detracted from the study.

The remaining teachers and their 685 students were each administered one of the two instruments selected for the study. The participating teachers were administered the Philosophy of Human Nature Scale (PHN Scale). The PHN Scale for each teacher was hand scored and tabulated by the investigator and spot checked by an associate. The PHN Scale was tabulated so that values for one major scale and six subscales resulted. Each of these values along with necessary identification data were punched on IBM cards.

The participating students were administered the How I See Myself Scale (HISM Scale) which, when scored and tabulated, produced five

values each of which is related to an aspect of self-concept. The responses to the HISM Scale along with necessary identification was punched on IBM cards for computer scoring and tabulation.

Mean scores were obtained for each teacher's class from the tabulation of the HISM Scale. These mean scores were then compared to the participating teachers' scores on the PHN Scale. The comparison was made by using the Spearman Rho formula which is as follows:

$$p = \frac{1 - 6 D^2}{N (N^2 - 1)} \quad (\text{Nelson, Denny, and Coladarci, 1947, p. 84}).$$

#### Summary

The foregoing introductory pages emphasized the importance of self-concept in the development of academic, social, and emotional growth. Passages cited indicated that self-concept was somewhat dependent upon social interactions which frequently occur between teachers and children. The quality of these interactions is somewhat dependent upon the attitudes that teachers have about children. This study was designed to determine the significance of the relationship between the self-concepts of elementary school children and their teacher's philosophy of human nature.



## CHAPTER II

### REVIEW OF SELECTED RESEARCH AND LITERATURE

#### Introduction

This chapter includes a selected review of the literature which is related to children's self-concept development, teachers' philosophy of human nature and the relationship between the two. This review is divided into two primary sections, each of which will include both selected research and expert opinion pertinent to the study.

The first section of this review of related literature is concerned with the self-concept development of children. Five subsections have been developed, each of which explore differing aspects of the self-concept development in children. These subsections include: (1) theoretical background, (2) self-concept and academic achievement, (3) self-concept and social development, (4) self-concept and emotional development, and (5) summary and conclusions on self-concept.

The second primary section of this chapter is concerned with teachers' philosophy of human nature. Teachers' attitudes toward others will be shown to be important in determining the classroom climate, the quality of interpersonal relations, and ultimately the self-concept of children.

## Self-Concept

### Theoretical Background

There is a wealth of literature involving differing aspects of self-concept. According to Gordon and Gergen (1966, p. 1), "The young disciplines of sociology and psychology alone have accounted for over 2,000 publications concerning the self." This interest seems to be quite reasonable for it is generally accepted that the self-concept of a child is of critical importance for the child's development.

The self-concept is not innate. Like all attitudes, this concept is learned as a child interacts with his environment. According to Kleinfeld (1972, p. 211), "Social interaction theory suggests that a student forms his academic self-concept by internalizing the perceived evaluations of significant others."

Hoffman and Hoffman (1966) agree with Kleinfeld's (1972) contention that self-concept is an attitude which is learned. They stated:

The level of an individual's self-esteem depends most heavily upon the evaluation he makes of the central components of himself and their integration. His own evaluation, in turn, depends mainly upon the evaluation reflected to him by people who matter to him, by the standards of his reference groups, and by the effectiveness of his self in helping him reach his goals (Hoffman and Hoffman, 1966, p. 519).

Leading theorists lend support to the social interaction theory of self-concept development. Writers such as Van Koughnett and Smith (1969), Thomas and Thomas (1965), Smith (1971), and Bonney (1960) indicate that self-concept is developed through social interactions with people that a child deems as being significant.

One might logically question if a child's teacher would be significant in terms of influencing the child's self-concept. Lambert (1969)

identified adults, members of one's family, peers, and teachers as being significant. In a study of first, second, fifth, and sixth grade students, Trickett (1968) found that changes in self-concept were related to the cues which the primary grade children received from school peers and teachers. Trickett (1968) further found for the ages six, seven, ten, and eleven, teacher's evaluations influenced both self-concept and peer ratings of children. This contention was supported by the results of a study which was conducted by Kleinfeld (1972). Kleinfeld (1972) found:

Among Negro students, especially females, the teachers' perceived evaluation appears to be more influential than parents' perceived evaluation in the formation of the student's concept of his academic potential. There is increasing evidence that teachers can improve their student's self-concept through such methods as making positive comments to them and creating an atmosphere of security in the classroom (p. 212).

Mixer and Melson (1973) stated:

Self evaluation is determined by the evaluation made of the individual by others. The expectations of significant others (such as parents and teachers) are internalized into self-perceptions. The child will become the way he is treated.

Other writers such as Page (1958), Hogan and Green (1971), and Darrow<sup>x</sup> (1967) have found that teachers can be considered as being significant in the development of a child's self-concept.

Another theoretical consideration which has been studied by many educational writers centers around the stability of the self-concept. According to Lecky's (1945) theoretical model, the self-concept can be thought of in terms of a systems approach. As a system the self-concept attempts to achieve a state of homeostasis. Homeostasis is achieved when the self-concept of an individual becomes organized to a high degree and then comes to resist change. A wide array of social behaviors

such as selective perception and distorting perceptions are used to maintain the homeostasis of the self-concept.

Lecky (1945) does not consider a change in one's self-concept as being impossible. Rather, he views a change in one's self-concept as being a slow and psychologically upsetting process. Although Lecky does not indicate a certain age range in which the high degree of organization occurs in people, the question has been studied by others. Gordon (1969) reported that the self-concept seems to stabilize in the late adolescent years for many people.

Friedenburg (1959) reported that adolescence is an age in which the potential for the alteration of self-concept is especially pronounced. Friedenburg attributed this to the adolescent's high dependence upon others for the support of their self-concept coupled with rapid physiological changes.

Engle (1959) studied the stability of the self-concepts of adolescents over a two year period. Over the two years, between 1954 and 1956, the item by item correlation of .53 for adolescent self-concept reports were found. The instrument used to measure the self-concepts had a ten-day test-re-test reliability of .68. The study further found that those students with a negative self-concept were less stable than those students with a positive self-image.

Smith (1970) studied the effects of an experimental program which was designed to enhance a positive self-concept of fourth, fifth, and sixth grade students. Results indicated that the experimental program was effective in improving the self-concepts of those children in the experimental groups.

Piers and Harris (1964) found that third, sixth, and tenth grade students are relatively stable. Tests which were spaced over a four month interval were administered. Correlations in the .70's were found with no significant age differences.

Lecky (1945) discussed methods which people employ to maintain their self-concepts. One behavior which can be observed when the self-concept is threatened is to strike out at the source of the threat. Another method commonly used to defend one's self-concept is to reinterpret the incident which threatened the self-concept. By reinterpreting the incident, the incident can be viewed as being insignificant or as non-threatening. Lecky (1945) stated that when these or similar modes of behavior were unsuccessful or impractical, a change in self-concept can occur.

Finally, it is necessary to alter the opinion one holds of himself. This is difficult, for the individual's conception of himself is the central axiom of his whole life theory. Nevertheless, a gradual change in the conception of self is imperative to normal development and happiness (p. 151).

In summary, it would appear that an individual's self-concept stabilizes some time prior to adulthood. This stabilization, however, does not preclude the potential for change. Self-concept can be viewed as fairly stable but not rigid.

#### Self-Concept and Academic Achievement

The relationship between a child's self-concept and his academic achievement has been generally accepted by teachers for many years. It is generally assumed that self-concept affects academic achievement and conversely, academic achievement affects self-concept. Many studies

have been generated to test the initial belief that self-concept and academic achievement are related. Taylor (1964) reviewed the research which was concerned with the relationship between academic achievement and self-concept that had been completed during the preceding thirty years. He found that generally high achievers had a more positive self-concept than did children with low self-esteem. Reeder (1955) found a relationship between low self-concept and children who did not achieve up to their full potential.

Lumpkin (1959) studied the relationship of self-concept and reading achievement in fifth grade boys. Lumpkin's research indicates that fifth-grade boys who achieve high in reading also report positive self-concepts, higher levels of adjustment, and a greater affinity to reading. Both their teachers and peers view these high achievers in reading quite positively.

A study by Peppin (1962) investigated over-and-under achievers in relation to self-concept, parental understanding, and parental acceptance. Findings indicate that children which report positive self-concepts also have higher levels of achievement than do those children who report negative self-concepts.

Bletsoc (1967) found that a relationship exists between achievement and self-concept for both fourth and sixth grade boys. The relationship between the fourth grade and sixth grade girls, however, was found to be insignificant. Other writers such as Irwin (1967), Brookover, Erickson, and Joiner (1967), and Purkey (1970) report findings which indicate that a positive relationship does exist between self-concept and academic achievement.

This relationship seems to transcend grade levels. Bruch (1959) tested three hundred pupils from the Flint, Michigan Public Schools. The subjects were selected from grades three through 12. Self-concept scores were obtained from each subject and compared to his grade point average. A positive relationship was found between these two variables at all grade levels.

Jones and Grieneeks (1970) measured three supposed indicators of academic success. They found that the self-concepts, expectations, and scholastic aptitude all were positively related to academic success, but self-concept was found to be the most accurate of the three variables in determining academic success.

Spicola (1961) found that variables such as mental age, chronological age, and school entrance age were as successful as other variables including self-concept as a predictor of reading achievement.

A rationale for the relationship of self-concept and academic success was given by Combs (1962). He stated that:

A positive view of self gives its owner a tremendous advantage in dealing with life. It provides the basis for great personal strength. Feeling positively about themselves, adequate persons can meet life expecting to be successful. Because they expect success, they believe, what is more, they behave in ways that tend to bring it about (p. 52).

Most studies which investigate the relationship between self-concept and academic achievement make no attempt to determine which of the two factors precedes the other. Many current writers agree that a positive self-concept enables one to achieve and that the achievement promotes a positive self-concept. One study, however, by Wattenberg and Clifford (1964) attempted to determine which of the two factors, self-concept or academic achievement in reading, was the antecedent.

The study indicates that self-concept measures taken in kindergarten can be used as a predictor of reading success two and one-half years later.

Bruck (1957) studied the effects of self-concept upon the grade point averages of children in grades three through eleven. The major conclusion was that grade point was influenced by self-concept.

The findings of Wattenberg and Clifford (1964) and Bruck (1957) indicate that a positive self-concept is a predictor of academic achievement. More research, however, is needed to confirm these findings. Therefore, the only conclusion one can safely make about the self-concept's relationship to academic achievement is that a positive relationship does exist. Lum (1960), Wyer (1965), and Irwin (1967) give further evidence of this contention.

Although existing research does not allow many sweeping generalizations about self-concept determining academic achievement, this does not discount the importance of their relatedness. This relationship is quite important to teachers. Both factors, self-concept and academic achievement, are individually important in the total development of each child in each class.

#### Self-Concept and Social Development

There is an interrelationship between an individual's self-concept and social development. The self-concept of an individual is dependent somewhat upon social factors such as the interactions with people that are deemed to be significant. Concurrently, self-concept determines to a certain extent what interactions will occur and how these interactions will be interpreted. These interrelationships are recognized by



Rosenberg (1968). Rosenberg (1965) initiated a comprehensive study of people with low self-esteem. He found that people with a low self-esteem are more vulnerable to criticism, are reluctant to initiate interactions with other people, assume that others have a low regard for them, assume that others do not like them, have a low faith in human nature, feel isolated and are lonely. According to Rosenberg (1965), "People act on the basis of their assumptions of what they are like, and these actions, in turn, have characteristic consequences for their lives in society" (p. 187).

Other writers have recognized the importance of self-concept in its relationship to social development. According to Turner (1968), "The self has traditionally been assigned an important place in formulations regarding the social nature of the individual and the character of social interactions" (p. 93).

Other support for the contention that self-concept and social development are related comes from Brim (1968). He stated:

The individual, because of his previously acquired desire to conform to others' expectations, is motivated to live up to these standards, and his sense of well being or satisfaction depends upon such conformity. The self-other relationship leads to an individual's appraisal of himself as being good or bad, according to the degree to which he lives up to another's expectations (p. 230).

Turner (1968) emphasized the function of self-concept upon social development. He stated:

The individual function of the self-conception is to supply stable and workable direction to actions by providing a criterion for selective attention to the social consequences and reflections of ego behavior (p. 105).

Gordon (1968) discussed the role of one's self-concept in social development in his discussion of "Self-Conceptions: Configurations of Content." Gordon (1968) proposed that:

As we move from the categories and roles of social identity through the interests, activities, material references and the senses of self, there is an interesting set of more general self-descriptions which refer to the individuals (p. 130).

The need to maintain a consistent self-concept can lead one to practice a wide variety of social behaviors. According to Goffman (1968) one social behavior which is effective in maintaining the existing self-concept is avoidance. By avoidance, one will not initiate or respond to a social encounter which is threatening. Goffman labeled the second social behavior which protects the existing self-concept as "The Corrective Process." The corrective process occurs when the avoidance process fails to present a potentially threatening encounter to the self-concept. The corrective process is much like a ritual in which one or both participants in the social encounter demonstrate their worthiness of respect.

The third method of protecting the self-concept has been called "Making Points." Making points is the process of seeking compliments by manipulating the social encounter so that certain incidental events will be mentioned in which the person seeking the compliments will appear to be shown in a favorable way.

These three modes of social behavior were not intended to be a complete review of the repertoire of social behaviors which are used by individuals to protect their ego. These behaviors were, however, included to demonstrate that self-concept is related to social behavior and social development.

Other writers such as Freud (1938) have described how certain social behaviors are attributable to active attempts to protect the

self-concept of individuals. Much of Freud's writings center around defensive mechanisms which individuals use to protect the self-concept.

Sherif and Cantrel (1947) discussed the self-concept involvement in social development. They noted that the attitudes which help one determine an appropriate role in relation to other people, groups, or institutions are ego involved.

Hamacheck (1969) found that people with low self-concepts generally are highly sensitive and tend to over react to criticism. Hamacheck concludes that to a person with a low self-concept, any criticism is interpreted to be proof of inferiority. Conversely, one with a low self-concept over-reacts to praise in an attempt to enhance the self-concept. Hamacheck found that people with a low self-concept tend to be shy, timid, seclusive, and fearful of social interactions.

Carl Rogers (1951) describes the person with an inadequate self-concept as one who approaches life cautiously and struggles with his feelings of inferiority constantly. Rogers believes that a person with an inadequate self-concept carefully screens his experiences to avoid these experiences which might threaten his self-concept.

To summarize the relationship between self-concept and social development of an individual, it is generally accepted that for an individual to grow socially and to contribute to society, that person must develop a positive self-concept. As Leland Howe (1971) stated, "People who believe in themselves and their ability to influence society develop a state in things. They care; they become committed; they play for keeps; they attempt to make a difference" (p. 547).

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### Self-Concept and Emotional Development

The belief that an individual's self-concept is related to his emotional development is subscribed to by many educators and psychologists. An acceptance of this purported relationship leads on to question the importance of the relationship. Many current writers believe that the relationship cannot be overemphasized. Blackham (1967) feels that the development of an adequate self-concept is one of a child's greatest developmental achievements. He stated: "As a matter of fact, the degree to which a person finds life pleasant, happy, and successful is largely determined by the adequacy of his self-concept" (p. 8).

Morse and Wingo (1969) support Blackham's contention as to the importance of self-concept in relation to emotional development. They related that the self-concept of an individual is of critical importance in determining behavior, level of aspiration, general happiness, and contentment.

Mussen, Conger, and Kagen (1963) express this view that many emotional problems are associated with feelings of inferiority and from feelings of deviancy from his own or culture's ideal standards.

Bletsoe (1967) studied the relationship between self-concept and manifest anxiety of fourth and sixth grade children. Results indicate that the relationship is negative and are as follows: Fourth grade boys,  $-.35$ ; sixth grade boys,  $-.46$ ; fourth grade girls,  $-.30$ ; and sixth grade girls,  $-.22$ . Each of the relationships were significant with the exception of the sixth grade girls. These findings somewhat support the

contention of the theorists who promote the contention of the relatedness of self-concept and emotional development.

In 1959, Engel studied adolescents with "defensive-posture esteem." Engel found that those adolescents with defensive-posture esteem had an adequate psychological adjustment according to Minnesota Multiphasic Personality Inventory measures as did those adolescents with undefensive positive esteem. The study revealed that both groups were better adjusted than were those children with low self-esteem.

Sarbin and Rosenberg (1955) studied students who had been diagnosed as neurotic. The study found that the neurotic students reported less self-acceptance and were more critical of themselves than were other students.

Tamkin (1957) matched schizophrenic patients with non-patients on the basis of race, age, education, sex, and geographical considerations. He found that the schizophrenic subjects scored significantly lower than did the non-patients on the Self-Acceptance scores of the Scott-Duke Questionnaire.

The two preceding studies cited in this review of the literature should be analyzed before any generalizations are made. In both studies the control groups were different from the experimental groups by definition. In the Sarbin and Rosenberg (1955) study, the experimental group was diagnosed neurotics, and the control group was "normal" students who volunteered for the study. It would seem reasonable that the control group's self-concept would differ from the experimental group's self-concept.

In Tamkin's (1957) study the experimental group was composed of hospitalized schizophrenics and the control group was composed of

non-patients. Although the two groups were equated on the basis of race, age, education, sex, and geographical considerations, the two groups were fundamentally different. The very act of the experimental group's designation of schizophrenic could alter their self-concept.

Although the Sarbin and Rosenberg (1955) and Tamkin (1957) studies should be carefully scrutinized, the remainder of the selected literature reveals studies do confirm the contention of the contemporary theorist which supports the contention of the relationship between an individual's self-concept being related to his emotional development. Writers such as Bonney (1969) emphasize the need for self-concept development for one to achieve mental health.

According to Bonney (1969):

A person who has the capacity for learning, for loving, or for self-assertion has at the same time a need to learn, to love, and to be assertive. If these needs are denied or frustrated on a low level, as they often are, the person is denied the completion of his potential. To the degree that this happens, he becomes apathetic, hostile, or psychologically sick (p. 143).

Brownfain (1952) studied the adjustment of college students with both stable and unstable self-concepts. The subjects were 62 students who were living in cooperative houses at the University of Michigan. The Guilford-Martin Inventory of Factors was used to determine the psychological adjustment of the subjects which were studied. The following results were found when the measures of the fifteen subjects (S's) with the most stable self-concepts were compared to the measures of the fifteen subjects (S's) with the least stable self-concepts:

All findings support the theoretical prediction that S's with stable self-concepts are better adjusted than those with unstable self-concepts. The following are the more salient findings which favor the S's with more stable self-concepts ( $p > .05$ ).

1. They have a higher level of self-esteem as manifested by a higher mean self-rating and also by a higher self-rating on the inventory item defining self-acceptance. The inter-trait variability of their self-ratings is lower, indicating that their self-esteem is generalized.
2. They are freer of inferiority feelings and nervousness as measured by the GMIF. (Guilford-Martin Inventory of Factors)
3. They are better liked and considered more popular by the group.
4. They see themselves more as they believe other people see them.
5. They know more people in the group and are better known by the group, indicating more active social participation.
6. They show less evidence of compensatory behavior of a defensive kind. (Brownfain, 1952, p. 597-607)

Rosenberg (1965) reported that subjects with low self-esteem report many physiological indicators of anxiety. They include:

. . . hand trembling, nervousness, insomnia, heart pounding, pressures or pains in the head, fingernail biting, shortness of breath when not exercising or working hard, palmar perspiration, sick headaches, and nightmares. People with low self-esteem were also more likely to report that they had suffered from nervousness, loss of appetite, insomnia and headache during the last five years (p. 149).

#### Summary and Conclusions on Self-Concept

The literature reviewed in this study supports the contention that self-concept is related to academic, social, and emotional development of children. In each category, authorities were cited which supported the purported relationship. These authorities were supported by the research which was reviewed in this study. This has led many writers to stress the importance of the self-concept development of children. The strongest statement from these writers came from Meyers (1972)



who stated, "The self-concept ought to be taught first, last, and in between what ever else we teach" (p. 18).

An acceptance by school personnel of the importance of self-concept, however, does not guarantee that interactions will occur with a school which will foster improved self-concepts for the children of that school. Many educators might agree that the development of a positive self-concept is important and then question if any experiences that the school can provide might assist students in the development of a positive self-concept.

Research does indicate that teachers can be considered as being a significant other, along with parents and peers, from which self-concept is learned through social interactions. Lambert (1969), Trickett (1968), and Kleinfeld (1972) present research findings which support this contention.

If teachers are significant in terms of the self-concept development of their students, how do they facilitate the development of a positive self-concept for their students? This question is highly pertinent and needs to be answered. Several writers have addressed themselves to the question, and each has made specific recommendations as to how the question can be solved. Walsh (1956) recommends that the self-concept of children can be strengthened by teachers creating an atmosphere of mutual respect. One method of implementing a climate of mutual respect is to simply listen to what children have to say, utilize their ideas whenever possible, and to adapt their ideas, if needed, so that they can be used. To Walsh (1956), teachers must become a significant other who values and respects each student's individual skills and recognizes that any learning which occurs,

regardless of its simplicity or difficulty, is important and should be recognized. Further self-concept development can be fostered by encouraging students to actively explore their feelings and to express their emotions in ways that are safe and socially acceptable.

Howe (1971) theorized that self-definition follows four natural growth stages. These stages are as follows: "(1) fantasizing; (2) gaming; (3) encountering; (4) actualizing" (p. 547).

Fantasizing is described as the consideration that children give to "Who they are, who they want to become, and what they want to do - through fantasy" (p. 547). Through fantasy they consider how it would be to have a certain job, do certain things, or be a certain thing. In this stage children model or emulate others who have attributes that are important to the ones doing the fantasizing.

The second stage, gaming, is also a low risk way to testing the fantasy to determine if the fantasy fits reality. In gaming children pretend or act out their fantasy where others can observe. The primary advantage of gaming is that ideas can be tested safely. If they prove to be unsuccessful, they can be adapted or the game can be changed or discontinued.

The third stage of natural growth is encountering. Encountering is a way of actually trying out the ideas that one has. In encountering, however, ideas are tried on a trial basis and the alternative of their termination is not discounted. Encountering, however, does involve risks, but is considerably less risky than the fourth stage of actualizing.

Actualizing is the act of doing that which previously has been fantasized, gamed, or encountered. In actualizing one risks everything.

In the stage of actualizing the risks are high, but the results can be quite gratifying. According to Howe (1971), "It can result in happiness and self-fulfillment. On the other hand, it has the greatest risk - high blood pressure, an ulcer, or accidental death, to say nothing of financial failure or loss of prestige" (p. 549).

Howe (1971) recommends that to actualize the full potential of individuals, teachers must provide a safe climate and the opportunities for children to actively explore ". . . who they are, who they want to become, and what relation to the world they want to have" (p. 550). This can be done by using the steps of fantasy, gaming, and encountering which will lead to actualizing.

Bonney (1969) in describing the psychological growth of children described a climate which can be created by classroom teachers and parents to facilitate the growth of an adequate self-concept. Bonney (1969) stated:

Maximum growth of a child toward psychological maturity seems to depend about equally on experiencing a high expectancy level in his home and from other significant adults, and his introjection of deep feelings, whether in the homes or in schools the most stimulating social environment is one characterized by many positive and reciprocal interactions between adults and child - as opposed to either extreme permissiveness or strigent controls. This includes considerable freedom to explore, to initiate interactions, to make mistakes, and to fail under non-threatening conditions, but always within the secure known limits and the assurances of adult respect and affection for him as a person (p. 147).

Although the writers in this section of the selected review of the literature were representative rather than exhaustive, the pattern of their thoughts appears to be rather consistent. These writers seem to agree that for children to develop a positive self-concept, teachers must develop a climate of safety and freedom which is achieved through

a spirit of mutual respect and prescribed limits of behavior. When this climate is developed, the children can enter into social interactions which allow the children to actively explore themselves and their relationship with others. Each of the writers seem to agree that classroom teachers must assume responsibility to create and maintain such a climate.

The role of the classroom teacher in the facilitation of positive self-concepts for their students was discussed by Jerisild (1965). To Jerisild the teacher can be quite helpful in assisting children achieve a self-concept which will allow them to actualize their human potential. Jerisild (1965) stated:

The writer has faced this problem repeatedly in his work with the concept underlying this book: that an essential function of education is to help the growing child understand himself and develop healthy attitudes of self-acceptance. In some classroom situations dealing with self-understanding which the writer has had an opportunity to observe, teachers have done almost everything except the one thing that is needful. They have gotten long check lists of children's interests. They have talked to parents about the pupils. They have gotten the young people to express by vote what to them seemed to be their most urgent and important problems. They have supplied movies and exhibits and have used all kinds of paraphernalia. But in doing all this, they often seemed to leave out one essential thing: their own direct, personal involvement (p. 545).

#### Philosophy of Human Nature Studies

The attitudes of classroom teachers are currently being recognized as being a powerful and dynamic aspect of children's educational careers and psychological adjustment. The significance of teachers' attitudes was recently demonstrated in a study conducted by Rosenthal and Jacobson (1968). The researchers administered a non-verbal intelligence test to every student in an elementary school which was located in a lower

socioeconomic neighborhood. The tests were disguised as an instrument which predicted intellectual blooming. The school contained three sections for each grade and housed grades one through six.

Each teacher in the school was given the names of five students which the test supposedly indicated would demonstrate unusual intellectual growth during the year. In reality, those students so named were randomly selected. At the end of the year those students who were identified to their teachers as having the potential for unusual intellectual growth demonstrated significant increases in intelligence measures when the children were retested. Teachers from the school reported that those students who were identified as potential bloomers were significantly more interesting, curious, happy, and better adjusted. Curiously, those children not named as potential bloomers were considered less well adjusted, less interesting, and less affectionate in direction proportion to their increases in intelligence scores. Thus, Rosenthal and Jacobson (1961) found that when students not expected to develop intellectually do so, their behavior is perceived by their teachers as being undesirable.

The attitudes of classroom teachers cannot help from influencing students if the description of the typical teacher-pupil relationship of Amedon and Flanders (1961) is accurate. Amedon and Flanders describe the teacher-pupil relationship in the typical classroom as being one of superior-subordinate in quality. Both teachers and pupils expect the teacher to assume the responsibility for classroom activities, initiate and control learning activities, and to control divergent behaviors. Students know that any freedom which is given comes from the teacher. This gives the teacher both direct and indirect influence over

the students. "No pupil can consistently ignore the authority of the teacher, and it is most difficult and sometimes impossible for the pupil to escape from the teacher's control" (Amedon and Flanders, 1967, p. 3).

One set of attitudes which has been overlooked prior to 1960 by researchers is the attitudes concerning human nature. According to Wrightsman (1964):

For most of us, "human nature" is a pervasive and useful concept. We rely on it frequently to justify our own behavior and the behavior of others. Our beliefs about it influence everything from the way we bargain with a used-car dealer to our expectations about a nuclear war. Yet research psychologists and sociologists have almost completely ignored the scientific study of people's attitudes toward their fellow man. We seem so intent on making it explicit that there is no such thing as "the human nature" that we appear unaware that the average man believes that there is and that he employs his philosophy of human nature in his dealings with others (p. 743).

To Wrightsman (1961), a person's philosophy of human nature is a set of learned attitudes which that person believes about people in general. The philosophy of human nature that one subscribes to is learned from four primary sources:

(1) Observations of the behavior of others in one's environment; (2) Opinions of and training by others, directed toward the child; (3) Constant retesting in real life of one's original philosophies; and (4) One's own personality (Wrightsmann, 1961, p. 4).

Wrightsmann contends after one develops a fairly stable philosophy of human nature, the philosophy is easily conveyed to children.

All adults' attitudes toward people are readily expressed in many different ways. Although they may not carry around a philosophy of human nature which is easily verbalized, their evaluations of people - both specific and in general - are easily conveyed to children (Wrightsmann, 1961, p. 6).

As Wrightsman (1961) suggests, attitudes do not require verbalization in order to be conveyed to children. Rogers (1951) revealed how teachers' attitudes of trust are shown without being verbalized.

Much of present education appears to be based on the assumption, "You can't trust the student." Acting on this assumption, the teacher supplies motivation, information, organization of the material, and must use examinations--quizzes, recitations, oral exams, course examinations, standardized achievement tests--at every turn to coerce the student into desired activities (Rogers, 1951, p. 427).

In 1964, Wrightsman developed a scale which he named the Philosophy of Human Nature Scale. According to Wrightsman and Satterfield (1967), "The Philosophies of Human Nature Scale (PHN) attempts to measure a person's beliefs about human nature, and specifically, his beliefs about the interpersonal aspects of human nature" (p. 1). Since the conception of PHN, many researchers have used the scale for a wide range of research projects.

Mason, Holt, and Newsome (1969) compared the relationship between seminary students' and counseling trainees' perceptions of human nature and authoritarianism. The counseling trainees were found to perceive man as being more altruistic than did the seminary students.

Doyle, Nottingham, and Wrightsman (1969) studied the philosophy of human nature of 176 graduate students in the fields of counseling psychology, clinical psychology, and vocational rehabilitation. The study indicated that those students tended to have a neutral attitude toward other people's nature.

Ligon (1963) studied the relationship between religious training and philosophy of human nature. Although the variables were not highly related, Ligon found that those students which had a "fundamentalistic

religious background" had a less favorable view of man than did those students with a "humanitarian religious background."

Wrightsman and Livsey (1965) administered the PHN Scale to 75 randomly selected cadets at the United States Military Academy. The cadets were found not to differ from typical college males in the United States. All PHN Scale scores were found to be in the neutral range.

Collins and Wrightsman (1967) administered the PHN Scale to 95 United States Marines enlisted men that were stationed on Okinawa. These Marines were preparing to report for duty in Viet Nam. The researchers found that those marines believe that human nature possesses self-understanding and will power. The marines were found to slightly distrust human nature and scored lower than did college men on the scales testing human Complexity and Variability.

Young and Wrightsman (1968) adapted the PHN Scale so that it could be used by researchers for studies on children. The adaptation was named the Philosophy of Human Nature of Children Scale (C-PHN). The instrument consisted of three subscales which were paraphrased from the basic vocabulary of fourth grade children. The instrument was administered to 3,700 students in grades four through 12 and to 630 college freshmen. The researchers found that females scored higher than males on the instrument and that children from higher socioeconomic families scored higher than did those children from lower socioeconomic families. No significant differences were found when the elementary school children were compared to those children in junior high school or high school.



When the C-PHN and PHN of college freshmen were compared, however, correlations were found to be only moderate. The Trustworthiness subscale of the two instruments were found to have the highest correlation.

Baxter (1968) attempted to determine the stability of the PHN Scale. Baxter retested college freshmen and sophomores who had been tested either one or two years previously. The results of the study indicate that college students at George Peabody College for Teachers became more positive in their philosophical orientation of man's trustworthiness and altruism. No significant differences were found, however, in those students which were tested one year earlier as compared to those students which were tested two years earlier.

Wrightsmen (1967) found that females report a more positive view of man on the subscales of trustworthiness, strength of will, altruism, and independence than do males. Wrightsmen further found that those students who attended a fundamentalistic religious college or Negro colleges report a more negative view of man than do those students who attend segregated state supported colleges.

Dretz and Dretz (1968) attempted to determine differences in social workers' attitudes after eight weeks of exposure to extreme poverty. Fifty-two social work students at the University of Tennessee were pretested using the PHN prior to their field work in areas of extreme poverty. The students were retested at the completion of the eight week program. The results of the post-test indicated that the group changed their attitudes of human nature and that the change was slightly toward the negative, however, the results were not statistically significant.

In an attempt to determine differences in prison guards and other occupational groups, the PHN Scale was administered to 41 prison guards. Irwin and Davis (1970) further attempted to determine the differences between guards hired under civil service guidelines and those hired by political patronage. The study revealed that those guards who were hired under civil service guidelines scored higher than those guards hired under political patronage on the trustworthiness, strength of will, altruism, independence, and complexity. The only difference between the two groups which was significant, however, was the altruism score. In comparing the two groups to other occupational groups, the guard hired under civil service guidelines scored higher than did college males on the altruism subscale. College males and social workers both reported that human nature was more changeable than did the guards.

A great number of research projects has utilized Wrightsman's PHN Scale since its conception in 1964. Most of the studies, however, have been normative and have not shown that the scale can accurately predict behavior of specific individuals. The scale appears to have potential for a wide range of research projects in which the interpersonal aspects of man's nature is related.

In conclusion, the attitudes which teachers have about the human nature of man appears to be related to several differing aspects of students' development. This study is concerned with one specific aspect of students' development, that being self-concept and its relationship to teachers' attitudes of human nature. Specifically, this study is an attempt to determine the relationship between teachers' philosophies of human nature and children's self-concept development.

## CHAPTER III

### POPULATION, PROCEDURES, INSTRUMENTS, AND METHODS OF ANALYSIS

#### Introduction

This chapter describes the subjects investigated in this study, the procedures employed in the collection of the data, and the instruments used to gather the data. This chapter is concluded by the inclusion of the methods of analysis used in this investigation.

#### Population

The subjects in this study were selected from the 30 teachers and 758 students in grades three, four, five, and six in the Ada, Oklahoma City Schools in December, 1972. The investigator attempted to study each of those teachers and students, but factors beyond the investigator's control necessitated the omission of three teachers and their corresponding classes. Consequently, 27 teachers and 685 students were used in this study as shown in Table I, II, III, and IV.

The students represent a full range of socioeconomic levels and family backgrounds. Two of the schools are designated as Title I schools (schools II and III, see Tables I-V) while two of the schools (I and IV) are not so designated. Although the schools are desegregated, only two of the schools (schools II and IV) have black students. Table V shows the breakdown of black students by grade.

TABLE I  
TEACHERS AND STUDENTS BY GRADE FROM SCHOOL I

Grade	Total Teachers	Teachers Used	Total Students	Students Used
3	2	1	44	23
4	2	2	47	47
5	2	2	56	56
6	<u>2</u>	<u>2</u>	<u>44</u>	<u>44</u>
	8	7	191	170

TABLE II  
TEACHERS AND STUDENTS BY GRADE FROM SCHOOL II

Grade	Total Teachers	Teachers Used	Total Students	Students Used
3	1	1	34	34
4	2	2	30	30
5	2	2	38	38
6	<u>1</u>	<u>1</u>	<u>28</u>	<u>28</u>
	6	6	130	130

TABLE III  
TEACHERS AND STUDENTS BY GRADE FROM SCHOOL III

Grade	Total Teachers	Teachers Used	Total Students	Students Used
3	2	2	50	50
4	2	2	57	57
5	2	1	55	28
6	<u>2</u>	<u>2</u>	<u>56</u>	<u>55</u>
	8	7	218	190

TABLE IV  
TEACHERS AND STUDENTS BY GRADE FROM SCHOOL IV

Grade	Total Teachers	Teachers Used	Total Students	Students Used
3	2	1	49	25
4	2	2	52	52
5	2	2	64	64
6	<u>2</u>	<u>2</u>	<u>54</u>	<u>54</u>
	8	7	219	195

TABLE V  
BLACK STUDENTS PARTICIPATING BY GRADE LEVEL

Grade	Male	Female	Total
3	1	6	7
4	2	3	5
5	0	0	0
6	2	0	2

All of the teachers participating in the study were white and each had completed an undergraduate degree (see Table VI) while many had completed advanced degree programs.

The participating teachers in this study consisted of 22 females and three males. Female teachers were found in each grade level while the males were found only in grade six at three of the four elementary schools.

TABLE VI  
 FREQUENCY OF HIGHEST EDUCATIONAL ATTAINMENT OF  
 PARTICIPATING TEACHERS ACCORDING TO SCHOOLS

Educational Attainment	School 1	School 2	School 3	School 4
Bachelor's	2	1	0	2
Master's	5	5	7	5
Specialists	0	0	0	0
Doctorate	0	0	0	0

### Procedures

Permission to utilize the faculty and students from grades three, four, five, and six was obtained from the Superintendent of the Ada City Schools during the month of June, 1972. In September, 1972, the investigator personally contacted each of the principals of the four elementary schools to establish optimum dates and times for the testing to occur. After consultation with each of the four principals, dates and times were established during the first two weeks of December, 1972, for both the teachers and pupils to be tested.

Each of the four principals were reminded by the investigator of testing dates and times one week prior to the testing. The Philosophy of Human Nature Scale (see Appendix A) was issued to each teacher involved in the study by the investigator. A brief explanation of the purpose of the instrument was given which corresponded to the first paragraph of Appendix A. Assurances were made that results would be confidential. The instruments were completed and returned to the investigator three days later. The instruments were hand scored by the

investigator and spot checked by an associate. The scoring procedures used are found in Appendix C.

The teacher identification data and the results from the Philosophy of Human Nature Scale were punched on IBM cards.

The How I See Myself Scale (see Appendix B) was administered to the students which were used in the study by a research assistant according to the schedule which had previously been developed. The answer sheets for the How I See Myself Scale contained space for pupil identification, school identification, teacher identification, age, and grade. This information was coded and punched on IBM cards along with the responses to the instruments. The cards were computer scored.

#### Instrumentation

The purpose of this study was to examine the relationship between teachers' philosophies of human nature and their students' self-concepts. To achieve this goal, measures of both variables were necessary, therefore, this investigator chose two instruments to gather the data which was needed for the study.

The Philosophy of Human Nature Scale, which was developed by Lawrence Wrightsman (1964), was selected to measure teachers' philosophy of human nature. The How I See Myself Scale, which was developed by Ira J. Gordon (1959) was selected to measure the students' self-concepts.

Below is an explanation of the two instruments used in this investigation for the purpose of assisting the reader to better understand the instruments used in this study. The instruments are described, and the reliability and validity of both instruments are examined.

## Philosophy of Human Nature Scale

### Description

The Philosophy of Human Nature Scale (PHN) is an instrument which was designed by Lawrence S. Wrightsman (1964). This scale attempts to measure the interpersonal aspects of a person's beliefs about human nature. This instrument has six subscales which are as follows:

- (1) Trustworthiness, (2) Strength of Will and Rationality, (3) Altruism, (4) Independence, (5) Complexity, and (6) Variability.

The sum of the scores of the first four subscales, Trustworthiness, Strength of Will, Altruism, and Independence, indicate the general favorability of human nature scores. The fifth subscale score indicates the subject's concept of the complexity of people. The sixth subscale indicates the subject's concept of the variability between people. The fifth and sixth subscales can be summed to obtain a multiplexity score of human nature.

Each subscale contains fourteen statements about the nature of man. There are six potential responses ranging from strong agree, which is weighted as a +3, to a strongly disagree, which is weighted as a -3. This gives each subscale a potential range of scores from +42 to -42.

### Reliability

One hundred undergraduate and one hundred graduate students were tested in an attempt to establish split-half reliability for the PHN Scale. Both groups had equal numbers of males and females. Wrightsman (1964) found the split-half reliability for the undergraduate students to range from .61 to .92 for the differing subsections of the PHN Scale.



The split-half reliability for the graduate students ranged from .40 to .78.

The test-retest reliability was found by Wrightsman (1964) to be quite high. With a three month interval between tests, the test-retest reliability coefficients for the subscales of the PHN Scale were as follows: Trustworthiness, .74; Altruism, .83; Independence, .75; Strength of Will and Rationality, .75; Complexity, .52; and Variability, .84. The General Favorability Score which is determined by summing the first four subscales was .90.

#### Validity

In an attempt to determine validity, the PHN Scale was compared by correlation with the Political Cynicism Scale (PCS) (Agger, Goldsteen, and Pearl, 1961). Wrightsman (1964) found significant negative correlations between the first four subscales of the PHN and the Political Cynicism Scale. They were as follows: Trustworthiness and PCS, -.55; Altruism and PCS, -.49; Independence and PCS, -.46; Strength of Will and PCS, -.42. The relationship between the General Favorability of Human Nature and PCS was -.78. These negative correlations between PHN and PCS are significant at the .01 level. These scores indicate that the subjects which are cynical about politics view human nature in negative terms.

The pattern established in the study comparing the relationship between the PHN and the PCS was also found in a comparable study of the relationship between the PHN and the Marchiavellian Scale (Christie and Merton, 1958). Correlations between the two instruments revealed

relationships which ranged from  $-.38$  to  $-.67$ . These relationships were significant at the  $.01$  level (Wrightsman, 1964).

According to Wrightsman (1964), "The person scoring high on the Marchiavellian Scale has needs to manipulate people; he believes that flattery, threat and deceit are the most successful ways of getting people to conform to his thinking" (p. 750).

Thus, the negative correlations found between the Marchiavellian Scale and the PHN Scale supports validity claims made by Wrightsman (1964) for the PHN Scale.

The Faith in People Scale (Rosenberg, 1956) attempts to indicate people's beliefs as to the goodness, worthiness, and improvability of human nature. When correlated with the PHN subscales, positive correlations ranging from  $.39$  to  $.75$  were reported. Wrightsman (1964) found that when the General Favorability of Human Nature Scale was compared to the Faith in People Scale, a positive correlation of  $.77$  was achieved. This correlation is significant at the  $.01$  level.

According to Wrightsman (1964):

The (PHN) Scale appears to have construct validity; predictions relating to the scale to sex differences, self-ideal discrepancies, differences in religious background and evaluations of one's instructor have been borne out (p. 750).

### How I See Myself Scale

#### Description

The How I See Myself Scale was developed in 1959 by Ira J. Gordon of the University of Florida. This scale is designed to measure the self-concepts of children as young as nine years of age. The scale has

five subscales which include: Teacher-School, Physical Appearance, Interpersonal Adequacy, Autonomy, and Academic Adequacy.

The scale does not render a global self-concept score which is in agreement with Gordon's basic assumption that self-concept is not a unitary trait. In Gordon's (1968) words, "Rather, the position here is that the child has several concepts of himself are to some degree inter-related in a unifying organization but which are discreet enough to be measured separately" (p. 4).

The scale has forty items which were normed in a study involving 8,979 school children in a north central Florida public school system. Students from grade three to grade twelve were tested in the study.

#### Reliability

Reliability was established by Yeatts (1967). Results were found that established a test-retest reliability for elementary school children ranged from .78 for third grade students to .89 for fifth grade students over a three month interval.

#### Validity

The How I See Myself Scale was compared to the behavior of pupils in twenty high school classes. Trained observers recorded their observations of the subjects and their interviews with the subjects. Through projection techniques, self-concepts were inferred. Gordon (1968) reported that the correlations were positive and significantly different from zero, but were generally of a low order.

The PHN Scale by Wrightsman (1964) and the How I See Myself Scale by Gordon (1959) were examined in this chapter in relationship to their

reliability and validity. These two instruments were used in this study for the purpose of ascertaining the relationship between teachers' philosophies of human nature and their corresponding students' self-concepts.

#### Analysis of the Data

The mean scores for each of the five subscales from the How I See Myself Scale were calculated for each teacher's class by use of the computer. Each of the resultant mean scores were then compared to the corresponding teacher's score on both the major scale and the six subscales of the Philosophy of Human Nature Scale.

The comparisons between the various corresponding sets of scores were achieved by calculating relationships by using the Spearman Rho formula which is: 
$$p = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$
 (Nelson, Denny, and Coladorci, 1947, p. 84). Any relationship over the .05 level of confidence was considered significant which requires a T value of 2.06 or greater for 25 degrees of freedom.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF THE DATA

#### Introduction

The purpose this chapter is to present the data and the results of the statistical analysis of that data. The data was analyzed by the use of the Spearman Rank Correlation Formula which is

$$p = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

(Nelson, Denny, and Coladoric, 1947, p. 84). The level of confidence was set at the .05 level which requires a T value of 2.06 or greater to be considered significant with 25 degrees of freedom.

To present the data in a systematic manner, each of the hypothesis and its corresponding subhypotheses are stated and are followed by the data which is relevant to those hypotheses.

#### Presentation and Analysis of Data Related to

#### ~~Hypothesis Ho-1~~

Hypothesis Ho-1. There is no significant relationship between the self-concepts of elementary school students as measured by the How I See Myself Scale and their individual teacher's philosophy of human nature as measured by the Philosophy of Human Nature Scale.

### Subhypotheses

Ho-1.1 - There is no significant relationship between elementary school students' self-concepts associated with teachers and schools and their individual teacher's philosophy of human nature.

To test this null hypothesis, each teacher's score on the General Favorability Scale (P Scale) of the Philosophy of Human Nature Scale (PHN) was compared to their individual class's mean score on the Teacher-School Scale (TS Scale) of the How I See Myself Scale (HISM) by use of the Spearman Rank Correlation Formula. The relevant data used to determine the existence of a significant relationship is found in Table VII.

Ho-1.2 - There is no significant relationship between elementary school students' self-concepts associated with their physical appearance and their individual teacher's philosophy of human nature.

To test this null hypothesis, each teacher's score on the P Scale of the PHN was compared to their individual class's mean score on the Physical Appearance Scale (PA Scale) of the HISM by use of the Spearman Rank Correlation Formula. The relevant data used to determine the existence of a significant relationship is found in Table VII.

Ho-1.3 - There is no significant relationship between elementary school students' self-concepts associated with their interpersonal adequacy and their individual teacher's philosophy of human nature.

To test this null hypothesis, each teacher's score on the P Scale of the PHN was compared to their individual class's mean score on the Interpersonal Adequacy Scale (IA Scale) of the HISM by use of the

Spearman Rank Correlation Formula. The relevant data used to determine the existence of a significant relationship is found in Table VII.

Ho-1.4 - There is no significant relationship between elementary school students' self-concepts associated with their autonomy and their individual teacher's philosophy of human nature.

To test this null hypothesis, each teacher's score on the P Scale of the PHN was compared to their individual class's mean score on the Autonomy Scale (A Scale) of the HISM by use of the Spearman Rank Correlation Formula. The relevant data used to determine the existence of a significant relationship is found in Table VII.

Ho-1.5 - There is no significant relationship between elementary school students' self-concepts associated with their academic adequacy and their individual teacher's philosophy of human nature.

To test this null hypothesis, each teacher's score on the P Scale of the PHN was compared to their individual class's mean score on the Academic Adequacy Scale (AA Scale) of the HISM by use of the Spearman Rank Correlation Formula. The relevant data used to determine the existence of a significant relationship is found in Table VII.

Each of the preceding correlations required a T value of 2.06 or greater to be considered significant at the .05 level of confidence. When comparing the P Scale of the PHN and the TS Scale of the HISM, the Rho value was .15 and the T value was 0.78. Therefore, subhypothesis 1.1, which is stated in its null form, is accepted.

When comparing the P Scale of the PHN and the PA Scale of the HISM, the Rho value was .44 and the T value was 2.42. Therefore, subhypothesis 1.2, which is stated in its null form, is rejected.

TABLE VII

SUMMARY OF DATA FOR TESTS OF SIGNIFICANT RELATIONSHIPS  
BETWEEN ELEMENTARY SCHOOL STUDENTS' SELF-CONCEPTS  
AND THEIR INDIVIDUAL TEACHER'S PHILOSOPHY  
OF HUMAN NATURE

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N 27	df 25		
Rho value for P Scale and TS Scale = .15	T Value = 0.78	T <	.05
Rho value for P Scale and PA Scale = .44	T Value = 2.42	T >	.05
Rho value for P Scale and IA Scale = .33	T Value = 1.77	T <	.05
Rho value for P Scale and A Scale = .53	T Value = 3.09	T >	.05
Rho value for P Scale and AA Scale = .37	T Value = 1.98	T <	.05

---

When comparing the P Scale of the PHN and the IA Scale of the HISM, the Rho value was .33 and the T value was 1.77. Therefore, subhypothesis 1.3, which is stated in its null form, is accepted.

When comparing the P Scale of the PHN and the A Scale of the HISM, the Rho value was .53 and the T value was 3.09. Therefore, subhypothesis 1.4, which is stated in its null form, is rejected.

When comparing the P Scale of the PHN and the AA Scale of the HISM, the Rho value was .37 and the T value was 1.98. Therefore, subhypothesis 1.5, which is stated in its null form, is accepted.

Presentation and Analysis of Data Related to

Hypothesis 2

Hypothesis Ho-2. There is no significant relationship between the self-concepts of elementary school children as measured by the How I See Myself Scale and their individual teacher's score on the Altruism Scale of the Philosophy of Human Nature Scale.



### Subhypotheses

Ho-2.1 - There is no significant relationship between elementary school students' self-concepts associated with teachers and school and their individual teacher's attitudes of human altruism.

To test this null hypothesis, each teacher's score on the Altruism Scale (A Scale) of the Philosophy of Human Nature Scale (PHN) was compared to their individual class's mean score on the Teacher-School Scale (TS Scale) of the How I See Myself Scale (HISM) by use of the Spearman Rank Correlation Formula. The relevant data used to determine the existence of a significant relationship is found in Table VIII.

Ho-2.2 - There is no significant relationship between elementary school students' self-concepts associated with their physical appearance and their individual teacher's attitudes of human altruism.

To test this null hypothesis, each teacher's score on the A Scale of the PHN was compared to their individual class's mean score on the Physical Appearance Scale (PA Scale) of the HISM by use of the Spearman Rank Correlation Formula. The relevant data used to determine the existence of a significant relationship is found in Table VIII.

Ho-2.3 - There is no significant relationship between elementary school students' self-concepts associated with their interpersonal adequacy and their individual teacher's attitudes of human altruism.

To test this null hypothesis, each teacher's score on the A Scale of the PHN was compared to their individual class's mean score on the Interpersonal Adequacy Scale (IA Scale) of the HISM by use of the Spearman Rank Correlation Formula. The relevant data used to determine the existence of a significant relationship is found in Table VIII.

Ho-2.4 - There is no significant relationship between elementary school students' self-concepts associated with their autonomy and their individual teacher's attitudes of human altruism.

To test this null hypothesis, each teacher's score on the Altruism Scale (A Scale) of the PHN was compared to their individual class's mean score on the Autonomy Scale (A Scale) of the HLSM by use of the Spearman Rank Correlation Formula. The relevant data used to determine the existence of a significant relationship is found in Table VIII.

Ho-2.5 - There is no significant relationship between elementary school students' self-concepts associated with their academic adequacy and their individual teacher's attitudes of human altruism.

To test this null hypothesis, each teacher's score on the A Scale of the PHN was compared to their individual class's mean score on the Academic Adequacy (AA Scale) of the HLSM by use of the Spearman Rank Correlation Formula. The relevant data used to determine the existence of a significant relationship is found in Table VIII.

TABLE VIII

SUMMARY OF DATA FOR TESTS OF SIGNIFICANT RELATIONSHIPS  
BETWEEN ELEMENTARY SCHOOL STUDENTS' SELF-CONCEPTS AND  
THEIR INDIVIDUAL TEACHER'S ATTITUDES  
OF HUMAN ALTRUISM

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N 27	df 25		
Rho value for A Scale and TS Scale = .29		T Value = 1.55	T < .05
Rho value for A Scale and PA Scale = .32		T Value = 1.71	T < .05
Rho value for A Scale and IA Scale = .41		T Value = 2.24	T > .05
Rho value for A Scale and A Scale = .38		T Value = 2.02	T < .05
Rho value for A Scale and AA Scale = .45		T Value = 2.51	T > .05

---

Each of the preceding correlations required a T value of 2.06 or greater to be considered significant at the .05 level of confidence. When comparing the A Scale of the PHN and the TS Scale of the HISM, the Rho value was .29 and the T value was 1.55. Therefore, subhypothesis 2.1, which is stated in its null form, is accepted.

When comparing the A Scale of the PHN and the PA Scale of the HISM, the Rho value was .32 and the T value was 1.71. Therefore, subhypothesis 2.2, which is stated in its null form, is accepted.

When comparing the A Scale of the PHN and the IA Scale of the HISM, the Rho value was .41 and the T value was 2.24. Therefore, subhypothesis 2.3, which is stated in its null form, is rejected.

When comparing the A Scale of the PHN and the A Scale of the HISM, the Rho value was .38 and the T value was 2.03. Therefore, subhypothesis 2.4, which is stated in its null form, is accepted.

When comparing the A Scale of the PHN and the AA Scale of the HISM, the Rho value was .45 and the T value was 2.51. Therefore, subhypothesis 2.5, which is stated in its null form, is rejected.

#### Presentation and Analysis of Data Related to

#### ~~Hypothesis~~ 3

Hypothesis Ho-3. There is no significant relationship between the self-concepts of elementary school students as measured by the How I See Myself Scale and their individual teacher's score on the Trustworthiness Scale of the Philosophy of Human Nature Scale.

### Subhypotheses

Ho-3.1 - There is no significant relationship between elementary school students' self-concepts associated with teachers and school and their individual teacher's attitudes of human trustworthiness.

To test this null hypothesis, each teacher's score on the Trustworthiness Scale (T Scale) of the Philosophy of Human Nature Scale (PHN) was compared to their individual class's mean score on the Teacher-School Scale (TS Scale) of the How I See Myself Scale (HISM) by use of the Spearman Rank Correlation Formula. The relevant data used to determine the existence of a significant relationship is found in Table IX.

Ho-3.2 - There is no significant relationship between elementary school students' self-concepts associated with their physical appearance and their individual teacher's attitudes of human trustworthiness.

To test this null hypothesis, each teacher's score on the Trustworthiness Scale (T Scale) of the PHN was compared to their individual class's mean score on the Physical Appearance Scale (PA Scale) of the HISM by use of the Spearman Rank Correlation Formula. The relevant data used to determine the existence of a significant relationship is found in Table IX.

Ho-3.3 - There is no significant relationship between elementary school students' self-concepts associated with their physical appearance and their individual teacher's attitudes of human trustworthiness.

To test this null hypothesis, each teacher's score on the Trustworthiness Scale (T Scale) of the PHN was compared to their individual class's mean score on the Interpersonal Adequacy Scale (IA Scale) of the HISM by the use of the Spearman Rank Correlation Formula. The

relevant data used to determine the existence of a significant relationship is found in Table IX.

Ho-3.5 - There is no significant relationship between elementary school students' self-concepts associated with their academic adequacy and their individual teacher's attitudes of human trustworthiness.

To test this null hypothesis, each teacher's score on the Trustworthiness Scale (T Scale) of the PHN was compared to their individual class's mean score on the Academic Adequacy Scale (AA Scale) of the HISM by use of the Spearman Rank Correlation Formula. The relevant data used to determine the existence of a significant relationship is found in Table IX.

TABLE IX

SUMMARY OF DATA FOR TESTS OF SIGNIFICANT RELATIONSHIPS  
BETWEEN ELEMENTARY SCHOOL STUDENTS' SELF-CONCEPTS  
AND THEIR INDIVIDUAL TEACHER'S ATTITUDES OF  
TRUST

N 27	df 25		
Rho value for T Scale and TS Scale = .07	T Value = 0.33	T	< .05
Rho value for T Scale and PA Scale = .41	T Value = 2.24	T	> .05
Rho value for T Scale and IA Scale = .34	T Value = 1.81	T	< .05
Rho value for T Scale and A Scale = .54	T Value = 3.24	T	> .05
Rho value for T Scale and AA Scale = .52	T Value = 3.03	T	> .05

When comparing the T Scale of the PHN and the TS Scale of the HISM, the Rho value was .07 and the T value was 0.33. Therefore, subhypothesis 3.1, which is stated in its null form, is accepted.

When comparing the T Scale of the PHN and the PA Scale of the HISM, the Rho value was .41 and the T value was 2.24. Therefore, subhypothesis 3.2, which is stated in its null form, is rejected.

When comparing the T Scale of the PHN and IA Scale of the HISM, the Rho value was .34 and the T value was 1.81. Therefore, subhypothesis 3.3, which is stated in its null form, is accepted.

When comparing the T Scale of the PHN and the A Scale of the HISM, the Rho value was .54 and the T value was 3.24. Therefore, subhypothesis 3.4, which is stated in its null form, is rejected.

When comparing the T Scale of the PHN and the AA Scale of the HISM, the Rho value was .52 and the T value was 3.03. Therefore, subhypothesis 3.5, which is stated in its null form, is rejected.

#### Presentation and Analysis of Data Related to

#### Hypothesis 4

Hypothesis Ho-4. There is no significant relationship between the self-concept of elementary school children as measured by the How I See Myself Scale and their individual teacher's score on the Strength of Will and Rationality Scale of the Philosophy of Human Nature Scale.

#### Subhypotheses

Ho-4.1 - There is no significant relationship between elementary school students' self-concepts associated with teachers and school and their individual teacher's attitudes of the strength of will and rationality of humans.

To test this null hypothesis, each teacher's score on the Strength of Will and Rationality Scale (S Scale) of the Philosophy of Human

Nature Scale (PHN) was compared to their individual class's mean score on the Teacher-School Scale (TS Scale) of the How I See Myself Scale (HISM) by the use of the Spearman Rank Correlation Formula. The relevant data used to determine the existence of a significant relationship is found in Table X.

Ho-4.2 - There is no significant relationship between elementary school students' self-concepts associated with their physical appearance and their individual teacher's attitudes of the strength of will and rationality of humans.

To test this null hypothesis, each teacher's score on the Strength of Will and Rationality Scale (S Scale) of the PHN was compared to their individual class's mean score on the Physical Appearance Scale (PA Scale) of the HISM by use of the Spearman Rank Correlation Formula. The relevant data used to determine the existence of a significant relationship is found in Table X.

Ho-4.3 - There is no significant difference between elementary school students' self-concepts associated with their interpersonal adequacy and their individual teacher's attitudes of the strength of will and rationality of humans.

To test this null hypothesis, each teacher's score on the Strength of Will and Rationality Scale (S Scale) of the PHN was compared to their individual class's mean score on the Interpersonal Adequacy Scale (IA Scale) of the HISM by use of the Spearman Rank Correlation Formula. The relevant data used to determine the existence of a significant relationship is found in Table X.

Ho-4.4 - There is no significant relationship between elementary school students' self-concepts associated with their autonomy and their

individual teacher's attitudes of the strength of will and rationality of humans.

To test this null hypothesis, each teacher's score on the S Scale of the PHN was compared to their individual class's mean score on the Autonomy Scale (A Scale) of the HISM by use of the Spearman Rank Correlation Formula. The relevant data used to determine the existence of a significant relationship is found in Table X.

Ho-4.5 - There is no significant relationship between elementary school students' self-concepts associated with their academic adequacy and their individual teacher's attitudes of the strength of will and rationality of humans.

To test this null hypothesis, each teacher's score on the S Scale of the PHN was compared to their individual class's mean score on the Academic Adequacy Scale (AA Scale) of the HISM by use of the Spearman Rank Correlation Formula. The relevant data used to determine the existence of a significant relationship is found in Table X.

TABLE X

SUMMARY OF DATA FOR TESTS OF SIGNIFICANT RELATIONSHIPS  
BETWEEN ELEMENTARY SCHOOL STUDENTS' SELF-CONCEPTS  
AND THEIR INDIVIDUAL TEACHER'S ATTITUDES  
OF HUMAN STRENGTH OF  
WILL AND RATIONALITY

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N 27	df 25		
Rho value for S Scale and TS Scale = .38	T Value = 2.06	T >	.05
Rho value for S Scale and PA Scale = .34	T Value = 1.81	T <	.05
Rho value for S Scale and IA Scale = .47	T Value = 2.68	T >	.05
Rho value for S Scale and A Scale = .34	T Value = 1.78	T <	.05
Rho value for S Scale and AA Scale = .36	T Value = 1.95	T <	.05

---



Each of the preceding correlations required a T value of 2.06 or greater to be considered significant at the .05 level of confidence. When comparing the S Scale of the PHN and the TS Scale of the HISM, the rho value was .38 and the T value was 2.06. Therefore, subhypothesis 4.1, which is stated in its null form, is rejected.

When comparing the S Scale of the PHN and the PA Scale of the HISM, the Rho value was .34 and the T value was 1.81. Therefore, subhypothesis 4.2, which is stated in its null form, is accepted.

When comparing the S Scale of the PHN and the IA Scale of the HISM, the Rho value was .47 and the T value was 2.68. Therefore, subhypothesis 4.3, which is stated in its null form, is rejected.

When comparing the S Scale of the PHN and the A Scale of the HISM, the Rho value was .34 and the T value was 1.78. Therefore, subhypothesis 4.4, which is stated in its null form, is accepted.

When comparing the S Scale of the PHN and the AA Scale of the HISM, the Rho value was .36 and the T value was 1.95. Therefore, subhypothesis 4.5, which is stated in its null form, is accepted.

#### Presentation and Analysis of Data Related to Hypothesis 5

Hypothesis Ho-5. There is no significant relationship between the self-concepts of elementary school children as measured by the How I See Myself Scale and their individual teacher's score on the Independence Scale of the Philosophy of Human Nature Scale.

### Subhypotheses

Ho-5.1 - There is no significant relationship between elementary school students' self-concepts associated with teachers and school and their individual teacher's attitudes of the ability of man to maintain beliefs in spite of group pressures.

To test this null hypothesis, each teacher's score on the Independence Scale (I Scale) of the PHN was compared to their individual class's mean score on Teacher-School Scale (TS Scale) of the HISM by use of the Spearman Rank Correlation Formula. The relevant data used to determine the existence of a significant relationship is found in Table XI.

Ho-5.2 - There is no significant relationship between elementary school students' self-concepts associated with their physical appearance and their individual teacher's attitudes of the ability of man to maintain beliefs in spite of group pressures.

To test this null hypothesis, each teacher's score on the Independence Scale (I Scale) of the PHN was compared to their individual class's mean score on the Physical Appearance Scale (PA Scale) of the HISM by use of the Spearman Rank Correlation Formula. The relevant data used to determine the existence of a significant relationship is found in Table XI.

Ho-5.3 - There is no significant relationship between elementary school students' self-concepts associated with their interpersonal adequacy and their individual teacher's attitudes of the ability of man to maintain beliefs in spite of group pressures.

To test this null hypothesis, each teacher's score on the Independence Scale (I Scale) of the PHN was compared to their individual

class's mean score on the Interpersonal Adequacy Scale (IA Scale) of the HISM by use of the Spearman Rank Correlation Formula. The relevant data used to determine the existence of a significant relationship is found in Table XI.

Ho-5.4 - There is no significant relationship between elementary school students' self-concepts associated with their autonomy and their individual teacher's attitudes of the ability of man to maintain beliefs in spite of group pressures.

To test this null hypothesis, each teacher's score on the Independence Scale (I Scale) of the PHN was compared to their individual class's mean score on the Autonomy Scale (A Scale) of the HISM by use of the Spearman Rank Correlation Formula. The relevant data used to determine the existence of a significant relationship is found in Table XI.

Ho-5.5 - There is no significant relationship between elementary school students' self-concepts associated with their academic adequacy and their individual teacher's attitudes of the ability of man to maintain beliefs in spite of group pressures.

To test this null hypothesis, each teacher's score on the Independence Scale (I Scale) of the PHN was compared to their individual class's mean score on the Academic Adequacy Scale (AA Scale) of the HISM by use of the Spearman Rank Correlation Formula. The relevant data used to determine the existence of a significant relationship is found in Table XI.

Each of the following correlations required a T value of 2.06 or greater to be considered significant at the .05 level of confidence. When comparing the I Scale of the PHN and the TS Scale of the HISM,

the Rho value was  $-.24$  and the T value was  $-1.25$ . Therefore, sub-hypothesis 5.1, which was stated in its null form, is accepted.

TABLE XI

SUMMARY OF DATA FOR TESTS OF SIGNIFICANT RELATIONSHIPS  
BETWEEN ELEMENTARY SCHOOL STUDENTS' SELF-CONCEPTS AND  
THEIR INDIVIDUAL TEACHER'S ATTITUDES  
OF HUMAN INDEPENDENCE

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N 27	df 25			
Rho value for I Scale and TS Scale = $-.24$	T Value = $-1.25$	T	<	$.05$
Rho value for I Scale and PA Scale = $.14$	T Value = $0.75$	T	<	$.05$
Rho value for I Scale and IA Scale = $-.19$	T Value = $-0.97$	T	<	$.05$
Rho value for I Scale and A Scale = $.23$	T Value = $1.23$	T	<	$.05$
Rho value for I Scale and AA Scale = $-.12$	T Value = $-0.65$	T	<	$.05$

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When comparing the I Scale of the PHN and the PA Scale of the HISM, the Rho value was  $.14$  and the T value was  $0.75$ . Therefore, subhypothesis 5.2, which was stated in its null form, is accepted.

When comparing the I Scale of the PHN and the IA Scale of the HISM, the Rho value was  $-.19$  and the T value was  $-0.97$ . Therefore, subhypothesis 5.3, which is stated in its null form, is accepted.

When comparing the I Scale of the PHN and the A Scale of the HISM, the Rho value was  $.23$  and the T value was  $1.23$ . Therefore, subhypothesis 5.4, which was stated in its null form, is accepted.

When comparing the I Scale of the PHN and the AA Scale of the HISM, the Rho value was  $-.12$  and the T value was  $-0.65$ . Therefore, subhypothesis 5.5, which was stated in its null form, is accepted.

Presentation and Analysis of Data Related to

Hypothesis 6

Hypothesis Ho-6. There is no significant relationship between the self-concepts of elementary school students as measured by the How I See Myself Scale and their individual teacher's score on the Complexity Scale of the Philosophy of Human Nature Scale.

Subhypotheses :

Ho-6.1 - There is no significant relationship between elementary school students' self-concepts associated with teachers and school and their individual teacher's attitudes of the complexity of humans.

To test this null hypothesis, each teacher's score on the Complexity Scale (C Scale) of the PHN was compared to their individual class's mean score on the Teacher-School Scale (TS Scale) of the HISM by use of the Spearman Rank Correlation Formula. The relevant data used to determine the existence of a significant relationship is found in Table XII.

Ho-6.2 - There is no significant relationship between elementary school students' self-concepts associated with their physical appearance and their individual teacher's attitudes of the complexity of humans.

To test this null hypothesis, each teacher's score on the C Scale of the PHN was compared to their individual class's mean score on the Physical Appearance Scale (PA Scale) of the HISM by use of the Spearman Rank Correlation Formula. The relevant data used to determine the existence of a significant relationship is found in Table XII.

Ho-6.3 - There is no significant relationship between elementary school students' self-concepts associated with their interpersonal adequacy and their individual teacher's attitudes of the complexity of humans.

To test this null hypothesis, each teacher's score on the C Scale of the PHN was compared to their individual class's mean score on the Interpersonal Adequacy Scale (IA Scale) of the HISM by use of the Spearman Rank Correlation Formula. The relevant data used to determine the existence of a significant relationship is found in Table XII.

Ho-6.4 - There is no significant relationship between elementary school students' self-concepts associated with their autonomy and their individual teacher's attitudes of the complexity of humans.

To test this null hypothesis, each teacher's score on the C Scale of the PHN was compared to their individual class's mean score on the Autonomy Scale (A Scale) of the HISM by use of the Spearman Rank Correlation Formula. The relevant data used to determine the existence of a significant relationship is found in Table XII.

Ho-6.5 - There is no significant relationship between elementary school students' self-concepts associated with their academic adequacy and their individual teacher's attitudes of the complexity of humans.

To test this null hypothesis, each teacher's score on the C Scale of the PHN was compared to their individual class's mean score on the Academic Adequacy Scale (AA Scale) of the HISM by use of the Spearman Rank Correlation Formula. The relevant data used to determine the existence of a significant relationship is found in Table XII.

Each of the following correlations required a T value of 2.06 or greater to be considered significant at the .05 level of confidence.

When comparing the C Scale of the PHN and the TS Scale of the HISM, the Rho value was .02 and the T value was 0.11. Therefore, subhypothesis 6.1, which was stated in its null form, is accepted.

TABLE XII

SUMMARY OF DATA FOR TESTS OF SIGNIFICANT RELATIONSHIPS  
BETWEEN ELEMENTARY SCHOOL STUDENTS' SELF-CONCEPTS AND  
THEIR INDIVIDUAL TEACHER'S ATTITUDES  
OF HUMAN COMPLEXITY

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N 27	df 25		
Rho value for C Scale and TS Scale = .02		T Value = 0.11	T < .05
Rho value for C Scale and PA Scale = -.26		T Value = -1.35	T < .05
Rho value for C Scale and IA Scale = .06		T Value = 0.31	T < .05
Rho value for C Scale and A Scale = .01		T Value = 0.06	T < .05
Rho value for C Scale and AA Scale = -.13		T Value = -0.64	T < .05

---

When comparing the C Scale of the PHN and the PA Scale of the HISM, the Rho value was -.26 and the T value was -1.35. Therefore, subhypothesis 6.2, which was stated in its null form, is accepted.

When comparing the C Scale of the PHN and the IA Scale of the HISM, the Rho value was .06 and the T value was 0.31. Therefore, subhypothesis 6.3, which was stated in its null form, is accepted.

When comparing the C Scale of the PHN and the A Scale of the HISM, the Rho value was .01 and the T value was 0.06. Therefore, subhypothesis 6.4, which was stated in its null form, is accepted.

When comparing the C Scale of the PHN and the AA Scale of the HISM, the Rho value was  $-.13$  and the T value was  $-0.64$ . Therefore, sub-hypothesis 6.5, which is stated in its null form, is accepted.

#### Presentation and Analysis of Data Related to

#### Hypothesis 7

Hypothesis Ho-7. There is no significant relationship between the self-concept of elementary school children as measured by the How I See Myself Scale and their individual teacher's score on the Variability Scale of the Philosophy of Human Nature Scale.

#### Subhypotheses

Ho-7.1 - There is no significant relationship between elementary school students' self-concepts associated with teachers and school and their individual teacher's attitudes of the variability of humans.

To test this hypothesis, each teacher's score on the Variability Scale (V Scale) of the PHN was compared to their individual class's mean score on the Teacher-School Scale (TS Scale) of the HISM by use of the Spearman Rank Correlation Formula. The relevant data used to determine the existence of a significant relationship is found in Table XIII.

Ho-7.2 - There is no significant relationship between elementary school students' self-concepts associated with their physical appearance and their individual teacher's attitudes of the variability of humans.

To test this null hypothesis, each teacher's score on the V Scale of the PHN was compared to their individual class's mean score on the Physical Appearance Scale (PA Scale) of the HISM by use of the Spearman



Rank Correlation Formula. The relevant data used to determine the existence of a significant relationship is found in Table XIII.

Ho-7.3 - There is no significant relationship between elementary school students' self-concepts associated with their interpersonal adequacy and their individual teacher's attitudes of the variability of humans.

To test this null hypothesis, each teacher's score on the V Scale of the PHN was compared to their individual class's mean score on the Interpersonal Adequacy Scale (IA Scale) of the HISM by use of the Spearman Rank Correlation Formula. The relevant data used to determine the existence of a significant relationship is found in Table XIII.

Ho-7.4 - There is no significant relationship between elementary school students' self-concepts associated with their autonomy and their individual teacher's attitudes of the variability of humans.

To test this null hypothesis, each teacher's score on the V Scale of the PHN was compared to their individual class's mean score on the Autonomy Scale (A Scale) of the HISM by use of the Spearman Rank Correlation Formula. The relevant data used to determine the existence of a significant relationship is found in Table XIII.

Ho-7.5 - There is no significant relationship between elementary school students' self-concepts associated with their academic adequacy and their individual teacher's attitudes of the variability of humans.

To test this null hypothesis, each teacher's score on the V Scale of the PHN was compared to their individual class's mean score on the Academic Adequacy Scale (AA Scale) of the HISM by use of the Spearman Rank Correlation Formula. The relevant data used to test the existence of a significant relationship is found in Table XIII.

TABLE XIII

SUMMARY OF DATA FOR TESTS OF SIGNIFICANT RELATIONSHIPS  
 BETWEEN ELEMENTARY SCHOOL STUDENTS' SELF-CONCEPTS AND  
 THEIR INDIVIDUAL TEACHER'S ATTITUDES  
 OF HUMAN VARIABILITY

---

N 27	df 25			
Rho value for V Scale and TS Scale = .11		T Value = 0.53	T <	.05
Rho value for V Scale and PA Scale = .18		T Value = 0.91	T <	.05
Rho value for V Scale and IA Scale = .13		T Value = 0.65	T <	.05
Rho value for V Scale and A Scale = .36		T Value = 1.93	T <	.05
Rho value for V Scale and AA Scale = .04		T Value = 0.20	T <	.05

---

Each of the preceding correlations required a T value of 2.06 or greater to be considered significant at the .05 level of confidence. When comparing the V Scale of the PHN and the TS Scale of the HISM, the Rho value was .11 and the T value was 0.53. Therefore, subhypothesis 7.1, which was stated in its null form, is accepted.

When comparing the V Scale of the PHN and the PA Scale of the HISM, the Rho value was .18 and the T value was 0.91. Therefore, subhypothesis 7.2, which was stated in its null form, is accepted.

When comparing the V Scale of the PHN and the IA Scale of the HISM, the Rho value was .13 and the T value was 0.65. Therefore, subhypothesis 7.3, which was stated in its null form, is accepted.

When comparing the V Scale of the PHN and the A Scale of the HISM, the Rho value was .36 and the T value was 1.93. Therefore, subhypothesis 7.4, which was stated in its null form, is accepted.

When comparing the V Scale of the PHN and the AA Scale of the HISM, the Rho value was .04 and the T value was 0.20. Therefore, subhypothesis 7.5, which was stated in its null form, is accepted.

#### Summary

In the course of this investigation, thirty-five statistical tests of relationships were completed. These statistical tests were made from data derived from a total of 27 teachers and 685 students enrolled in grades three through six in the four elementary schools in Ada, Oklahoma. The .05 level of confidence was used to determine the significance of all tests. All relationships were determined by using the Spearman Rank Correlation Formula.

Analysis comparing teachers' philosophies of human nature and their students' self-concepts were found to be significantly related in the following areas:

1. Teachers' general philosophies of human nature and students' self-concepts associated with their physical appearance (Table VII).
2. Teachers' general philosophies of human nature and students' self-concepts associated with their autonomy (Table VII).
3. Teachers' attitudes of human altruism and their students' self-concepts associated with their interpersonal adequacy (Table VIII).
4. Teachers' attitudes of human altruism and their students' self-concepts associated with their academic adequacy (Table VIII).
5. Teachers' attitudes of human trustworthiness and their students' self-concepts associated with their physical adequacy (Table IX).
6. Teachers' attitudes of human trustworthiness and their students' self-concepts associated with their autonomy (Table IX).

7. Teachers' attitudes of human trustworthiness and their students' self-concepts associated with their academic adequacy (Table IX).
8. Teachers' attitudes of the strength of will and rationality of mankind and students' self-concepts of adequacy by teachers' and school standards (Table X).
9. Teachers' attitudes of the strength of will and rationality of mankind and students' self-concepts associated with interpersonal adequacy (Table X).

No significant relationships were found for any of the other tests which were conducted in this study.

## CHAPTER V

### SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### Need

The purposes of this chapter are to summarize the study, to report the findings and conclusions made from this investigation and to make recommendations based upon the findings of this study.

#### Summary

A review of selected research and literature appears to indicate that a teacher's philosophy of human nature is of critical importance in any teaching-learning environment. One manifestation of a teacher's philosophy of human nature is the quality of the interactions between teachers and learners. The quality of these interactions is currently viewed as a primary determinant of academic, emotional, and social growth of elementary school children. From these interactions, one adopts a set of attitudes about himself. The existing research and literature appears to indicate that a relationship does exist between a teacher's philosophy of human nature and their students' self-concepts. This purported relationship was the focus of this study.

To measure the relationship between teachers' philosophy of human nature and students' self-concepts, two instruments were selected and

administered. The Philosophy of Human Nature Scale was administered to the teachers selected for the study and the How I See Myself Scale was administered to the students used in the study.

The population of this study included 27 teachers and 685 students. Each of the subjects was teachers or students in grades three, four, five, or six in one of the four elementary schools in Ada, Oklahoma, during the month of December, 1972. The population of this study included every teacher in the four grades with the exception of three teachers who were eliminated from the study because of prolonged absences from school during the time of testing. The elimination of these teachers from the study also necessitated the elimination of their classes from the study.

Each teacher's score on each of the subscales and the General Favorability Scale of the Philosophy of Human Nature Scale was statistically compared to that teacher's class's scores on the five scales of the How I See Myself Scale. The data was analyzed by use of the Spearman Rank Correlation Formula. The level of confidence was set at the .05 level of confidence.

### Findings

In this study, nine significant relationships were found when comparing the PHN scores of teachers to their respective students' scores on the HISM. They were as follows:

1. Teachers' general philosophies of human nature (P Scale of the PHN) and their respective students' self-concepts associated with their physical appearance (PA Scale of the HISM) were found to be significantly related.

2. Teachers' general philosophies of human nature (P Scale of the PHN) and their respective students' self-concepts associated with their autonomy (A Scale of the HISM) were found to be significantly related.
3. Teachers' attitudes of human altruism (A Scale of the PHN) and their respective students' self-concepts associated with their interpersonal adequacy (IA Scale of the HISM) were found to be significantly related.
4. Teachers' attitudes of human altruism (A Scale of the PHN) and their students' self-concepts associated with their academic adequacy (AA Scale of the HISM) were found to be significantly related.
5. Teachers' attitudes of human trustworthiness (T Scale of the PHN) and their respective students' self-concepts associated with their physical adequacy (PA Scale of the HISM) were found to be significantly related.
6. Teachers' attitudes of human trustworthiness (T Scale of the PHN) and their respective students' self-concepts associated with their autonomy (A Scale of the HISM) were found to be significantly related.
7. Teachers' attitudes of human trustworthiness (T Scale of the PHN) and their respective students' self-concepts associated with their academic adequacy (AA Scale of the HISM) were found to be significantly related.
8. Teachers' attitudes of the strength of will and rationality of man (S Scale of the PHN) and their respective students' self-concepts associated with their adequacy in meeting their teacher's and

school's standards (TS Scale of the HISM) were found to be significantly related.

9. Teachers' attitudes of the strength of will and rationality of man (S Scale of the PHN) and their respective students' self-concepts associated with their interpersonal adequacy (IA Scale of the HISM) were found to be significantly related.

Of the other tests of relationships comparing teachers' philosophies of human nature and students' self-concepts, none were found to be significant.

### Conclusions

Prior to making generalizations from this study, one needs to consider that this investigation dealt only with a limited population, that being the students and teachers from grades three through six of the four elementary schools from Ada, Oklahoma. No statistical evidence is available which indicates that this population is typical of any other population.

Secondly, this investigation was designed for the purpose of exploring the validity of the theoretical contention that teachers' attitudes as to the nature of men is somewhat related to the self-concept development of their students. To explore the relationship between elementary school teachers' philosophies of human nature and their respective students' self-concepts, the data gathered in the investigation was compared by using the Spearman Rank Correlation Formula. The research design and the statistical analysis used in the study do not allow cause and effect generalizations to be made. The



investigation does, however, provide some support for the following basic conclusions which are ordered according to the organizational scheme of the PHN Scale.

1. Elementary school teachers with a positive view of general human nature are more likely to have students in their classes with positive self-concepts associated with (1) physical appearance and (2) autonomy. This conclusion is based on the rejection of the null hypotheses numbered Ho-1.2 and Ho-1.4.
2. Elementary school teachers with a positive view of human nature as it is associated with altruism are more likely to have students in their classes with positive self-concepts associated with (1) interpersonal adequacy and (2) academic adequacy. This conclusion is based on the rejection of the null hypotheses numbered Ho-2.3 and Ho-2.5.
3. Elementary school teachers with a positive view of human nature as it is associated with human trustworthiness are more likely to have students in their classes with positive self-concepts associated with (1) physical adequacy and (2) academic adequacy. This conclusion is based on the rejection of the null hypotheses numbered Ho-3.3 and Ho-3.5.
4. Elementary school teachers with a positive view of human nature as it is related to man's strength of will and rationality are more likely to have students in their classes with positive self-concepts associated with (1) adequacy in meeting their teacher's and school's standards and (2) interpersonal adequacy. This conclusion is based on the rejection of the null hypotheses numbered Ho-4.1 and Ho-4.2.

On the basis of the data gathered and analyzed in this investigation, it would not appear that elementary school teachers' attitudes of human nature as it is associated with the independence of man is not significantly related to their students' self-concepts. This conclusion is based on the acceptance of the null hypotheses numbered concurrently from Ho-5.1 through Ho-5.5.

Furthermore, it would not appear that elementary school teachers' attitudes as to the complexity of man is not significantly related to their students' self-concepts. This conclusion is based on the acceptance of null hypotheses numbered concurrently from Ho-6.1 through Ho-6.5.

Elementary school teachers' attitudes as to the variability of man does not appear to be significantly related to their students' self-concepts. This conclusion is based on the acceptance of null hypotheses numbered concurrently from Ho-7.1 through Ho-7.5.

It would appear that this investigation somewhat supports the contention of many educational theorist who maintain that teachers' philosophies of human nature are related to the self-concept of their respective students at the elementary school level. The findings of this study, however, were not conclusive. Four scales of the Philosophy of Human Nature Scale were found to correlate significantly with various aspects of students' self-concepts while three of the scales, when correlated to students' self-concepts scores, rendered results which were not significant.

### Investigator's Reactions

This writer has questioned what factors caused the findings of this investigation. Although the nature of the exploratory investigation using correlation as the statistical treatment of the data precludes the possibility of definitive generalizations, the writer has considered the several possible causes.

The hypothesis associated with the P Scale of the PHN may have shown some significance because the P Scale (General Favorability Scale) has the potential for being more sensitive than the other scales of the PHN. The P Scale is obtained by summing the first four subscales of the PHN which include the A Scale (Altruism Scale), the T Scale (Trustworthiness Scale), the S Scale (Strength of Will and Rationality Scale), and the I Scale (Independence Scale). Furthermore, since the P Scale is obtained by summing the previously mentioned four subscales of which three showed significance when correlated to various aspects of students' self-concepts, it would be logical that the P Scale of the PHN would show significant relationships when correlated to the same factors.

One might logically question why three of the subscales of the PHN, the A Scale, the T Scale, and the S Scale, were positively related to various aspects of self-concept scores while the I Scale, the C Scale, and the V Scale were not found to be positively related to students' self-concept scores at the .05 level of confidence. One possible explanation might be that the attitudes associated with altruism, trust, and strength of will and rationality might be more easily communicated to elementary school children than are the attitudes of human independence, complexity, and variability.

As previously mentioned, the PHN Scale groups the first four subscales together to form the General Favorability Scale (P Scale). It should be noted that each of the subscales which were found to be significantly related to students' self-concepts came from that grouping. The only subscale from that grouping which did not show a significant relationship to some aspect of students' self-concepts was the Independence Scale (I Scale). The writer cannot give any reasonable explanation as to why the I Scale of the PHN did not follow the pattern established by the first three subscales of the PHN.

The last two subscales of the PHN which include the C Scale (Complexity Scale) and the V Scale (Variability Scale) did not render any significant relationship when correlated with students' self-concept scores. These two scales were developed to measure attitudes which would not appear to be as significant in terms of student perceptions as would the attitudes measured by the first four subscales of the PHN.

#### Recommendations

The data from this study indicated that a relationship does exist between elementary school teachers' philosophical orientation as to the nature of man and their students' self-concepts. The implications of these findings may be of critical importance to teachers, administrators, and parents of elementary school children. As it was shown in the review of selected literature in Chapter II of this study, the self-concept is related to children's academic, social, and emotional growth.

Teachers need to be aware of the existence of the relationship between their philosophy of human nature and their students' self-

concept. When teachers become aware of the relationships found in this study and become aware of the importance of the self-concepts of their students, they should make a critical analysis of their personal attitudes to ascertain if those attitudes are conducive or detrimental to the growth of their students. If a teacher finds that his basic philosophical orientation is negative, he might seek assistance in a remedial program.

Those administrators who are concerned about the self-concept development of elementary school students in their school system might consider using the PHN as a screening device in the selection of elementary school teaching personnel.

It would be quite useful for parents of elementary school children to know the results of this study and to know the importance of self-concept of their children. According to the literature reviewed in this study, parents are as significant or more significant than are teachers in the formation of children's self-concepts. When a concerted effort to assist children develop positive self-concepts occur in the home and school, real progress is possible.

The relationships found in this investigation leave many questions unanswered. Empirical evidence is needed to help answer the following questions which would appear to be a normal extension of the findings of this investigation. They include:

1. Would replication of this research using a different population render similar results?
2. Can the relationships found in this investigation be proven to be cause-effect relationships?

3. Can one's philosophy of human nature be appreciably altered over a prolonged period of time by planned educational experiences?
4. Do the relationships found in this study continue in the junior and senior high schools?
5. What effect does teachers' philosophy of human nature have upon their students' academic progress?
6. What effect does variables such as age, sex, and years of teaching experience have upon teachers' philosophy of human nature?

Hopefully this study will further interest and concern associated with teachers' attitudes associated with human nature and students' self-concepts. If additional research substantiates the findings of this study, many new and exciting programs could be developed which would attempt to enhance teachers' general philosophical orientations. One could easily envision both graduate and undergraduate courses designed to enable those students in actively exploring their philosophical orientation.

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## APPENDIX A

### PHILOSOPHY OF HUMAN NATURE SCALE

This questionnaire is a series of attitude statements. Each represents a commonly held opinion and there are no right or wrong answers. You will probably disagree with some items and agree with others. We are interested in the extent to which you agree or disagree with matters of opinion.

Read each statement carefully. Then, on the separate answer sheet, indicate the extent to which you agree or disagree by circling a number for each statement. The numbers and their meanings are indicated below.

If you agree strongly	circle +3
If you agree somewhat	circle +2
If you agree slightly	circle +1
If you disagree slightly	circle -1
If you disagree somewhat	circle -2
If you disagree strongly	circle -3

Read each statement, decide if you agree or disagree and the strength of your opinion, and then circle the appropriate number on the answer sheet. Be sure to answer every statement.

If you find that the number to be used in answering does not adequately indicate your opinion, use the one which is closest to the way you feel.

## PHN Scale

1. Great successes in life, like great artists and inventors are usually motivated by forces they are unaware of.
2. Most students will tell the instructor when he has made a mistake in adding up their score, even if he had given them more points than they deserved.
3. Most people will change the opinion they express as a result of an onslaught of criticism, even though they really don't change the way they feel.
4. Most people try to apply the Golden Rule even in today's complex society.
5. A person's reaction to things differs from one situation to another.
6. I find that my first impression of a person is usually correct.
7. Our success in life is pretty much determined by forces outside our own control.
8. If you will give the average person a job to do and leave him to do it, he will finish it successfully.
9. Nowadays many people won't make a move until they find out what other people think.
10. Most people do not hesitate to go out of their way to help someone in trouble.
11. Different people react to the same situation in different ways.
12. People can be described accurately by one term, such as "introverted," or "moral," or "sociable."
13. Attempts to understand ourselves are usually futile.
14. People usually tell the truth, even when they know they would be better off lying.
15. The important thing in being successful nowadays is not how hard you work, but how you fit with the crowd.
16. Most people will act as "Good Samaritans" if given the opportunity.
17. Each person's personality is different from the personality of every other person.
18. It's not hard to understand what really is important to a person.

19. There's little one can do to alter his fate in life.
20. Most students do not cheat when taking an exam.
21. The typical student will cheat on a test when everybody else does, even though he has a set of ethical standards.
22. "Do unto others as you would have them do unto you" is a motto most people follow.
23. People are quite different in their basic interests.
24. I think I get a good idea of a person's basic nature after a brief conversation with him.
25. Most people have little influence over the things that happen to them.
26. Most people are basically honest.
27. It's a rare person who will go against the crowd.
28. The typical person is sincerely concerned about the problems of others.
29. People are pretty different from one another in "what makes them tick."
30. If I could ask a person three questions about himself (and assuming he would answer them honestly), I would know a great deal about him.
31. Most people have an unrealistic favorable view of their own capabilities.
32. If you act in good faith with people, almost all of them will reciprocate with fairness toward you.
33. Most people have to rely on someone else to make their important decisions for them.
34. Most people with a fallout shelter would let their neighbors stay in it during a nuclear attack.
35. Often a person's basic personality is altered by such things as religious conversation, psychotherapy, or a charm course.
36. When I meet a person, I look for one basic characteristic through which I try to understand him.
37. Most people vote for a political candidate on the basis of unimportant characteristics such as his appearance or name, rather than because of his stand on the issues.

38. Most people lead clean, decent lives.
39. The average person will rarely express his opinion in a group when he sees others disagree with him.
40. Most people would stop and help a person whose car is disabled.
41. People are unpredictable in how they'll act from one situation to another.
42. Give me a few facts about a person and I'll have a good idea whether I'll like him or not.
43. If a person tries hard enough, he will usually reach his goals in life.
44. People claim they have ethical standards regarding honesty and morality, but few people stick to them when the chips are down.
45. Most people have the courage of their convictions.
46. The average person is conceited.
47. People are pretty much alike in their basic interests.
48. I find that my first impressions of people are frequently wrong.
49. The average person has an accurate understanding of the reasons for his behavior.
50. If you want people to do a job right, you should explain things to them in great detail and supervise them clearly.
51. Most people can make their own decisions, uninfluenced by public opinion.
52. Its only a rare person who would risk his own life and limb to help someone else.
53. People are basically similar in their personalities.
54. Some people are too complicated for me to figure out.
55. If people try hard enough, wars can be prevented in the future.
56. If most people could get into a movie without paying and be sure he was not seen, they would do it.
57. It is achievement, rather than popularity with others, that gets you ahead nowadays.
58. It's pathetic to see an unselfish person in today's world because so many people take advantage of him.



59. If you have a good idea about how several people will react to a certain situation, you can expect most people to react the same way.
60. I think you can never really understand the feelings of other people.
61. The average person is largely the master of his own fate.
62. Most people are not really honest, but act that way because they are afraid they will get caught.
63. The average person will stick to his opinion if he thinks he's right, even if others disagree.
64. People pretend to care more about one another than they really do.
65. Most people are consistent from situation to situation in the way they react to things.
66. You can't accurately describe a person in just a few words.
67. In a local or national election, most people select a candidate rationally and logically.
68. Most people would tell a lie if they could gain by it.
69. If a student does not believe in cheating, he will avoid it even if he sees many others doing it.
70. Most people inwardly dislike putting themselves out to help others.
71. A child who is popular will be popular as an adult too.
72. You can't classify everyone as good or bad.
73. Most persons have a lot of control over what happens to them in life.
74. Most people would cheat on their income tax if they had a chance.
75. The person with novel ideas is respected in our society.
76. Most people exaggerate their troubles in order to get sympathy.
77. If I can see how a person reacts to one situation, I have a good idea of how he will react to other situations.
78. People are too complex to ever be understood fully.
79. Most people have a good idea of what their strengths and weaknesses are.

80. Nowadays people commit a lot of crimes and sins that no one else ever hears about.
81. Most people will speak out for what they believe in.
82. People are usually out for their own good.
83. When you get right down to it, people are quite alike in their emotional makeup.
84. People are so complex, it is hard to know "what makes them tick."

APPENDIX B

HOW I SEE MYSELF SCALE

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Sex: \_\_\_\_\_ Age: \_\_\_\_\_  
School: \_\_\_\_\_

ELEMENTARY FORM

HOW I SEE MYSELF

Developed by Ira J. Gordon, Director, Institute for Development of Human Resources, College of Education, University of Florida, Gainesville, Florida, 32601.

- |   |   |   |   |   |   |                                     |
|---|---|---|---|---|---|-------------------------------------|
| 1. Nothing gets me too mad                      | 1 | 2 | 3 | 4 | 5 | I get mad easily and explode        |
| 2. I don't stay with things and finish them     | 1 | 2 | 3 | 4 | 5 | I stay with something till I finish |
| 3. I'm very good at drawing                     | 1 | 2 | 3 | 4 | 5 | I'm not much good in drawing        |
| 4. I don't like to work on committees, projects | 1 | 2 | 3 | 4 | 5 | I like to work with others          |
| 5. I wish I were smaller (taller)               | 1 | 2 | 3 | 4 | 5 | I'm just the right height           |
| 6. I worry a lot                                | 1 | 2 | 3 | 4 | 5 | I don't worry much                  |
| 7. I wish I could do something with my hair     | 1 | 2 | 3 | 4 | 5 | My hair is nice-looking             |
| 8. Teachers like me                             | 1 | 2 | 3 | 4 | 5 | Teacher don't like me               |
| 9. I've lots of energy                          | 1 | 2 | 3 | 4 | 5 | I haven't much energy               |
| 10. I don't play games very well                | 1 | 2 | 3 | 4 | 5 | I play games very well              |
| 11. I'm just the right weight                   | 1 | 2 | 3 | 4 | 5 | I wish I were heavier, lighter      |

12. The girls don't like me, leave me out	1	2	3	4	5	The girls like me a lot, choose me
13. I'm very good at speaking before a group	1	2	3	4	5	I'm not much good at speaking before a group
14. My face is pretty (good looking)	1	2	3	4	5	I wish I were prettier (good looking)
15. I'm very good in music	1	2	3	4	5	I'm not much good in music
16. I get along well with teachers	1	2	3	4	5	I don't get along with teachers
17. I don't like teachers	1	2	3	4	5	I like teachers very much
18. I don't feel at ease, comfortable inside	1	2	3	4	5	I feel very at ease, comfortable inside
19. I don't like to try new things	1	2	3	4	5	I like to try new things
20. I have trouble controlling my feelings	1	2	3	4	5	I can handle my feelings
21. I do well in school work	1	2	3	4	5	I don't do well in school
22. I want the boys to like me	1	2	3	4	5	I don't want the boys to like me
23. I don't like the way I look	1	2	3	4	5	I like the way I look
24. I don't want the girls to like me	1	2	3	4	5	I want the girls to like me
25. I'm very healthy	1	2	3	4	5	I get sick a lot
26. I don't dance well	1	2	3	4	5	I'm a very good dancer
27. I write well	1	2	3	4	5	I don't write well
28. I like to work alone	1	2	3	4	5	I don't like to work alone
29. I use my time well	1	2	3	4	5	I don't know how to plan my time

- |  |   |   |   |   |   |  |
|--|---|---|---|---|---|--|
| 30. I'm not much good at making things with my hands | 1 | 2 | 3 | 4 | 5 | I'm very good at making things with my hands |
| 31. I wish I could do something about my skin        | 1 | 2 | 3 | 4 | 5 | My skin is nice-looking                      |
| 32. School isn't interesting                         | 1 | 2 | 3 | 4 | 5 | School is very interesting                   |
| 33. I don't do arithmetic well                       | 1 | 2 | 3 | 4 | 5 | I'm real good in arithmetic                  |
| 34. I'm not as smart as the others                   | 1 | 2 | 3 | 4 | 5 | I'm smarter than most of the others          |
| 35. The boys like me a lot, choose me                | 1 | 2 | 3 | 4 | 5 | The boys don't like me, leave me out         |
| 36. My clothes are not as I'd like                   | 1 | 2 | 3 | 4 | 5 | My clothes are nice                          |
| 37. I like school                                    | 1 | 2 | 3 | 4 | 5 | I don't like school                          |
| 38. I wish I were built like the others              | 1 | 2 | 3 | 4 | 5 | I'm happy with the way I am                  |
| 39. I don't read well                                | 1 | 2 | 3 | 4 | 5 | I read very well                             |
| 40. I don't learn new things easily                  | 1 | 2 | 3 | 4 | 5 | I learn new things easily                    |

## APPENDIX C

### SCORING PROCEDURES FOR PHN SCALE

(Separate Answer Sheet Format)

There are six subscales on the Philosophies of Human Nature Scale. These are labeled on the upper right of the answer sheet, as follows:

- T - Trustworthiness
- S - Strength of Will and Rationality
- A - Altruism
- I - Independence from Group Pressures
- C - Complexity
- V - Variability

Scoring each of the subscales requires the same procedure, although the actual items are different for each subscale.

There are 14 items on each of the six subscales, making a total of 84 items. On each subscale, half of the items are scored in the opposite direction, and their scores must be reversed (changed from plus to minus, or if minus, to plus).

For quickest scoring, it is best to make a cut-out template of cardboard, which can be placed over the answer sheet. The template should be cut so that the spaces where the answers are recorded are visible. By the side of each item number, record the subscale and whether the item is a plus (positively scored) or minus (negatively scored). It is helpful to record each of the six subscales in a different color. Some people prefer to construct a separate template for each subscale.

To score the Trustworthiness subscale, do the following:

1. Add up the points of the circled answers to the items marked T- (these are items 44, 50, 62, 68, 74, and 80).
2. Reverse the sign of this sum; e.g., if it is -14, change it to +14; if it is +3, make it -3.
3. Add to this reversed sum, the points of the circled answers to the items marked T+ (these are items 2, 8, 14, 20, 26, 32, and 38).

4. This will give you the score for the T (Trustworthiness) subscale. The possible range is from +42 to -42. Record this score in the T\_\_\_\_\_ space in the upper right part of your answer sheet.

Do the same thing for each of the other 5 subscales, always adding up the minus items, reversing the sum, and adding that to the plus items. Use the items appropriate for that subscale. These items are listed on the attached sheet.

When you have scored and recorded the six subscales, add up the scores for T, S, A, and I and record this in the space by P. This is the Positive-Negative score, a general measure of one's beliefs about the good or evil in human nature. Add up C and V and record this sum by M. This is a measure of Multiplexity, or one's beliefs about the individual differences in human nature.

Using this system, a rather proficient scorer can score each answer sheet in 3-4 minutes. Spot checking is recommended. Of course, if you can punch the scores on IBM cards, much more rapid scoring can be done.

See separate materials for college norms and occupational norms.

(Revised Nov., 1969)

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## Scoring Key--PHN Scale

(Separate Answer Sheet Format)

1. S-	22. A+	43. S+	64. A-
2. T+	23. V+	44. T-	65. V-
3. I-	24. C-	45. I+	66. C+
4. A+	25. S-	46. A-	67. S+
5. V+	26. T+	47. V-	68. T-
6. C-	27. I-	48. C+	69. I+
7. S-	28. I-	49. S+	70. A-
8. T+	29. V+	50. T-	71. V-
9. I-	30. C-	51. I+	72. C+
10. A+	31. S-	52. A-	73. S+
11. V+	32. T+	53. V-	74. T-
12. C-	33. I-	54. C+	75. I+
13. S-	34. A+	55. S+	76. A-
14. T+	35. V+	56. T-	77. V-
15. I-	36. C-	57. I+	78. C+
16. A+	37. S-	58. A-	79. S+
17. V+	38. T+	59. V-	80. T-
18. C-	39. I-	60. C+	81. I+
19. S-	40. A+	61. S+	82. A-
20. T+	41. V+	62. T-	83. V-
21. I-	42. C-	63. I+	84. C+



VITA

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Doctor of Education

Thesis: A STUDY OF THE RELATIONSHIP BETWEEN ELEMENTARY SCHOOL TEACHERS'  
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