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AN INVESTIGATION OF THE RELATIONSHIP BETWEEN SELF AND SELF-OTHER CONCEPTS OF ELEMENTARY STUDENT TEACHERS AND SEVERAL SELECTED FACTORS

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AN INVESTIGATION OF THE RELATIONSHIP BETWEEN SELF AND SELF-OTHER CONCEPTS OF ELEMENTARY STUDENT TEACHERS AND SEVERAL SELECTED FACTORS

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AN INVESTIGATION OF THE RELATIONSHIP BETWEEN SELF AND SELF-OTHER CONCEPTS OF ELEMENTARY STUDENT TEACHERS AND SEVERAL SELECTED FACTORS

CHAPTER I

INTRODUCTION

Research concerned with teacher effectiveness has as its aim the selection and/or education of teachers in a way to be able to predict ultimate performance. Generally, it is believed that there are qualities, innate or taught, or both, which distinguish teachers who are effective in carrying out desired educational objectives. To effectively carry out desired educational objectives, teachers are expected to play certain roles. The manner in which the roles are performed will be determined by the role perceptions of the players. It is reasonable to assume that a teacher's personal values and perceptions will affect her interpretations of the teacher role.

Determining which personal characteristics of teachers enable them to be more effective in their teaching roles is an important problem. Effective teachers have been described as those whose classrooms are social

laboratories where children learn to live together cooperatively;[1] teachers who help students to discover realistic solutions to their present problems;[2] teachers who understand and appreciate children;[3] and teachers who are willing to accept the student's perception of self.[4]

Ryans was aware of the problem of identifying distinguishing characteristics of effective teachers when he wrote:

> Few would deny that good teaching is the focal point of our educational system. . . Yet in spite of universal recognition of the importance of the teacher, relatively little progress has been made in defining 'good teaching' or in specifying the distinguishing characteristics of competent teachers.[5]

Many studies pertaining to teacher effectiveness are contained in the literature. Getzels and Jackson[6] compiled a list of more than 800 studies

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[1]Bernice Baxter, Teacher-Pupil Relationships, (New York: MacMillan and Company, 1942), p. 2.

[2]Donald Snygg and Arthur W. Combs, Individual Behavior, (New York: Harper and Brothers, 1949), p. 242.

[3]Douglas E. Scates, "Significant Factors in Teachers' Classroom Attitudes," Journal of Teacher Education, VII (September, 1956), pp. 274-279.

[4]Koster E. Wickman, Children's Behavior and Teachers' Attitudes, (New York: The Commonwealth Fund, 1928), p. 171.

[5]David G. Ryans, Characteristics of Teachers: Their Description, Comparison and Appraisal, (Washington, D. C.: American Council on Education, 1960), p. 370.

[6]Jacob W. Getzels and Phillip W. Jackson, "The Teacher's Personality and Characteristics," Handbook of Research on Teaching, Edited by N. L. Gage, (Chicago: Rand McNally and Company, 1963), p. 574.

in teacher personality and characteristics of teachers in the years from 1950 to 1963. They concluded:

> Despite the critical importance of the problem and a half century of prodigious research effort, very little is known for certain about the nature and measurement of teacher personality, or about the relationship between teacher personality and teacher effectiveness.[7]

The many studies in teacher personality and characteristics seem to indicate the high position of personality as one of the most important factors determining the competency of the classroom teacher. The traditional approach to identification and measurement of personality characteristics has been through the use of tests, interest inventories, and ratings by observers and students. However, during the last two decades the use of the self-observation method has increased. Through the self-observation method, an individual may reveal perceptions of self and the extent of acceptability of self.

Studies reported in the literature indicate that how an individual perceives himself may be an important factor in personality. Raimy[8] pointed out that the way an individual accepts his concept of self is related to his personal adjustment. Also, it is indicated that the individual who is accepting of his self-concept is an adequately functioning personality.[9]

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[7] Ibid.

[8] Victor C. Raimy, "Self Reference in Counseling Interviews," Journal of Consulting Psychology, XII (May-June, 1948), pp. 153-163.

[9] Snygg and Combs, op. cit., p. 58.

Bills[10] believed that, in addition to how an individual perceives and accepts himself, his beliefs about other people's acceptance of themselves is important. If the well-adjusted person is one who accepts himself and feels that others accept themselves, and if personality adjustment is an important factor in teaching effectiveness, it can be reasoned that the effective teacher is also self-accepting and believes that others accept themselves.

There are pressures both from within and without the teaching profession to improve the quality of teacher candidates. The National Council for the Accreditation of Teacher Education accredits only those institutions which employ a continuous screening process to eliminate the undesirables from teacher education. The National Education Association stresses the professionalization of teaching which involves careful selection of those certified. Demands placed upon teachers and schools have created the need for teacher education institutions to carefully identify, select, and educate those who are to become teachers. If successful student teaching performance can be more accurately predicted, the screening and education processes can be improved. If specific personality characteristics of perceived successful student teachers can be identified, perhaps effective student teaching can be more accurately predicted.

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[10] Robert E. Bills, Index of Adjustment and Values, Manual, (University, Alabama: University of Alabama, Department of Psychology, 1956), p. 5.

The Problem

Statement of the Problem

Research findings indicate the high position of personality as influencing the success of classroom teachers. More specifically, it is indicated that a teacher's perceptions concerning himself and others are related to his effectiveness. There is a need for more accurate identification of personality characteristics of successful teachers. The problem of this study was the identification of personality characteristics of student teachers which might be helpful in predicting student teaching success.

The Purpose

Statement of the Purpose

It was the purpose of the study to discover whether the self and self-other concepts held by a select group of elementary student teachers were related to their student teaching success as perceived by their supervising teachers. A secondary purpose was to discover whether the self and self-other concepts of a select group of elementary student teachers were related to level of student teaching, previous teaching experience, marital status, age, and sex.

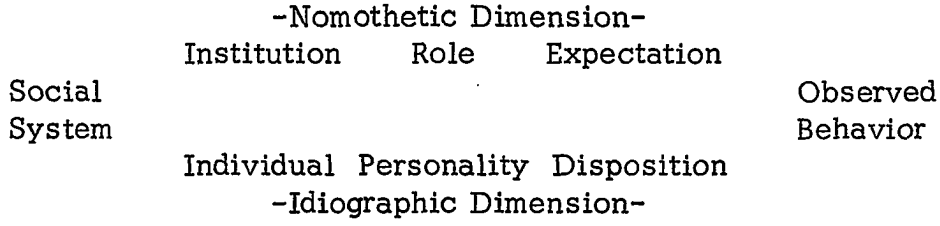
Background of Theory and Research

In attaining educational objectives, teachers are expected to play certain roles. How the roles are interpreted depends partly upon the

teacher's perception of the roles he is expected to perform. Also, the manner in which the roles are performed may depend upon how the teacher sees himself and others. If this is the case, two theories appear to have particular significance to this study. They are role theory and perceptual theory.

Role Theory

Getzels and Guba[11] collaborated to present a model to support a social process theory of educational administration. The ideas presented seem to have important implications pertaining to teaching roles as well as implications for administration. The model may be pictured as follows:



Each term on each of the two axes provides the definition for the term preceding it. For example, the social system may be analyzed by its institutions, each institution by its roles, and each role by its expectations. Individuals are part of the institution in the social system. An individual may be analyzed by his need dispositions. Behavioral acts are derived simultaneously from both the nomothetic and idiographic dimensions.

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[11]Jacob W. Getzels, "Administration as a Social Process," in Andrew W. Halpin (ed.), Administrative Theory in Education (Chicago: Midwest Administration Center, 1958), pp. 150-165.

Two sets of derivations and applications from the model are suggested: (1) two levels of interaction in any social system, the institutional level and the individual or personal level; and (2) conflict from three primary sources. The three sources of conflict are role-personality conflict, role conflict, and personality conflict. While this study was not concerned with school administration as a social process, the derivations and applications concerning conflict, particularly role-personality conflict, seemed to have important implications. The school may be considered a social system. Teachers and student teachers perform roles.

The roles of the institution are defined by role expectations. Role expectations may be thought of as obligations and responsibilities or a job description which lets the role incumbent know what he should or should not do. Also, roles are complementary and interdependent because each role has meaning only in relation to others in the institution. Getzels states:

> In a sense, a role is a prescription not only for the given role incumbent, but also for the incumbents of other roles within the organization, so that in a hierarchial setting the expectations of one role may to some extent also form the sanctions for a second interlocking role.[12]

Concerning expectations, Charters wrote, "In any event, the force of the expectations is transmitted to the person during interaction between himself and the significant others."[13]

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[12] Ibid., p. 153.

[13] W. W. Charters, Jr., "The Social Background of Teaching," Edited by N. L. Gage, Handbook of Research on Teaching (Chicago: Rand McNally and Company, 1963), p. 788.

Sorenson wrote:

> To the extent that the actions of a person in a particular position are perceived as conforming to the expectations (preferences) of the members of his society, he may be said to be successful in fulfilling that role. To the extent that he fails to behave in the prescribed manner, that he does not conform to the role expectations, he is subject to censure.[14]

Wallen and Travers defined a teacher role as follows:

> In education, a teacher role is simply a pattern of behavior shared by a group of teachers which is identifiable and generally believed to be related in some way to the learning process.[15]

Soles[16] was of the opinion that role expectations refer to the set of beliefs regarding appropriate behavior for a particular position in a social structure.

If all role incumbents were exactly alike and performed given roles in exactly the same way, the nomothetic dimension only would need to be considered. Of course, this is not the case.

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[14] A. G. Sorenson and Others, "Divergent Concepts of Teacher Role: An Approach to the Measurement of Teacher Effectiveness," Journal of Educational Psychology, LIV (December, 1963), p. 287.

[15] Norman E. Wallen and Robert M. W. Travers, "Analysis and Investigation of Teaching Methods," Edited by N. L. Gage, Handbook of Research on Teaching (Chicago: Rand McNally and Company, 1963), p. 449.

[16] Stanley Soles, "Teacher Role Expectations and the Internal Organization of Secondary Schools," Journal of Educational Research, LVII (January, 1964), p. 227.

Getzels observed:

> Each individual stamps the particular role he occupies with the unique style of his own characteristic pattern of expressive behavior. . . . it is not enough to know the nature of the roles and expectations -- although, to be sure, their behavior cannot be understood apart from these -- but we must also know the nature of the individuals inhabiting the roles and reacting to the expectations. That is, in addition to the nomothetic or normative aspects, we must consider also the idiographic or individualizing aspects of social behavior. We must, in addition to the sociological level of analysis, include the psychological level of analysis.[17]

Thus, in a sense, the marriage of the sociological aspect and the psychological aspect is performed. The concept of personality is included. Getzels defines personality as "the dynamic organization within the individual of those need-dispositions that govern his unique reactions to the environment."[18] Parsons and Shils[19] define need-dispositions as "individual tendencies to orient and act with respect to objects in certain manners and to expect certain consequencies from these actions." According to Getzels, "Role-personality conflicts occur as a function of discrepancies between the pattern of expectations attaching to a given role and the pattern of need-dispositions characteristic of the incumbent of the role."[20]

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[17] Getzels, op. cit., p. 154.

[18] Ibid.

[19] Talcott Parsons and Edward A. Shils, Toward a General Theory of Action (Cambridge, Massachusetts: Harvard University Press, 1951), p. 114.

[20] Getzels, op. cit., p. 161.

In summary, role theory seems to offer important implications for investigations of teacher behavior and effectiveness. The school may be considered a social system structured into a number of positions, each with a number of obligations and responsibilities. The actions of individuals as they perform in the positions make up the roles. How an individual performs in a role is dependent in part upon his perception of the role itself and in part upon his personality -- the organization of need-dispositions which govern his unique reactions to the environment.

Perception Theory

The view that personality is dependent upon need-dispositions is consistent with that held by perceptual theorists. It is believed that certain principles govern human behavior and that the principles may be applied in all human relations. The notion that people act in accordance with their perceptions is basic to perception theory. Included in a person's perceptions are those concerning himself and others.

Lecky[21] stressed the drive to maintain or enhance the consistency of the core of the personality or value system. Raimy concluded that "what a person believes about himself is a generally accepted factor in the social comprehension of others. . . . We act in accordance with our perceptions."[22]

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[21]Prescott Lecky, Self-Consistency (New York: Island Press, 1945), pp. 1-154.

[22]Raimy, op. cit., p. 317.

Rogers[23] emphasized the need to enhance self-organization. Stagner[24] concluded that the self functions as a perceptual object for the individual who seeks to maintain personal constancy with it.

Bills, Vance, and McLean[25] held that the basic human need is the drive to preserve and enhance self-organization. They concluded that the "enhancement of psychological organization implies two characteristics: (1) that the individual has information relative to his present self-organization, and (2) that the individual has a view of himself as he wishes to be." The latter characteristic has been called the "concept of the ideal self."

In 1956 Bills wrote concerning perception theory:

> In brief, this theory holds that behavior is consistent with a behaver's perceptions about the world in which he lives. His perceptions are influenced by several variables including: his needs and values, the presence or absence of threat, opportunities for experience with stimuli, the perceiver's psychological state, and his beliefs about himself and other people. These latter beliefs include factors such as self-concept, concept of the ideal self, acceptance of self, and beliefs about other people's acceptance of themselves.[26]

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[23]Carl Rogers, Client-Centered Therapy (Boston: Houghton Mifflin Co., 1951), pp. 1-560.

[24]Ross Stagner, "Homeostasis as a Unifying Concept in Personality Theory," Psychological Review, LVIII (April, 1951), pp. 5-17.

[25]Robert E. Bills, Edgar Vance, and Orison McLean, "An Index of Adjustment and Values," Journal of Consulting Psychology, XV, (June, 1951), p. 257.

[26]Bills, op. cit., p. 5.

Like the other perceptual theorists whose views have been cited, Snygg and Combs[27] saw the enhancement of the self as the fundamental need in human behavior. Combs' latest work, The Professional Education of Teachers, presents the perceptual view of effective teachers, effective teaching, and desirable teacher preparation.[28]

In summary, perception theory holds that a person behaves in a way that is consistent with the way he views himself and the world about him. Basic to the theory is a person's need to enhance self. Perceptions of self, self-acceptance, concept of the ideal self, and beliefs about how others view themselves appear to affect the behavior of an individual.

Implications for Research

Both role theory and perception theory seem to present important implications for research on effective teaching behavior. Teachers perform in social situations, performing roles which may be analyzed by the expectations concerning them. At the same time, teachers are individuals with unique personalities which may be analyzed by need-dispositions characteristic of them. It follows that behavioral acts are derived simultaneously from both the nomothetic and idiographic dimensions. It can be reasoned that conflicts pertaining to role and personality will be im proportion to the amount

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[27] Snygg and Combs, op. cit., pp. 1-560.

[28] Arthur W. Combs, The Professional Education of Teachers, (Boston: Allyn and Bacon, 1965), pp. 1-134.

of discrepancy between role expectations and need-dispositions of role incumbents.

The perceptual theory holds that a person's behavior is consistent with the person's perceptions. It can be reasoned that one's perceptions are influenced by a number of variables such as perceptions related to role expectations and beliefs about the self and others. Perceptual theorists hold that the person who sees himself as adequate (has a positive self-concept) is a better adjusted, more fully-functioning person than one who perceives himself as inadequate. Also, it is believed that positive beliefs concerning how others view themselves are important to personality adjustment. If observed behavior is a result of the interaction of role expectations and need dispositions, and if perceptions of self and others affect the way individuals tend to behave, and if persons who are perceived effective in their relations with others possess positive self and self-other concepts, it can be reasoned that perceived effective behavior is related to positive self and self-other concepts. Thus it is reasonable to predict that teachers who are perceived successful in their teaching roles will possess positive self and self-other concepts.

A number of studies have been reported which pertain to relationships concerning supervisor ratings of teaching success and perception of self and others in the performance of teaching roles. A few of these are cited below. They are discussed in more detail in the following chapter.

Bills[29] conducted studies concerned with relationships between acceptance of self and beliefs about how others accept themselves on the one hand and acceptability for leadership, ranking of leadership success, and success as a teacher on the other hand. One of the findings reported was that the evaluation of an individual's success as a teacher was significantly related to positive feelings about self and beliefs that others feel positively about themselves.

Part of the study by Ryans[30] was concerned with personality characteristics of teachers and the relationship of these characteristics with such factors as age, teaching experience, sex, teaching level, and marital status. The findings seemed to indicate that these factors are related to the way teachers perform in their teaching roles.

Washburne and Heil[31] reported a study during which trained observers rated teachers and compared the ratings to various criteria. The investigators felt that there was evidence that the teacher's personality has a measurable effect on pupils' academic and social progress.

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[29]Robert E. Bills, "Attributes of Successful Educational Leaders," in Interdisciplinary Research in Educational Administration, R. L. Hopper (ed.), (Lexington: University of Kentucky, 1953).

[30]Ryans, op. cit.

[31]Carleton Washburne and Louis N. Heil, "What Characteristics of Teachers Affect Children's Growth?" School Review, LXVIII, No. 4 (Winter, 1960), pp. 420-428.

Cummins[32] conducted a study, one purpose of which was to investigate the relationship between a teacher's acceptance-of-self and others and her perception of her role as a teacher. A statistically significant relationship was reported.

Hatfield[33] conducted a study designed to measure self-concept and to determine the relationship between self-concept and successful performance in student teaching. The investigator felt the evidence indicated that one factor in successful student teaching may be the adequacy of feelings that the student has about himself as a person.

A study which investigated the relationship between student teachers' self-acceptance and supervisors' ratings of student teaching effectiveness was reported by Shafer.[34] Also, the relationship of self-acceptance to age, marital status, and sex was studied. It was concluded that one factor in student teacher effectiveness is the student teacher's attitude of acceptance. Correlations between the self-acceptance scores and age, sex, and

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[32]R. E. Cummins, "Research Insights into the Relationship Between Teachers' Acceptance Attitudes, Their Role Concept, and Student Acceptance Attitudes," Journal of Educational Research, LIII (January, 1960), p. 197.

[33]Agnes B. Hatfield, "An Experimental Study of the Self-Concept of Student Teachers," Journal of Educational Research, LV, No. 2 (October, 1961), pp. 87-89.

[34]Wilma Cox Shafer, "An Investigation of the Relationship Between Self-Acceptance Scores of Student Teachers and Certain Aspects of Student Teaching Effectiveness," (Unpublished Doctor's Dissertation, Indiana University, Bloomington, 1962).

marital status were found not to be statistically significant.

Esch[35] conducted a study, two purposes of which were as follows: (1) to determine the self and self-other concepts held by elementary teachers, and (2) to explore the relationship between self and self-other concepts and length of building assignment, total teaching experience, age, and sex. It was concluded that significant relationships existed between the teachers' perceptions of self and others and length of building assignment, age, and sex.

In summary, research findings indicate that an important aspect of one's personality is his perceptions concerning self and others. It is agreed that personality is an important ingredient of effective teaching. Also, research findings reveal positive relationships between self and self-other concepts of teachers and measures of teaching success. In addition, there are indications that factors such as age, sex, marital status, teaching level, and experience should be investigated further with respect to personality characteristics. This investigation sought to determine whether the self and self-other concepts of a select group of elementary student teachers were related to perceived student teaching success, level of student teaching, previous teaching experience, marital status, age, and sex.

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[35]Arwyn Keith Esch, "The Relationship Between Self and Self-Other Concepts of Elementary Teachers and Selected Building Assignment Factors," (Unpublished Doctor's Dissertation, University of Oklahoma, Norman, 1962).

Instrumentation

One source used for obtaining data for this study was the Index of Adjustment and Values, an instrument designed to measure a person's self-concept, self-acceptance, concept of ideal self, discrepancy between self-concept and concept of ideal self, and perceptions of how other people see and accept themselves. The instrument is a self-rating device in which the person responds to 49 trait words. The responses reveal an individual's self-description and indicate their relative importance for him.

The IAV purports to measure variables of importance to perceptual theorists. Perception theory holds that behavior is consistent with a behaver's perceptions about the world in which he lives. Part of his perceptions are beliefs about himself and other people. The theory holds also that behavior results from a person's effort to enhance his self-organization. Self-concept is conceived to be a part of self-organization. The concept of ideal self is what he wishes to be. When the discrepancy between the self-concept and concept of ideal self is large enough to cause unhappiness, personal maladjustment exists. When a person feels inadequate with respect to his peers, social maladjustment exists. The IAV seemed well-suited to this study because it yields measures of self-concept, self-acceptance, concept of the ideal self, discrepancy between self-concept and concept of ideal self, and perceptions of how other people accept themselves.

Bills[36] reported split-half and test-retest reliability coefficients for college students for the "self" and "others" indexes. Coefficients were reported to be significantly different from zero at less than the .01 level. Concerning validity, the IAV has not been validated as a predictive instrument, but both content and concurrent validity were claimed for the instrument. Correlation with other tests such as the Phillips Attitudes Toward Self and Others Questionnaire, the California Test of Personality, and the Washburne S-A Inventory are reported. Statistically significant relationships appeared between the IAV self-acceptance measure and both the Phillips self score and the total scores on the California instrument. The discrepancy score of the IAV showed a statistically significant correlation with both the Phillips self measure and the Washburne measure.

The relative meaning of a college student's scores on the IAV may be determined by comparing with norms which have been established for college students. The college normative group included 1,728 students tested at the University of Florida, the University of Louisville, the University of Minnesota, and the University of Kentucky. The University of Minnesota group included all of the 329 freshmen who entered the University in February of 1952. The University of Louisville group included all of the 240 students in eight undergraduate psychology classes. The University of Florida sample

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[36] Robert E. Bills, Index of Adjustment and Values, Manual, (University, Alabama: University of Alabama, Undated), pp. 53-67.

was comprised of 196 students from four undergraduate education classes. The remainder of the 1,728 students were enrolled in undergraduate classes at the University of Kentucky. No statistically significant differences in the distribution of scores for the four universities were observed.

Bills attempted to determine the personal and behavioral characteristics of people with different scores on the IAV. He wrote:

> . . . . people with above average discrepancy scores will show more Rorshach signs of depression than people with below average discrepancy scores, that people with below average acceptance-of-self scores will report more psychosomatic symptoms than people with acceptance-of-self scores above the mean, and that people with below average acceptance-of-self scores blame themselves for their unhappiness and failure whereas people with acceptance-of-self scores above the mean blame circumstances, themselves, and other people.[37]

Bills believed that other interpretations which may be made from IAV responses concern self and self-other concepts. He stated, "Recent research shows that people can be grouped roughly according to their perceptions of themselves and their peers."[38] Those who accept themselves and feel that others in their peer group are equally or more accepting of themselves are referred to as (++). People who reject themselves, but feel that others in their peer group are more accepting of themselves are referred to as (-+). Those who accept themselves but believe that others in their peer

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[37] Ibid., p. 13.

[38] Robert E. Bills, About People and Teaching, XXVIII, No. 2 (Bulletin of the Bureau of School Service, College of Education, University of Kentucky, Lexington, December, 1955), p. 20.

group are less accepting of themselves are (+-). People who reject themselves and believe that others reject themselves even more make up the (--) group.

Research using the IAV with 1,599 high school seniors showed 24.8 per cent in the (++) category, 27.8 per cent in the (-+) category, 38.4 per cent in the (+-) category, and 9.1 per cent in the (--) category. Research using the IAV with a sample of 564 university students showed 25.2 per cent in the (++) category, 34 per cent in the (-+) category, 33.9 per cent in the (+-) classification, and 6 per cent in the (--) group.[39]

Bills discussed other research concerned with the first three categories:

> . . . research has shown that ++ people are democratic individuals who have a high regard for the dignity, worth, and integrity of people, including themselves, and faith in the efficacy of group action. To a lesser degree the -+ holds these same beliefs and attitudes but he cannot believe that people are as worthy as does ++ because of his attitudes toward himself. The +- person will obviously rank lowest in these ideals.
>
> Preliminary findings indicate that the same factors are important for success in teaching. Principals name ++ people as their most successful leaders, -+ people as their next most successful group, and +- people as their least successful teachers.[40]

The subjects completed both the Self and Others indexes of the IAV. The self-concept, acceptance of self, concept of ideal self, and "others"

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[39] Bills, Index of Adjustment and Values, op. cit., p. 74.

[40] Bills, About People and Teaching, op. cit., p. 21.

measures consisted of the scores made by the subjects' responses to questions on the IAV. A copy of the instrument is included in Appendix G.

Another source used in obtaining data for this study was the Student Teacher Information Form. On this form each student teacher participating in the study recorded information pertaining to level of professional training, previous teaching experience (if any), level of student teaching, marital status, sex, age, and college or university enrolled. After completing the IAV and the information form, the student teacher returned the instruments to the supervising teacher who recorded a rating of the student teacher's overall teaching performance in the space provided on the information form. A copy of the Student Teacher Information Form is included in Appendix F.

A master sheet was prepared, and all of the variables considered in the study were listed as raw scores. Variables listed included: scores received by each student teacher on the IAV, four "self" scores and four "others" scores (including the two discrepancy scores); the overall teaching performance rating score for each student teacher; the level of student teaching, primary or intermediate, for each student teacher; previous teaching experience, if any, for each student teacher; marital status of each student teacher; age, under 25 or 25 and older, for each student teacher; and the sex of each student teacher. A data processing card was then punched for each subject with the appropriate information punched on each card. A computer was utilized in the data analysis.

Research Design

Definitions

As used in this study the term "self-concept" meant the IAV score of the Self index, Column I. "Acceptance of self" was the IAV score of the Self index, Column II, while the "concept of ideal self" meant the Column III score of the Self index.

In this study the "others self-concept" was the IAV score of the Others index, Column I. "Others acceptance of self" meant the IAV score of the Others index, Column II, while the "others concept of ideal self" was the Column III score. "others discrepancy" was the arithmetic difference between the Column I and Column III scores on the Others index, and the "self discrepancy" was the arithmetic difference between the Column I and Column III scores on the Self index.

The letters "IAV" were used as an abbreviation of the name of the test instrument, "Index of Adjustment and Values." A student teacher was one who was engaged in supervised teaching at the elementary level (K - 6) during the fourth nine-weeks period of the 1965-1966 school year in the Wichita, Kansas Public Schools.

Delimitations

The study was limited to a select group of elementary student teachers, those engaged in supervised teaching during the fourth nine-weeks period of the 1965-1966 school year in the Wichita Public Schools. The total

number of respondents to the self-administering instrument might be considered small (N = 64). Also some of the sub-groups were small in number. A total of eight men (12.5 per cent) were included in the sample. The total number of student teachers with previous teaching experience was six, or 9.4 per cent of the total.

The study was concerned only with determining whether or not relationships existed between the student teachers' IAV scores and ratings of student teaching performance, levels of student teaching, previous teaching experience, marital status, age, and sex. No attempt was made to determine cause and effect.

The study was limited to the degree that the supervising teachers were unbiased and objective in their analysis of the student teachers and in their completion of the ratings. Also, the evaluation of the student teachers' success was determined by the supervising teachers' ratings only.

The reliability and the validity of the findings are dependent upon the reliability and validity of the IAV as a measure of the self and self-other concepts of student teachers. Studies previously reported demonstrate the usefulness of the index, but in none of the studies surveyed were all of the sub-scores reported to have been utilized. This study may bring the sub-scores as individual items into question. The instrument is self-administering and careful concentration is required if the answers reflect true attitudes. Finally, some of the words do not elicit clearcut definitions. An example is the word "normal" which may mean different things where different individuals are concerned.

Hypotheses Tested

The general problem of identifying distinguishing characteristics of perceived successful student teachers was studied. Role theory and perception theory provided the theoretical base of the study. Behavior is viewed as performance in a role in terms of the behaver's perceptions. Effective behavior is theorized to be dependent in part upon the beliefs of adequacy of self and others. Also, research findings suggest that beliefs concerning the adequacy of self and others may be related to such factors as age, sex, marital status, teaching experience, and level of teaching.

The study was exploratory in nature. Based upon role theory and perception theory, and research concerned with personal characteristics of teachers, it was hypothesized that relationships could be observed between self and self-other concepts of elementary student teachers and student teaching success as perceived by supervising teachers. Also, it was hypothesized that relationships could be observed between self and self-other concepts of elementary student teachers and the other factors listed in the preceding paragraph.

The IAV was designed to measure self and self-other concepts. The instrument yields four "self" scores and four "others" scores. It was assumed that the variables described as ratings of student teaching success, levels of student teaching, previous teaching experience, marital status, age, and sex would be reflected in the individual scores on the IAV. If this

were the case, the scores of the subgroups under study should vary significantly from each other. On the basis of this assumption the following null hypotheses were tested.

1. There is no significant variation in elementary student teachers' scores on the IAV when grouped by ratings of overall teaching performance by their supervising teachers.

2. There is no significant variation in elementary student teachers' scores on the IAV when grouped by sex.

3. There is no significant variation in elementary student teachers' scores on the IAV when grouped by marital status.

4. There is no significant variation in elementary student teachers' scores on the IAV when grouped by teaching experience.

5. There is no significant variation in elementary student teachers' scores on the IAV when grouped by level of student teaching.

6. There is no significant variation in elementary student teachers' scores on the IAV when grouped by age.

Methodology

This study was concerned with the formulating and testing of hypotheses that relationships could be observed between the self and self-other concepts of elementary student teachers and certain selected factors. All elementary student teachers engaged in supervised teaching during the fourth nine-weeks period of the 1965-1966 school year in the Wichita, Kansas Public Schools were asked to participate in the study. Kindergarten through sixth

grade levels were represented. Thirty-six elementary schools were represented by one or more student teachers.

Letters were sent to each building principal briefly explaining the study and requesting that he forward enclosed letters, instruments, and information forms to the supervising teachers in his building. The supervising teachers were asked to be responsible for returning the completed instruments (providing the student teachers were willing to participate) to the investigator. Copies of the research proposal form submitted to the Wichita Public Schools, letters to personnel involved, information form, and IAV are included in Appendix D, E, F, and G.

A total number of 81 elementary student teachers were teaching in the elementary schools in Wichita at the time the data were gathered. Nine of these were music education students. It was decided to exclude their responses from the study because of the specialized nature of the subject matter and the multi-level teaching. From the remaining 72 student teachers, 64 usable responses were received prior to the close of the school year on June 3, 1966. The sample of 64 was composed of 53 Wichita State University students, nine KSTC (Emporia, Kansas) students, and one each from Friends University in Wichita and Kansas State College at Pittsburg.

Scoring the Responses

Each student teacher's scores were obtained by adding each column on the IAV. In accordance with instructions in the IAV manual, before adding

Columns I and III, the ratings on negative traits (annoying, cruel, fearful, meddlesome, nervous, reckless, sarcastic, stubborn, and fault-finding) were changed so that they would have meanings comparable to the ratings on positive traits. For example, in Column I, if the response to the trait word "annoying" was a 1, the subject was saying, "Seldom am I an annoying person." Since this is a negative trait, he gave himself the highest possible rating, comparable to a rating of 5 on a positive trait such as "competent." For the total score of Column I or III to reflect that a 1 on a negative trait is a high rating, the 1 was changed to 5. A 2 on a negative trait became a 4, 3 remained the same, a 4 became a 2, and a 5 became a 1. Columns I, II, and III were added after the negative trait values were changed in Columns I and III. Their sums became the self-concept, acceptance of self, and concept of ideal self respectively. The discrepancy scores were obtained by finding the sum of the differences between Column I and Column III without regard for sign. The Others index was used to make similar computations.

By comparing the acceptance of self score on the Self index with the Column II score of the Others index, the student teachers were divided into four categories: (++), (-+), (+-), and (--). The first of each of these signs referred to the acceptance of self score on the Self index. If this score was 172 or larger (172 was the mean score of the college norm group), the sign was +. If it was below 172, the sign was -.

The second sign in each pair was obtained by comparing the Column II score of the Others index with the acceptance of self score of the Self

index. If the Column II score from the Others index was equal to or greater than the Self Column II score, the second sign was +. If it was less, the sign was -.

Analysis of Data

Data were grouped by supervising teachers' ratings, level of student teaching, previous teaching experience, marital status, age, and sex. The numbers fitting in the various IAV categories were computed and comparisons were made. Analysis of variance was the statistical technique used in testing all the hypotheses in the study. Analysis of variance yields variation of group means from the total or grand mean of all groups (between groups variance) as well as the average variability of the scores within each group (within groups variance). In this way interaction is taken into account in the analysis. The significance of the difference of the two types is tested by use of the F test. See Appendix A, B, and C for tabulation of data, tables of scores, and student teachers by selected classifications.

Value of the Study

The value of the study lay in the recognized need for further knowledge of the factors that might encourage more effective student teaching. The need for more accurate identification of effective student teachers requires that factors predicting teaching success be defined as to their relative importance. This study provides information regarding factors which may influence student teaching success as measured by certain instruments.

CHAPTER II

LITERATURE ON RELATED STUDIES

A number of research studies have been reported which have relevancy to the present study. In terms of the criteria employed in this study, the selected studies were classified into the following categories.

1. Studies concerned with the relationship between teacher personality characteristics and teaching effectiveness.
2. Studies related to the self and self-other concepts of teachers.
3. Studies concerned with the Index of Adjustment and Values.

An effort was made to summarize significant findings and relate them to the problem in this study.

Relationship Between Teacher Personality Characteristics and Teaching Effectiveness

In summarizing investigations concerned with the measurement and prediction of teaching efficiency, Barr[1] reported more than 200 references

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[1] Arvil S. Barr, "The Measurement and Prediction of Teaching Efficiency: A Summary of Investigations," Journal of Experimental Education, XVI (June, 1948), pp. 203-283.

to positive relations between personality characteristics and criteria of teaching success. He noted the need for improvements in the measurement and prediction of teaching efficiency.

Cook[2] and others described effective teachers as teachers who exhibit democratic behavior, see good in themselves and others, and are acceptant of themselves and others. Adjectives used to describe such teachers were non-punitive, anti-authoritarian, trusting, tolerant, and permissive. It was believed that such teachers develop healthy attitudes, self-acceptance, and responsible civic behavior in children.

Tyler[3] conducted a study of personality in which he worked with an empirical group and a validation group. The empirical group contained 131 student teachers, and the validation group contained 58 student teachers. The MMPI and the Heston Personal-Adjustment Inventory were used in the study. The student teachers were divided into three subgroups -- high, average, and low -- based on supervisors' ratings. The author reported no significant differences between student teachers in the high subgroup and the average subgroup. When subtests of personality were combined, students in the high subgroup and the average subgroup scored significantly

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[2] Walter W. Cook, Carroll H. Leeds, and Robert Callis, Minnesota Teacher Attitude Inventory Manual (New York: The Psychological Corporation, 1951), 15 pp.

[3] Fred H. Tyler, "The Prediction of Student Teaching Success from Personality Inventories," University of California Publications in Education, XI (1954), pp. 233-314.

different (.01 level) from the low subgroup in only two instances on a selected battery of subtests from the personality inventories used. The investigator concluded that the results implied that the personality tests used were unsatisfactory for predicting success of students in this instance.

Michaelis[4] conducted a comparison study in which the Minnesota Personality Scale, the Minnesota T-S-E, and the MTAI were used along with the personality inventories used by Tyler. Supervisor ratings were used as the criterion for teaching success. No combination of subtests in the study was believed to have sufficient predictive efficiency to justify its use in any program of teacher identification and selection.

Leeds[5] conducted a study which indicated that teacher personality stemming from a personality basically well-adjusted and characterized by a sincere liking for children, a kind and pleasant disposition, and a balanced outlook on life produces the best-liked and most effective teacher.

Washburne and Heil[6] conducted a study in which trained observers rated teachers and then compared these ratings to various criteria.

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[4] John U. Michaelis, "The Prediction of Success in Student Teaching from Personality and Attitude Inventories," University of California Publications in Education, XI (1954), pp. 415-481.

[5] Carroll H. Leeds, "Teacher Behavior Liked and Disliked by Pupils," Education, LXXV (September, 1954), pp. 29-36.

[6] Carleton Washburne and Louis N. Heil, "What Characteristics of Teachers Affect Children's Growth?" School Review, LXVIII, No. 4 (Winter, 1960), pp. 420-428.

Using responses from a forced-choice instrument called the Manifold Interest Schedule, the teachers were classified into three categories -- turbulent, self-controlling and fearful persons. These classifications were related to student growth as measured by gains made by student groups on the Stanford Achievement Test. The results showed the following: (1) no significant relation between teachers' scores on the Teacher Observation Scale and children's progress; (2) no significant relation between teachers' scores on the Teacher Education Examination and any kind of growth by pupils; (3) evidence that the teacher's personality has a definite, measurable effect on the progress of her pupils academically and socially. Also, there appeared to be an interaction between the type of teacher and her children's emotional adjustment.

One of the most comprehensive and detailed studies involving teachers was the eight-year research study by Ryans.[7] Part of the study was concerned with teacher attitudes. The study, sponsored by the Grant Foundation, was concerned with certain personal and social characteristics of teachers. Approximately 100 separate research projects were undertaken with more than 6,000 teachers in 1,700 schools and about 450 school systems participating. The major objectives were:

> (1) To identify, analyze, and describe some of the patterns of teachers' classroom behavior and teachers' attitudes, viewpoints, and intellectual and emotional qualities.

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[7] David G. Ryans, Characteristics of Teachers, (Washington: American Council on Education, 1960).

(2) To isolate and combine into scales significant correlates (provided by responses to self-report inventories concerned with teachers' preferences, experiences, self-appraisals, judgments, and the like) of some of the major dimensions of teacher behavior -- scales which might be used in evaluating and predicting important teacher characteristics.

(3) To compare the characteristics of various groups of teachers when they had been classified according to such conditions as age, experience, sex, size of school, cultural climate of the community, and the like.[8]

Comparisons were made in light of the means and standard deviations of the various teacher groups on the following teacher characteristics scales:

X_{co} friendly, understanding classroom behavior

Y_{co} responsible, systematic businesslike classroom behavior

Z_{co} stimulating, imaginative classroom behavior

R_{co} favorable opinions of pupils

R_{1co} favorable opinions of democratic classroom procedures

Q_{co} favorable attitude toward administrative and other school personnel

B_{co} learning-centered, traditional educational viewpoints

I_{co} verbal understanding

S_{co} emotional adjustment

V_{co} validity of response[9]

Concerning age and teaching experience, generally the scores of the older teachers (55 and older) showed the group to be at a "disadvantage"

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[8] Ibid., p. 369.

[9] Ibid., p. 295.

compared with younger teachers except on responsible, systematic businesslike classroom behavior and learning-centered, traditional educational viewpoints. As might be expected, findings concerning age and experience were related.

At the elementary level men and women differed significantly in only four of the personal-social characteristics studied. Men were found to be less responsible and businesslike in classroom behavior, more favorable toward democratic classroom practices, more inclined toward permissive, child-centered educational viewpoints, and more emotionally stable than women.

Systematic differences were observed between married and unmarried teachers with respect to various classroom behaviors and attitudes, but the differences often varied according to school level, grades and subject. For example, at the elementary level, the married group attained more favorable scores in businesslike classroom behavior and child-centered educational viewpoints. At the secondary level the single group attained more favorable scores on the same variables.

Getzels and Jackson,[10] writing in the Handbook of Research on Teaching, compiled a list of more than 800 studies in teacher personality and characteristics reported in the years from 1950 to 1963. They acknowledge

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[10] Jacob W. Getzels and Phillip W. Jackson, "The Teacher's Personality and Characteristics," Edited by N. L. Gage, Handbook of Research on Teaching, (Chicago: Rand McNally and Company, 1963), p. 574.

the importance of the problem and imply that seeking for answers concerning the relationship between teacher personality characteristics and teaching effectiveness should continue.

In summary, research pertaining to the relationship between teacher personality characteristics and teaching effectiveness indicated that there are positive relationships between personality characteristics and criteria of teaching success. The large number of studies on the subject seemed to indicate that researchers are of the opinion that personality is of primary importance to teaching success. There was evidence that certain personality traits influence teaching success more than other traits. There was evidence that teachers who develop self-understanding and responsible behavior in children are teachers who themselves exhibit well-integrated personalities and good personal relationships with others.

Studies Related to the Self and Self-Other Concepts of Teachers

Rogers[11] defined the well-adjusted individual as being able to accept all perceptions, including those about himself, into his personality organization. In 1948 Raimy[12] reported a proposition about changes in self-concept

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[11] Carl R. Rogers, "Some Observations on the Organization of Personality," The American Psychologist, II (February, 1947), pp. 358-368.

[12] Victor C. Raimy, "Self Reference in Counseling Interviews," Journal of Consulting Psychology, XII (May-June, 1948), pp. 153-163.

as related to behavior and personality. He made a quantitative analysis of changes in self-approval as displayed by college students undergoing psychotherapy. Fourteen series of counseling interviews were analyzed. Recordings were made, and reports were classified by four judges. Considerable agreement among the judges was shown concerning successful counseling clients. Findings supported the notion that changes which occur in a client's attitude toward himself are important functions of personality organization and can be detected.

Lipkin[13] obtained about the same results in a study similar to the work of Raimy. It was observed that greater acceptance of self is one of the elements experienced by clients in nondirective therapy or client-centered type of counseling.

Snygg and Combs[14] emphasized that from the variety of psychological fields, the personal frame of reference functions as an instrument of prediction better than any other. They believed that the behavior of a person is determined largely by the concept he has of himself and his abilities.

Rogers[15] observed that the relationship between self-acceptance and personal adjustment was a commonly-observed phenomenon in client-centered

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[13]Stanley Lipkin, "The Client Evaluates Nondirective Therapy," Journal of Consulting Psychology, XII (December, 1948), pp. 137-146.

[14]Donald Snygg and Arthur Combs, Individual Behavior, (New York: Harper and Brothers, 1949), p. 11.

[15]Carl R. Rogers, Client-Centered Therapy, (Boston: Houghton Mifflin Company, 1951), p. 483.

therapy which seemed to increase as therapy progressed and adjustment improved. Also, he noted that as changes occurred in the perception of self and the perception of reality, changes occurred in behavior.

A number of studies have been concerned with the self and self-other concepts of student teachers and teachers in service. The investigations which appeared to be the most directly related to this study have been summarized in the following paragraphs.

Hatfield[16] conducted a study designed to measure the concept which the individual has of himself as a member of a social group and to determine the relationship between his self-concept and successful performance in student teaching. All of the students of Northern State Teachers College entering the part-time student teaching program in elementary grades during the school term 1958-1959 were rated independently by four trained observers as to their student teaching success. Nineteen of the students receiving the lowest ratings were matched with nineteen of the students receiving the highest ratings.

The Q-technique was the method chosen for the determination of self-concept and ideal self. The degree of self-acceptance was determined by the coefficient of correlation between the self sort and the ideal self sort. The findings seemed to indicate that one factor in successful student

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[16]Agnes B. Hatfield, "An Experimental Study of the Self-Concept of Student Teachers," Journal of Educational Research, LV, No. 2 (October, 1961), pp. 87-89.

teaching might well be the adequacy of feelings that the student has about himself as a person.

Cummins[17] used the Index of Adjustment and Values with four principals, ninety-two high school teachers, and one hundred nineteen twelfth-grade students in two communities. One purpose of the study was to determine whether or not a significant relationship existed between the teachers' acceptance of self and others and the students' acceptance of self and others. It was revealed that the students in the two schools differed significantly in their self-other attitudes. Also, teachers in the two schools differed significantly in their self-other attitudes.

A second purpose of Cummins' study was to investigate the relationship between a teacher's acceptance of self and others and her perception of her role as a teacher. Data from the IAV were used along with data from a teacher role concept Q-sort that was developed on a continuum from accepting -- permissive to rejecting. The results showed a statistically significant relationship.

Of the ninety-two teachers in Cummins' study, the IAV identified seven as persons who rejected both self and others and would be (--) classified. An analysis of role sorts of the seven revealed that each delineated a role which would be "characterized by misanthropic attitudes

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[17] R. E. Cummins, "Research Insights into the Relationship Between Teachers' Acceptance Attitudes, Their Role Concept, and Student Acceptance Attitudes," Journal of Educational Research, LIII (January, 1960), p. 197.

and behaviors."[18] The seven teachers placed the following items in the upper end of the continuum claiming them as most characteristic of their teaching:

--Rejects those students who do not like her.

--Puts student to the test whenever possible to strengthen him.

--Spurs student to greater effort by making him ashamed of his inadequacies.

--Introduces the element of competition into her classes.

--Anticipates student effort to cheat on examinations.

--Conditions student to face the hard realities of adult life.

--Protects students from a natural tendency toward delinquency.

--Punishes students in proportion to the seriousness of his offenses.

--Keeps her desk locked and teaching materials securely locked while not using them.[19]

Cummins summarized the study with a word of caution:

In the interest of a clearer understanding of these findings, it should be pointed out that this effort was in the nature of a pilot study. No claim is made to a cause-effect relationship between these factors.[20]

Shafer[21] used the Index of Adjustment and Values in a study involving forty-five education students enrolled in student teaching at Evansville

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[18] Ibid.

[19] Ibid.

[20] Ibid., p. 198.

[21] Wilma Cox Shafer, "An Investigation of the Relationship Between Self-Acceptance Scores of Student Teachers and Certain Aspects of Student Teaching Effectiveness," (Unpublished Doctor's Dissertation, Indiana University, Bloomington, 1962).

College in 1961-1962. The purpose of the study was to investigate the relationship between the student teachers' self-acceptance scores on the IAV and ratings of student teaching effectiveness with respect to (1) the pupils' acceptance of the student teacher, (2) the student teachers' skill in evaluation of the effectiveness of their own teaching performance, and (3) the student teachers' professional understandings. A secondary purpose was to investigate the relationship of self-acceptance scores to age, marital status, and sex. An instrument known as the Supervised Teaching Evaluation Scale was used to rate the student teachers.

In Shafer's study Pearson's product-moment correlation coefficients were used in calculating the relationship of student teaching scores and self-acceptance (IAV, Self, Column II) scores. Ferguson's point biserial correlations were calculated in determining the relationship of age, marital status, and sex to IAV Column II scores of the student teachers. A positive relationship (.89 correlation) was found between self-acceptance scores obtained on the IAV and total scores received in student teaching. A positive relationship of .91 was found between IAV self-acceptance scores and supervising teachers' ratings of the pupils' acceptance of the student teacher. A positive relationship of .78 was found between self-acceptance as measured by the IAV and ratings of professional understandings derived from supervising teachers' evaluation scales. A positive relationship of .85 was found between self-acceptance scores on the IAV and supervising teachers' ratings of the student teachers' skill in evaluating the effectiveness of

their own performance. Correlations between the self-acceptance scores and age, marital status, and sex showed no significant relationship. It was concluded that, within the limits of the study, one factor in student teaching effectiveness is the student teacher's attitude of acceptance.

Esch[22] used the Index of Adjustment and Values in a study involving 117 primary and 83 intermediate teachers in the Wichita, Kansas elementary schools. Stated purposes of the study were:

> (1) to determine the self and self-other concepts held by elementary teachers.
>
> (2) to explore the relationship between the self and self-other concepts of elementary teachers and their length of building assignment, total teaching experience, age, and sex, and
>
> (3) to determine whether such findings can have implications for administrative policies regarding assignment and transfer of elementary teachers.[23]

Demographic data were correlated on the basis of the length of building assignment, total teaching experience, age, and sex. Teachers were grouped by the above variables, and the number falling in the IAV categories were computed. Comparisons were made with Chi-square as the statistical technique utilized in testing the hypotheses. The distribution of teachers in the four IAV categories included 27.5 per cent in the (++), 25.5 per cent in the

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[22]Arwyn Keith Esch, "The Relationship Between Self and Self-Other Concepts of Elementary Teachers and Selected Building Assignment Factors," (Unpublished Doctor's Dissertation, University of Oklahoma, Norman, 1962).

[23]Ibid., p. 2.

(-+), 42.0 per cent in the (+-), and 5.0 per cent in the (--) category. After analyzing the data, it was concluded that:

> --variations in length of building assignment significantly affect the proportions of teachers in the IAV categories.
>
> --variations in the length of total teaching experience do not significantly alter the proportions of elementary teachers in the IAV categories.
>
> --the proportions of teachers in the IAV categories vary with age.
>
> --the proportions of elementary teachers vary significantly with a difference in sex.[24]

Esch believed that a knowledge of the relationship between the self and self-other concepts of elementary teachers and the factors studied should aid a school administrator in planning for more effective staff relations.[25]

Lantz[26] reported a study in which he used a modified Interpersonal Check List (ICL) with thirty-six senior women student teachers during the 1958-1959 academic year. The problem was to determine whether individual self-concepts and concepts of others were related to classroom teaching performance in the establishment of classroom emotional climate. It was

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[24] Ibid., pp. 54-55.

[25] Ibid., p. 58.

[26] Donald L. Lantz, "Relationship Between Classroom Emotional Climate and Concepts of Self, Others, and Ideal Among Elementary Student Teachers," Journal of Educational Research, LIX, No. 2 (October, 1965), pp. 80-83.

reported that student teachers' self-concepts alone as predictors were not useful in predicting classroom emotional climate. However, the relationship between self-concepts and students' concepts of (a) most other elementary teachers and (b) ideal elementary teachers was useful in predicting classroom emotional climate.

In summary, research seems to indicate that the way a person feels about himself and others is an important aspect of his personality. It also supports the notion that a person's behavior is determined in part by self and self-other concepts. In addition, research findings seem to indicate that one factor in successful teaching may be the adequacy of feelings that a teacher has of himself as a person. Finally, investigations show that self and self-other concepts of teachers may be positively related to measures of teaching success.

The Index of Adjustment and Values

Bills[27] attempted to relate Index of Adjustment and Values scores to behavior in an experimental type of situation. The study involved thirty volunteer female subjects who set levels of aspiration for each of five tasks, estimated their performance, commented about their performance, and attempted to recall their performances. It was found that the subjects' IAV

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[27] Robert E. Bills, "A Comparison of Scores on the Index of Adjustments and Values with Behavior in Level-of-Aspiration Tasks," Journal of Consulting Psychology, VII (April, 1953), pp. 206-212.

scores were related to level-of-aspiration as measured by the tasks, that levels of aspiration set by groups distinguished by the IAV varied significantly, and that acceptance-of-self measured by the IAV was statistically related to attitude toward performance on the tasks, estimate of performance, and recall of performance.

In another study Bills[28] attempted to determine whether people who score high in self-acceptance on the IAV differ significantly in Rorschach characteristics from people who score low in self-acceptance on the IAV. Twenty volunteers were involved in the pilot study in which thirty-four specific hypotheses were formulated relative to Rorschach variables found in the personalities of persons scoring high and low in acceptance-of-self on the IAV. In addition to the twenty volunteers in the pilot study, fifty subjects with extreme acceptance-of-self scores on the IAV were examined with the Rorschach. Twenty-three of the thirty-four hypotheses were confirmed, four were denied, and seven remained in doubt. Bills concluded that distinct Rorschach characteristics distinguished subjects who scored high in acceptance-of-self on the IAV from those who scored low in acceptance-of-self.

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[28]Robert E. Bills, "Rorschach Characteristics of Persons Scoring High and Low in Acceptance of Self," Journal of Consulting Psychology, XVII (February, 1953), pp. 36-38.

In another study by Bills[29] it was indicated that acceptance-of-self as measured by the IAV is related to acceptance-of-self as revealed in interviews. Graduate students in educational administration and public school administration participated. Verbatim transcripts of recorded, thirty minute, open-ended interviews were collected. Working independently of each other, two judges scored the interviews for acceptance-of-self. The subjects were ranked according to acceptance-of-self as measured by the IAV and the interview material. After observing that the ranks were correlated to yield a rho of .84, it was concluded that what the subject said about himself in an interview corresponded highly with the rating given himself on the Index of Adjustment and Values.

Cowen[30] reported an investigation of the negative features of self-concept in which two samples of college undergraduates were given a modification of the Brownfain Self-Rating Inventory together with several other personality and sociopsychological measures. According to their responses on the Brownfain instrument, extreme groups of high and low scorers on the negative self-concept measure were selected, and the responses of these groups on the dependent measures were contrasted. In both of the samples the high and low groups were shown to be significantly different in

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[29] Robert E. Bills, "Acceptance of Self as Measured by Interviews and the Index of Adjustment and Values," Journal of Consulting Psychology, XVIII (February, 1954), p. 22.

[30] Emory L. Cowen, "The Negative Self-Concept as a Personality Measure," Journal of Consulting Psychology, XVIII (June, 1954), pp. 138-142.

self-concept, acceptance-of-self, and discrepancy as measured by the IAV. There was also a statistically significantly difference between the high and low groups in concept of the ideal self. It was concluded that persons with high scores had more positive self-concepts, more stable pictures of self, and were better adjusted.

Bills[31] reported findings which indicated that at statistically significant levels, persons high in acceptance-of-self as measured by the IAV have higher group status, are more responsible, are more intellectually efficient, are more dominant, participate more in social events, have fewer psychosomatic complaints, have less anxiety, have fewer contacts with student-affairs counselors, have a higher general psychological adjustment, are better prepared for college work, make higher scores on achievement tests, and are more proficient in English mechanics than persons who are low in acceptance-of-self as measured by the IAV.

Bills[32] conducted studies concerned with relationships between acceptance-of-self and beliefs about how others accept themselves on the one hand and acceptability for leadership, a ranking of leadership success, and success as a teacher on the other hand. Using self-acceptance scores

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[31] Robert E. Bills, Index of Adjustment and Values, Manual, (University, Alabama: University of Alabama, Undated), p. 64.

[32] Robert E. Bills, "Attributes of Successful Educational Leaders," in Interdisciplinary Research in Educational Administration, Edited by R. L. Hopper (Lexington: University of Kentucky, 1953).

and scores from the "others" index of the IAV, the subjects were divided into four categories: (++), an individual with an above-average self-acceptance score and an "others" score equal to or greater than his self-acceptance score; (+-), an individual with an above-average self-acceptance score and an "others" score less than his self-acceptance score; (-+), an individual having a below-average self-acceptance score and an "others" score equal to or greater than his self-acceptance score; (--), an individual having a below-average self-acceptance score and an "others" score of less than his self-acceptance score. For individuals whose scores were above the mean score of the IAV norm group (172 or greater), the sign was +; for those whose scores were below the mean score of the IAV norm group (171 or less), the sign was - for self-acceptance.

The studies revealed that (++) subjects were considered the most acceptable as leaders and that (++) leaders were rated by others as more successful. Also, it was revealed that the evaluation of an individual's success as a teacher was significantly related to the IAV categories of the subjects, the (++) individuals being rated more successful than either the (+-) or the (-+). Individuals categorized as (--) were not included in the study.

Roberts[33] used fifty female, sophomore and freshman students at the University of Kentucky as subjects in a study of the validity of the self-ratings

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[33]G. E. Roberts, "A Study of the Validity of the Index of Adjustment and Values," Journal of Consulting Psychology, XVI (August, 1952), pp. 302-304.

given on the IAV as measures of the emotionality of the IAV traits of his subjects. The investigator used reaction time for free association as measured by a chronoscope and voice key to show that traits which showed a discrepancy between the concept-of-self and the concept-of-the-ideal-self, and traits which were given low ratings on acceptance-of-self had significantly longer reaction times than did their counterparts. The results of the study indicated that the self-ratings of the IAV were valid indices of emotionality.

Bills[34] conducted a study to determine whether changes in ratings on the IAV from test to retest were paralleled by changes in the emotionality of the traits for the subjects. In the study fifty volunteer students were tested with the IAV and a free association test which used the traits of the IAV as stimulus words. The subjects were retested fourteen weeks later using the same measures. On the basis of results of the first testing, it was determined that earlier conclusions regarding the IAV as a valid measure of emotionality were supported. Using the test-retest data it was concluded that changes in trait ratings from test to retest are accompanied by changes in emotionality of the traits for the subjects, and that ratings on the IAV are valid measures of changes in emotionality.

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[34]Robert E. Bills, "A Validation of Changes in Scores on the IAV as Measures of Change in Emotionality," Journal of Consulting Psychology, XVII (April, 1953), pp. 135-138.

Renzaglia[35] reported a study of some correlates of the self structure as measured by the Index of Adjustment and Values. His sample included 329 freshmen entered in classes in communications at the University of Minnesota in the winter quarter of 1952. Factors studied included scholastic achievement, sex, psychological tension, and scores on certain scales of the MMPI. Concerning a hypothesis that self-describing tendencies were integral aspects of personality, it was found that low self-describers differed significantly from high self-describers in that they were not as cautious on what they were willing to say about themselves; their mood was more depressive; they tended to feel more miserable about their symptoms and bizarre preoccupations; and they tended toward more social introversion. After completing the analysis of the data yielded in the study, Renzaglia concluded that no other single variable used in the study maintained as consistent and directional a relationship with the remaining variables as a self describing one.

In summary, several studies have described the reliability and validity of the Index of Adjustment and Values. Its usefulness in differentiating personality types and its usefulness as a research tool have been reported.

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[35]Guy Anthony Renzaglia, "Some Correlates of the Self Structure as Measured by the Index of Adjustment and Values," Dissertation Abstracts, XII (June, 1952), pp. 784-786.

Summary

The research reviewed in this study was classified into three major divisions: (1) studies concerned with the relationship between teacher personality characteristics and teaching effectiveness, (2) studies related to the self and self-other concepts of teachers, and (3) studies concerned with the Index of Adjustment and Values.

A number of investigations on personal characteristics of effective teachers were reported. Personality was regarded as a factor of primary importance in determining competency of teachers. Personal characteristics such as age, sex, level of teaching, etc. were given attention.

Also reported were a number of investigations concerned with the relationship between self and self-other concepts of teachers and teaching behavior. Findings seemed to indicate that self and self-other concepts of teachers are related to teaching success. Also, some studies indicated that how a teacher feels about himself and others may be related to sex, age, marital status, experience, and level of teaching.

Review of research concerned with the Index of Adjustment and Values indicated that this instrument which yields scores pertaining to self-concept, self-acceptance, concept of ideal self, discrepancy between self-concept and concept of ideal self, and beliefs about the self-concepts of others, is useful as a research tool. While a number of studies of teachers and student teachers have used the IAV, in none of the studies surveyed were all of the sub-scores reported to have been utilized. For the most part,

self-concept and acceptance-of-self scores were used. It is not clear why the other scores on the IAV have not been studied more carefully. When global scores are utilized, or when certain sub-scores only are analyzed, the significance of the effect of other sub-variables is not determined.

This study differs from the studies surveyed in that all of the self and self-other measures on the IAV were analyzed. It was believed that an investigation of the relationship of all the IAV scores to perceived student teaching success and other selected factors would make a significant contribution. The study should provide additional information concerning factors which may influence student teaching success.

CHAPTER III

PRESENTATION OF DATA

Composition of the Study Sample

Sixty-four elementary student teachers comprised the sample in this study. The IAV was administered in May of 1966 at which time the students were engaged in supervised teaching in Wichita, Kansas elementary schools. The sample represented approximately 89 per cent of all elementary education students performing supervised teaching in the Wichita Public Schools at the time, music education students being excluded from the study because of the specialized nature of their subject matter and their multi-level teaching. The study sample of sixty-four student teachers consisted of eight men and 56 women comprising 12.5 per cent and 87.5 per cent respectively.

The overall average student teacher age was 25.1 years. The range of ages of the female students was from 21 to 57 years. The average age was 24.9 years. The range of ages of the male student teachers was from 21 to 32 years. The average was 26.5 years. A total of 47 of the student teachers, or 73.4 per cent, were under 25 years of age. Seventeen, or 26.6

per cent, were 25 years of age or older. Married student teachers numbered 28 and made up 43.8 per cent of the total sample. Unmarried student teachers accounted for 36 of the number or 56.2 per cent. Of the 36 student teachers categorized as unmarried, two females were divorced and one female was a widow. All eight of the male student teachers were married.

The sample was composed of 41 student teachers performing at the primary level (K-3) and 23 at the intermediate level (4-6). Primary student teachers comprised 64.1 per cent of the study sample while intermediate student teachers comprised 35.9 per cent. The 23 student teachers performing at the intermediate level (4-6) included the eight men in the sample. Only six, or 9.4 per cent, of the student teachers indicated that they had teaching experience in public schools prior to entering student teaching. Fifty-eight, or 90.6 per cent, indicated they had no teaching experience prior to beginning their student teaching. A total of 30 (46.9 per cent) of the student teachers indicated they had a B. A. degree or higher. Thirty-four (53.1 per cent) indicated they were still undergraduates.

IAV Scores

The Index of Adjustment and Values was designed to measure self-concept, acceptance of self, concept of the ideal self, and the discrepancy between self-concept and the concept of the ideal self. Also, it purports to measure an individual's perceptions of how individuals in his peer group accept themselves. Distribution of "Self" and "Others" IAV scores are

shown in the tables in Appendix B. Also, a tabulation of data for the student teachers in the sample is presented in Appendix A. By adding the amounts in Columns I, II, and III in the Self index, the concept of self, acceptance of self, and the concept of the ideal self were obtained. Negative trait scores in Columns I and III were changed in such a way that they could be added to the positive trait scores before adding these columns. A detailed explanation of how this was done was presented on pages 27, 28, and 29 of this report. Scores for the Others index were obtained in a similar manner.

The maximum possible score was 245 for each of the three columns in the Self index. This was true of the Others index also. The concept of self scores (Self index, Column I) ranged from a high of 239 to a low of 144. The mean score was 204 with a standard deviation of 18.23. The acceptance of self scores (Self index, Column II) ranged from a high of 238 to a low of 126 with a mean of 188.36. The standard deviation was 21.92. The concept of ideal self scores (Self index, Column III) ranged from 244 to 183. The mean was 225.83; the standard deviation was 13.87.

The Others concept of self scores (Others index, Column I) ranged downward from a high of 240. The lowest score was 156. The mean was 206.69, and the standard deviation was 19.40. The Others acceptance of self scores (Others index, Column II) ranged from a high of 243 to a low of 76. The mean was 188.88. The standard deviation was 25.05. The Others concept of ideal self scores exhibited a high of 245 and a low of 185. The mean score was 226.48 with a standard deviation of 13.16.

IAV Categories

The elementary student teachers were classified into four categories: (++), (-+), (+-), and (--). The Column II scores of the Self and Others indexes were used to determine each individual student teacher's category. If the acceptance of self score in the Self index was as large as, or larger than, the mean score (172) for that column for the norm group, the sign was plus. If it was below the mean score for the norm group, the sign was minus. The second sign in each pair was obtained by comparing the Others acceptance of self score with the Self acceptance of self score. If the acceptance of self score from the Others index was equal to, or greater than, the acceptance of self score from the Self index, the second sign was plus. If it was less, the second sign was minus.

According to the theory, persons in the (++) category are accepting of themselves and think that others in their peer group are at least as accepting of themselves. The persons in the (-+) category are rejecting of themselves but feel that others in their peer group are more accepting of themselves. The (+-) persons accept themselves but feel that others in their peer group are not as accepting of themselves. The (--) persons neither accept themselves nor feel that others in their peer group accept themselves.

Discrepancy Scores

An individual's discrepancy score is the numerical difference between the concept of self score (Column I total) and the concept of ideal self

score (Column III total) on the Self index. Discrepancy scores and their frequency of occurrence in the sample are shown in the tables in Appendix B.

The discrepancy score averages of the Self index for subgroups of student teachers are shown in Table 1.

TABLE 1

DISCREPANCY SCORE AVERAGES OF THE SELF INDEX BY SELECTED STUDENT TEACHER SUBGROUPS

Overall Discrepancy Score Average	23.05
Male	18.00
Female	23.76
Married	23.04
Unmarried	23.06
Inexperienced	23.22
Experienced	21.33
Primary	24.44
Intermediate	20.57
Under 25	23.91
25 or older	20.65
(++)	15.62
(-+)	38.27
(+-)	21.83
(--)	31.00

TABLE 1 (Continued)

DISCREPANCY SCORE AVERAGES OF THE SELF INDEX
BY SELECTED STUDENT TEACHER SUBGROUPS

Outstanding	19.77
Superior	28.92
Average	18.39

The average discrepancy score for the total group was 23.05. When grouped according to sex, marital status, teaching experience, teaching level, and age, each subgroup's discrepancy score average, except for the male student teacher subgroup, approximated the overall average. Because of the small number involved, generalizations concerning male student teachers might be inaccurate. The question is raised concerning whether or not male student teachers enjoy a greater than average degree of self-satisfaction in their student teaching.

The below average discrepancy score of 15.62 for the (++) student teachers and the above average discrepancy scores of 38.27 and 31.00 for the (-+) and (--) student teachers respectively are to be expected because of the nature of their classifications. According to perception theory self-satisfaction is directly related to the difference perceived between self-concept and concept of ideal self. The below average discrepancy scores of 19.77 and 18.30 for the student teachers rated "Outstanding" and "Average" respectively raise a question whether or not student teachers who earn such ratings receive a greater than average degree of self-satisfaction in their

student teaching. It is interesting to note that student teachers rated as "Superior" by their supervising teachers had an average discrepancy score of 28.92 compared with 23.05 for the sample as a whole. The question is raised concerning whether or not the rating was earned because, or partly because, of efforts to bridge the gap between self-concept and concept of ideal self.

Sample Distribution Among the IAV Categories

Table 2 shows the percentage distribution of elementary student teachers in the sample among the four IAV categories. It also shows the percentages of the 564 college students studied by Bills (cited under "Instrumentation," p. 19) and the distribution of elementary teachers studied by Esch.[1]

TABLE 2

IAV DISTRIBUTIONS AND COMPARISONS

IAV Category	Study Sample Percentage	Bills' College Group Percentage	Esch's Study Sample Percentage
++	32.8	25.2	27.5
-+	17.2	34.0	25.5
+-	45.3	33.9	42.0
--	4.7	6.0	5.0

[1] Arwyn Keith Esch, "The Relationship Between Self and Self-Other Concepts of Elementary Teachers and Selected Building Assignment Factors," (Unpublished Doctor's Dissertation, University of Oklahoma, Norman, 1962), p. 34.

Table 3 shows the number and per cent of elementary student teachers in the IAV categories by selected subgroups within the sample. Since the female student teachers made up 87.5 per cent of the total sample, it was expected that the percentages in the different IAV categories would approximate those of the sample total distribution. This was the case. In the case of the men, it is interesting to note that there were none in the (-+) category while 62.5 per cent of them were (+-). The percentage in the (++) category approximated the percentage for the total sample. The most noticeable sample percentages for the married and unmarried student teachers are to be seen in the smaller percentage in the (++) category and the higher percentage in the (+-) category. When one considers the self-acceptance factor alone, it shows that 22 of the 28 married student teachers accepted themselves while only six rejected themselves.

As in the case of male student teachers, the number with previous experience is small. A much higher percentage (33.3 per cent) was in the (--) category. The number is too small to generalize that this would be true of elementary student teachers as a whole. Considering self-acceptance and self-rejection, the student teachers with previous experience were equally divided.

The percentages in the IAV groups for primary and intermediate student teachers closely approximated the IAV categories for the total sample. For the under 25 and 25 or older age groups, the most noticeable variations were found in the 25 or older student teachers with much smaller percentages

TABLE 3

IAV CATEGORIES BY SELECTED SUBGROUPS
WITHIN THE SAMPLE

	IAV Categories								
Subgroups	No. ++	Per Cent	No. -+	Per Cent	No. +-	Per Cent	No. --	Per Cent	Totals
Male	3	37.5	0	0.0	5	62.5	0	0.0	8
Female	18	32.1	11	19.6	24	42.8	3	5.3	56
Married	6	21.4	5	17.9	16	57.1	1	3.6	28
Unmarried	15	41.6	6	16.7	13	36.1	2	5.5	36
Experienced	1	16.7	1	16.7	2	33.3	2	33.3	6
Unexperienced	20	34.4	10	17.2	27	46.5	1	1.7	58
Primary	12	29.2	7	17.0	20	48.7	2	4.8	41
Intermediate	9	39.1	4	17.3	9	39.1	1	4.3	23
Under 25	18	38.2	9	19.1	18	38.2	2	4.2	47
25 or Older	3	17.6	2	11.7	11	64.7	1	5.8	17
Outstanding	6	23.0	5	19.2	15	57.6	0	0.0	26
Superior	8	32.0	6	24.0	8	32.0	3	12.0	25
Average	7	53.8	0	0.0	6	46.1	0	0.0	13
Sample Dist. Totals	21	32.8	11	17.1	29	45.3	3	4.6	64

in the (++) and (-+) groups and a much larger percentage in the (+-) category. Of the 17 student teachers 25 or older, 14 appeared to accept themselves while only three appeared to reject themselves.

The percentages for the outstanding, superior, and average-rated student teachers indicate some interesting variations. First, the total of three in the (--) category were all rated "Superior" in overall student teaching

performance by their supervising teachers. Also, there were no student teachers in the (-+) category who were rated "Average," but there were seven rated "Average" who were in the (++) category. In addition, there were over half (57.6 per cent) of the student teachers who were rated "Outstanding" by their supervising teachers in the (+-) category. Further discussion of the relationships between these groups is presented in Chapter IV, "Testing the Hypotheses."

CHAPTER IV

TESTING THE HYPOTHESES

The study was primarily concerned with determining whether elementary student teachers' self and self-other concepts would relate significantly to ratings of overall student teaching performance by supervising teachers. The measures of self and self-other concepts consisted of the scores made by the subjects' responses to questions on the IAV, an instrument which yields direct measures of self-concept, acceptance of self, concept of ideal self, discrepancy between self-concept and concept of ideal self, and perceptions of how others see and accept themselves. The dependent variables were the supervising teachers' ratings (outstanding, superior, and average) of the student teachers' overall teaching performance.

A secondary concern of the study involved determining whether the elementary student teachers' self and self-other concepts as indicated by IAV scores would relate significantly to sex, marital status, teaching experience, level of student teaching, and age. Research findings concerning the relationship of such factors to teacher attitudes seemed inconclusive. In addition to grouping by the three rating categories, the

IAV scores were grouped as follows: male and female, married and unmarried, inexperienced and experienced, primary (K-3) and intermediate (4-6), and under 25 years of age and 25 or older. Since the average student teacher age was approximately 25, this was chosen as the division point for the two age groups.

It was assumed that the variables described would be reflected in the individual scores on the IAV. If this were the case, the scores of the subgroups under study should vary significantly from each other. On the basis of this assumption the following null hypotheses were tested.

1. There is no significant variation in elementary student teachers' scores on the IAV when grouped by ratings of overall teaching performance by their supervising teachers.

2. There is no significant variation in elementary student teachers' scores on the IAV when grouped by sex.

3. There is no significant variation in elementary student teachers' scores on the IAV when grouped by marital status.

4. There is no significant variation in elementary student teachers' scores on the IAV when grouped by teaching experience.

5. There is no significant variation in elementary student teachers' scores on the IAV when grouped by level of student teaching.

6. There is no significant variation in elementary student teachers' scores on the IAV when grouped by age.

The principal purpose of the study was to determine whether the self and self-other concepts held by a select group of elementary student teachers were related to their student teaching success as perceived by their supervising teachers. The eight scores yielded by the IAV were considered to be the independent variables. Ratings by supervising teachers of overall student teaching success were the dependent variables. Each student teacher was given one of three ratings -- outstanding, superior, or average. the IAV scores were grouped according to the three categories and mean scores computed. Table 4 shows the mean IAV scores of the three subgroups along with the mean scores of the total study sample. Also, the number in each group is shown.

TABLE 4

MEAN IAV SCORES FOR SUBGROUPS BY RATINGS

		SELF				OTHERS			
GROUP	N	I	II	III	DIS	I	II	III	DIS
Outst.	26	210.19	192.08	228.50	19.77	205.34	189.81	227.62	22.35
Super.	25	194.40	178.40	222.12	28.92	205.04	183.04	225.36	21.28
Aver.	13	210.08	200.08	227.62	18.31	212.54	198.23	226.38	15.85
Study Sample	64	204.00	188.36	225.83	23.05	206.69	188.88	226.48	20.61

A secondary purpose of the study was to determine whether the self and self-other concepts of a select group of elementary student teachers

were related to sex, marital status, teaching experience, level of student teaching, and age. The scores were grouped according to the following categories: male and female; married and unmarried; inexperienced and experienced; primary and intermediate; and under 25 years of age and 25 or older. Mean IAV scores were computed. These mean scores are presented in Table 5 along with the mean scores of the total study sample. The number of subjects in each group is shown, also.

TABLE 5

MEAN IAV SCORES FOR SELECTED SUBGROUPS

		SELF				OTHERS			
GROUP	N	I	II	III	DIS	I	II	III	DIS
Male	8	192.50	192.50	208.25	18.00	190.25	181.75	214.75	24.50
Female	56	205.64	187.76	228.34	23.77	209.04	189.89	228.16	20.05
Mar.	28	206.14	187.32	228.82	23.04	206.50	185.36	228.54	23.18
Unmar.	36	202.33	189.17	223.50	23.06	206.83	191.61	224.89	18.61
Inexp.	58	204.48	189.90	226.47	23.22	207.66	192.14	226.76	20.00
Exp.	6	199.33	173.50	219.67	21.33	197.33	157.33	223.83	26.50
Pri.	41	203.71	189.27	226.93	24.44	207.37	190.83	227.41	20.68
Inter.	23	204.52	186.74	223.87	20.57	205.48	185.39	224.83	20.49
25 -	47	203.11	189.62	225.96	23.91	207.62	192.28	226.36	19.38
25 & +	17	206.47	184.88	225.47	20.65	204.12	179.47	226.82	24.00
Study Sample	64	204.00	188.36	225.83	23.05	206.69	188.88	226.48	20.61

Analysis of variance was the statistical technique used in testing the hypotheses. It was chosen because it yields variation of group means from the total or grand mean of all groups (between groups variance) as well as the average variability of the scores within each group (within groups variance). In this way interaction is taken into account in the analysis. The significance of the differences of the two types is tested by use of the F test.

Testing of Hypotheses

Hypothesis Number 1: There is no significant variation in elementary student teachers' scores on the IAV when grouped by ratings of overall teaching performance by their supervising teachers. Three-group analysis of variance was used to test this hypothesis. A table of F was consulted to determine statistical significance at .05 and .01 levels.

Table 6 shows analysis of variance data pertaining to IAV scores and the three ratings by supervising teachers. An examination of the data reveals two F values which indicate significance at the .01 level. These are for self-concept scores (Self index, Column I) and acceptance of self scores (Self index, Column II). In addition to these, there is one F value which indicates significance at the .05 level. This is for the discrepancy scores on the Self index.

Since the data analysis revealed significant variation in the IAV scores on the Self index when grouped by ratings, the data were further analyzed to determine the direction of the relationship. This was done by using the t

TABLE 6

ANALYSIS OF VARIANCE OF IAV SCORES AND RATINGS BY SUPERVISING TEACHERS

IAV Scores	Source of Variation	Sum of Squares	df	Mean Square	F
Self, Col. I	Between	3,781.07	2	1,890.54	6.72**
	Within	17,165.03	61	281.39	
Self, Col. II	Between	4,624.12	2	2,312.06	5.50**
	Within	25,642.78	61	420.37	
Self, Col. III	Between	571.02	2	285.51	1.51
	Within	11,554.28	61	189.41	
Self, Dis.	Between	1,433.64	2	716.82	3.27*
	Within	13,387.23	61	219.76	
Others, Col. I	Between	559.76	2	279.88	.74
	Within	23,158.14	61	379.64	
Others, Col. II	Between	2,011.79	2	1,005.90	1.64
	Within	37,519.31	61	615.07	
Others, Col. III	Between	65.02	2	32.51	.18
	Within	10,839.08	61	177.69	
Others, Dis.	Between	384.62	2	192.31	.86
	Within	13,574.62	61	222.53	

* = sign. at .05 level 3.14 = F value at .05 level
** = sign. at .01 level 4.95 = F value at .01 level

test for significance of difference between mean scores. Table 7 shows the mean scores and t values when comparing the following student teacher groups: outstanding and superior, outstanding and average, and superior and average.

TABLE 7

IAV SELF INDEX MEAN SCORES AND T VALUES FOR GROUPS RATED OUTSTANDING, SUPERIOR, AND AVERAGE

Group	No.	Self-Concept	t	Self-Accept.	t	Ideal Self	t	Dis.	t
Out.	26	210.19		192.08		228.50		19.77	
Sup.	25	194.40	3.36**	178.40	2.33*	222.12	1.53	28.92	2.14*
Out.	26	210.19		192.08		228.50		19.77	
Ave.	13	210.08	0.02	200.08	1.14	227.62	0.24	18.31	0.33
Sup.	25	194.40		178.40		222.12		28.92	
Ave.	13	210.08	2.55*	200.08	3.23**	227.62	1.08	18.31	1.94

* = sign. at .05 level
** = sign. at .01 level

2.01 = t value at .05 level, 49 df
2.68 = t value at .01 level, 49 df
2.03 = t value at .05 level, 37 df
2.72 = t value at .01 level, 37 df

When comparing the mean IAV scores on the Self index of the groups of student teachers rated outstanding and superior, statistical significance was found for the self-concept, self-acceptance, and discrepancy between self-concept and concept of ideal self scores. When the mean scores of the outstanding and average groups were compared, no statistically significant difference was found. When the superior and average groups were compared, significant differences were observed for self-concept and self-acceptance scores. It is interesting to note that student teachers receiving a rating of average had mean scores similar to those receiving a rating of

of outstanding while student teachers receiving a rating of superior had significantly lower scores on all but the concept of ideal self.

The data indicate that elementary student teachers rated as outstanding, superior, and average have similar concepts of ideal self, but teachers rated superior have significantly lower self-concepts and accept themselves less than teachers rated outstanding and average. Also, it should be noted that the Others index information in Table 6 does not reveal statistically significant variations. These data indicate that student teachers rated outstanding, superior, and average have similar perceptions of how others see and accept themselves.

On the basis of the data analysis as shown in Table 6 and Table 7, the hypothesis that there is no significant variation in elementary student teachers' scores on the IAV when grouped by ratings of teaching performance was not accepted. It was found that there is a meaningful relationship between certain IAV scores of elementary student teachers on the Self index and ratings by their supervising teachers. Since there was no statistically significant relationship observed between IAV scores on the Others index and ratings by supervising teachers, the decision was to not reject the hypothesis concerning the self-other scores.

Hypothesis Number 2: There is no significant variation in elementary student teachers' scores on the IAV when grouped by sex. Two-group analysis of variance, shown in Table 8, was used to test this hypothesis. A table of F was consulted to determine statistical significance at .05 and

TABLE 8

ANALYSIS OF VARIANCE OF IAV SCORES AND SEX

IAV Scores	Source of Variation	Sum of Squares	df	Mean Square	F
Self, Col. I	Between	1,209.10	1	1,209.10	3.80
	Within	19,737.00	62	318.34	
Self, Col. II	Between	156.80	1	156.80	.32
	Within	30,110.10	62	485.65	
Self, Col. III	Between	2,825.00	1	2,825.00	18.83**
	Within	9,300.30	62	150.00	
Self, Dis.	Between	232.88	1	232.88	.99
	Within	14,587.98	62	235.29	
Others, Col. I	Between	2,470.30	1	2,470.30	7.21**
	Within	21,247.60	62	342.70	
Others, Col. II	Between	464.10	1	464.10	.74
	Within	39,067.00	62	630.11	
Others, Col. III	Between	1,258.80	1	1,258.80	8.09**
	Within	9,645.30	62	155.57	
Others, Dis.	Between	138.40	1	138.40	.62
	Within	13,820.84	62	222.92	

** = sign. at .01 level

3.99 = F value at .05 level
7.04 = F value at .01 level

.01 levels. Examination of the data in Table 8 reveals an interesting pattern. The F value of 3.80 for self-concept scores closely approaches the .05 level of significance. Concept of ideal self, Others self-concept, and Others concept of ideal self F values exhibit significance at the .01 level.

Since the data analysis revealed significant variation in the above-mentioned IAV scores, the data were further analyzed to determine the direction of the relationship. This was done by using the t test for significance of difference between mean scores. Table 9 shows the mean scores and t values when comparing the male and female groups.

TABLE 9

IAV SELF AND SELF-OTHER MEAN SCORES AND T VALUES FOR MALES AND FEMALES

	Self-Concept		Self-Accept.	t	Ideal Self	t	Dis.	t
			Self Index					
Male	192.50		192.50		208.25		18.00	
Fem.	205.64	1.94	187.76	0.57	228.34	4.34**	23.77	0.99
			Others Index					
Male	190.25		181.75		214.75		24.50	
Fem.	209.04	2.68**	189.89	0.86	228.16	2.84**	20.05	0.79

* = sign. at .05 level
** = sign. at .01 level

2.00 = t value at .05 level
2.66 = t value at .01 level

Mean scores for the male group are lower than those for the female group on all but self-acceptance on the Self index and discrepancy between self-concept and concept of ideal self on the Others index. Mean scores for the males are significantly lower for concept of ideal self, Others self-concept, and Others concept of ideal self. The t value of 1.94 for self-concept closely approaches the .05 level of significance. The data indicate

that male elementary student teachers may have lower self-concepts and concepts of ideal selves than female elementary student teachers. The groups seem equally self-accepting.

On the basis of the data analysis in Table 8 and Table 9, the hypothesis that there is no significant variation in elementary student teachers' scores on the IAV when grouped by sex is not accepted. It was found that there is a significant relationship between Others self-concept, concept of ideal self, and Others concept of ideal self scores and sex. Concerning self-concept, self-acceptance, Others self-acceptance, and discrepancy scores, the decision was to not reject the null hypothesis.

Hypothesis Number 3: There is no significant variation in elementary student teachers' scores on the IAV when grouped by marital status. Table 10 presents the two-group analysis of variance data pertaining to IAV scores of married and unmarried elementary student teachers. Mean scores are shown in Table 5. In no case does an F value indicate significance at either the .05 or .01 levels. Therefore, the hypothesis was not rejected for any of the scores. It was found that there is no significant relationship between IAV scores and marital status of elementary student teachers.

TABLE 10

ANALYSIS OF VARIANCE OF IAV SCORES AND MARITAL STATUS

IAV Scores	Source of Variation	Sum of Squares	df	Mean Square	F
Self, Col. I	Between	228.60	1	228.60	.68
	Within	20,717.50	62	334.15	
Self, Col. II	Between	53.79	1	53.79	.11
	Within	30,213.11	62	487.31	
Self, Col. III	Between	446.10	1	446.10	2.37
	Within	11,679.20	62	188.37	
Self, Dis.	Between	.006	1	.006	.000025
	Within	14,820.85	62	239.05	
Others, Col. I	Between	1.90	1	1.90	.005
	Within	23,716.00	62	382.52	
Others, Col. II	Between	616.07	1	616.07	.98
	Within	38,915.03	62	627.66	
Others, Col. III	Between	209.50	1	209.50	1.21
	Within	10,694.60	62	172.49	
Others, Dis.	Between	328.57	1	328.57	1.49
	Within	13,630.66	62	219.85	

3.99 = F value at .05 level 7.04 = F value at .01 level

Hypothesis Number 4: There is no significant variation in elementary student teachers' scores on the IAV when grouped by teaching experience. Table 11 presents the two-group analysis of variance data pertaining to IAV scores for student teachers with and without previous teaching experience. The F value of 3.15 for acceptance of self scores (Self index,

TABLE 11

ANALYSIS OF VARIANCE OF IAV SCORES AND TEACHING EXPERIENCE

IAV Scores	Source of Variation	Sum of Squares	df	Mean Square	F
Self, Col. I	Between	144.26	1	144.26	.43
	Within	20,801.84	62	335.51	
Self, Col. II	Between	1,461.90	1	1,461.90	3.15
	Within	28,805.00	62	464.60	
Self, Col. III	Between	251.36	1	251.36	1.31
	Within	11,873.94	62	191.52	
Self, Dis.	Between	19.44	1	19.44	.08
	Within	14,801.42	62	238.73	
Others, Col. I	Between	579.26	1	579.26	1.55
	Within	23,138.64	62	373.20	
Others, Col. II	Between	6,586.76	1	6,586.76	12.40**
	Within	32,944.34	62	531.36	
Others, Col. III	Between	46.56	1	46.56	.27
	Within	10,857.54	62	175.12	
Others, Dis.	Between	229.74	1	229.74	1.04
	Within	13,729.50	62	221.44	

** = Sign. at .01 level

3.99 = F value at .05 level
7.04 = F value at .01 level

Column II) suggests a somewhat meaningful relationship, but it does not represent significance at the .05 level. Table 5 shows mean acceptance of self scores of 189.90 for inexperienced student teachers as compared with 173.50 for student teachers with previous teaching experience.

The Others acceptance of self scores show an F value of 12.40 which represents significance beyond the .01 level.

Since the data analysis revealed significant variation in the Others self-acceptance scores, additional analysis was made to determine the direction of the relationship. This was done by using the t test for significance of difference between mean scores. Table 12 shows the IAV Others index mean scores and t values for the inexperienced and experienced student teachers.

TABLE 12

IAV SELF-OTHER MEAN SCORES AND T VALUES FOR STUDENT TEACHERS WITH AND WITHOUT PREVIOUS TEACHING EXPERIENCE

	Others Index							
	Self-Concept	t	Self-Accept.	t	Ideal Self	t	Dis.	t
Inexp.	207.66		192.14		226.76		20.00	
Exp.	197.33	1.24	157.33	3.52**	223.83	0.52	26.50	1.02

** = sign. at .01 level

2.00 = t value at .05 level
2.66 = t value at .01 level

The mean self-acceptance score on the Others index is significantly higher for the student teachers without previous teaching experience. The data indicate that inexperienced elementary student teachers feel that others in their peer group are more accepting of themselves than do those with previous teaching experience.

On the basis of the data shown in Table 11 and Table 12, the hypothesis was not accepted for the Others self-acceptance score only. It was found that there was a significant relationship between Others acceptance of self scores on the IAV and teaching experience of elementary student teachers. Also, it was found that there was no significant relationship between any additional IAV score and teaching experience.

Hypothesis Number 5: There is no significant variation in elementary student teachers' scores on the IAV when grouped by level of student teaching. Table 5 shows IAV mean scores for the primary and intermediate student teachers. Table 13 presents the two-group analysis of variance data pertaining to IAV scores for the two groups. In no instance does an F value suggest a meaningful relationship. Therefore, the hypothesis was not rejected for any of the scores. It was found that there is no significant relationship between IAV scores and level of student teaching when student teachers are grouped according to primary and intermediate teaching levels.

TABLE 13

ANALYSIS OF VARIANCE OF IAV SCORES AND LEVEL OF STUDENT TEACHING

IAV Scores	Source of Variation	Sum of Squares	df	Mean Square	F
Self, Col. I	Between	9.86	1	9.86	.03
	Within	20,936.24	62	337.68	

TABLE 13 (Continued)

ANALYSIS OF VARIANCE OF IAV SCORES AND LEVEL OF STUDENT TEACHING

IAV Scores	Source of Variation	Sum of Squares	df	Mean Square	F
Self, Col. II	Between	94.36	1	94.36	.19
	Within	30,172.54	62	486.65	
Self, Col. III	Between	137.80	1	137.80	.71
	Within	11,987.50	62	193.35	
Self, Dis.	Between	221.11	1	221.11	.94
	Within	14,599.75	62	235.48	
Others, Col. I	Between	52.56	1	52.56	.14
	Within	23,665.34	62	381.70	
Others, Col. II	Between	435.72	1	435.72	.69
	Within	39,095.38	62	630.57	
Others, Col. III	Between	98.70	1	98.70	.57
	Within	10,805.40	62	174.28	
Others, Dis.	Between	.616	1	.616	.003
	Within	13,958.62	62	225.14	

3.99 = F value at .05 level 7.04 = F value at .01 level

Hypothesis Number 6: There is no significant variation in elementary student teachers' scores on the IAV when grouped by age. Table 5 shows IAV mean scores for the student teachers under 25 years of age and for the student teachers 25 years or older. Table 14 presents the two-group analysis of variance data pertaining to IAV scores for the two groups. In only one case, that of Others acceptance of self scores, does an F value suggest a meaningful relationship (mean score for the group under

TABLE 14

ANALYSIS OF VARIANCE OF IAV SCORES AND AGE

IAV Scores	Source of Variation	Sum of Squares	df	Mean Square	F
Self, Col. I	Between	141.36	1	141.36	.42
	Within	20,804.74	62	335.56	
Self, Col. II	Between	279.93	1	279.93	.58
	Within	29,986.97	62	483.66	
Self, Col. III	Between	3.06	1	3.06	.02
	Within	12,122.24	62	195.52	
Self, Dis.	Between	133.32	1	133.32	.56
	Within	14,687.54	62	236.90	
Others, Col. I	Between	152.93	1	152.93	.40
	Within	23,564.97	62	380.08	
Others, Col. II	Between	2,047.36	1	2,047.36	3.39
	Within	37,483.74	62	604.58	
Others, Col. III	Between	2.72	1	2.72	.02
	Within	10,901.38	62	175.83	
Others, Dis.	Between	266.13	1	266.13	1.20
	Within	13,693.11	62	220.86	

3.99 = F value at .05 level 7.04 = F value at .01 level

25 years of age of 192.28 as compared with 179.47 for the group 25 and older). However, an F value of 3.39 is not significant at the .05 level. Therefore, the hypothesis was not rejected for any of the scores. It was found that there is no significant relationship between elementary student teachers' scores on the IAV and age when student teachers are grouped according to under 25 and 25 or older.

CHAPTER V

SUMMARY, FINDINGS AND CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was conducted primarily to provide information concerning whether or not meaningful relationships existed between a select group of elementary student teachers' self and self-other concepts as indicated by Index of Adjustment and Values scores and ratings of overall student teaching performance by supervising teachers. A secondary purpose of the study was to provide information concerning whether the elementary student teachers' self and self-other concepts as indicated by IAV scores were related significantly to sex, marital status, teaching experience, level of student teaching, and age.

It was expected that the study would add to the knowledge of the factors that might affect student teaching success. Similar studies reviewed did not report the use of all the separate measures on the IAV. By relating all of the scores yielded by the IAV to the factors under study, the significance of the sub-variables of the self and self-other concepts were shown.

Sixty-four student teachers engaged in supervised teaching in Wichita, Kansas elementary schools were the subjects of the study. Measures of the self and self-other concepts were obtained by administering the IAV. Personal data were obtained from the student teachers, and ratings of student teaching success were obtained from the classroom supervising teachers.

All of the self and self-other scores including the discrepancy scores yielded by the IAV were used as measures in the study. It was assumed that the variables described as ratings of student teaching success (outstanding, superior, and average), sex of the student teachers, marital status, teaching experience (inexperienced and experienced), level of student teaching (primary - K to 3, and intermediate - 4 to 6), and age (under 25 and 25 or older) would be reflected in the individual scores on the IAV. If this were the case, the scores of the groups under study should vary significantly from each other as indicated by statistical analysis. Six null hypotheses were formulated to test the assumptions. They were:

1. There is no significant variation in elementary student teachers' scores on the IAV when grouped by ratings of overall teaching performance by their supervising teachers.

2. There is no significant variation in elementary student teachers' scores on the IAV when grouped by sex.

3. There is no significant variation in elementary student teachers' scores on the IAV when grouped by marital status.

4. There is no significant variation in elementary student teachers' scores on the IAV when grouped by teaching experience.

5. There is no significant variation in elementary student teachers' scores on the IAV when grouped by level of student teaching.

6. There is no significant variation in elementary student teachers' scores on the IAV when grouped by age.

The IAV scores were grouped according to the other variables and comparisons were made. Analysis of variance was the statistical technique used in testing the hypotheses. When statistically significant (.05 level) variation was observed, the t test was used to test significance of the difference between mean scores.

The study was limited to a select group of student teachers. No attempt was made to discover cause and effect relationships. Also, the study was limited to the degree that the ratings by supervising teachers were reliable and valid. Finally, the reliability and the validity of the findings and conclusions are dependent upon the reliability and validity of the Index of Adjustment and Values as a measure of the self and self-other concepts of student teachers.

Findings and Conclusions

The distribution of the 64 elementary student teachers among the four IAV categories included 32.8 per cent in the (++) category, 17.2 per cent in the (-+) category, 45.3 per cent in the (+-) category, and 4.7 per cent in the (--) category. The percentages in the (-+) and (+-) categories

varied from those of 564 college students studied by Bills.[1] Compared with the college students, the student teachers in this study tended to be more self-accepting.

The distribution of student teachers more closely approximated the distribution of 200 elementary teachers studied by Esch[2] which included 27.5 per cent in the (++) category, 25.5 in the (-+) category, 42.0 per cent in the (+-) category, and 5.0 per cent in the (--) category.

The hypothesis that there is no significant variation in elementary student teachers' scores on the IAV when grouped by ratings of student teaching performance was not accepted for three of the measures. There was statistically significant variation in the self-concept, acceptance of self, and discrepancy scores on the Self index. There was no significant variation on the concept of ideal self scores on the Self index. Also there was no significant variation in the scores for the three groups on the Others index.

On the Self index, student teachers rated superior had mean self-concept and acceptance of self scores which were significantly lower than those of the student teachers rated outstanding and average. On the

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[1]Robert E. Bills, Index of Adjustment and Values, Manual, (University, Alabama: University of Alabama, Undated), p. 74.

[2]Arwyn Keith Esch, "The Relationship Between Self and Self-Other Concepts of Elementary Teachers and Selected Building Assignment Factors," (Unpublished Doctor's Dissertation, University of Oklahoma, Norman, 1962), p. 34.

same index the discrepancy scores for the superior group were significantly higher. The mean self-concept score for student teachers rated outstanding was 210.19, for those rated superior 194.40, and for the average group 210.08. The mean self-acceptance score for student teachers rated outstanding was 192.08, for the superior group 178.40, and for those rated average 200.08. The concept of ideal self mean score for the outstanding group was 228.50, for the superior group 222.12, and for the average 227.62. Discrepancy scores on the Self index were 19.77, 28.92, and 18.31 for the outstanding, superior, and average groups respectively. Further research would perhaps reveal why elementary student teachers rated superior in their teaching performance score lower in self-concept and acceptance of self and have higher discrepancy scores than those rated outstanding and average.

Since the direction of the variation was reversed by the average group's scores, it was not concluded that the self concepts of student teachers are related in a meaningful way to perceived student teaching success. The findings may have been the result of the item scores being used rather than the IAV index itself. These results bring the use of the individual subscores as valid measures into question.

The hypothesis that there is no significant variation in elementary student teachers' scores on the IAV when grouped by sex was not accepted for three of the measures. There was significant variation exhibited in concept of ideal self, Others self-concept, and Others concept of ideal self scores. The variation in self-concept scores on the Self index closely approached significance. On these four measures the mean scores for

male student teachers were noticeably (significantly on all four except self-concept) lower than those for the women. For the self-concept measure, the mean score for men was 192.50, while for women it was 205.64. The concept of ideal self mean score for men was 208.25 and for women 228.34. The Others self-concept mean score was 190.25 for men and 209.04 for women. The Others concept of ideal self mean score was 214.75 for men and 228.16 for women. The male and female groups were found to be similar in self-acceptance and perceptions of how others accept themselves. Also, differences in discrepancy scores did not exhibit statistical significance.

On the basis of the data analysis, it was concluded that the self-concepts and concepts of ideal self of elementary student teachers are related to sex, and that male student teachers possess lower self and self-other concepts except for self-acceptance.

The hypothesis that there is no significant variation in elementary student teachers' scores on the IAV when grouped by marital status was not rejected. Mean scores for the married and unmarried groups were similar on all of the IAV measures. When the data were analyzed, in no case was there statistically significant variation indicated. On the basis of the data analysis, it was concluded that self and self-other concepts of elementary student teachers are not related to marital status.

The hypothesis that there is no significant variation in elementary student teachers' scores on the IAV when grouped by teaching experience

was not accepted for one score only. This was for Others self-acceptance. On this measure the mean score for student teachers without previous teaching experience was 192.14 while for experienced student teachers it was 157.33. The difference was found to be statistically significant. It was concluded that student teachers' perceptions of how others accept themselves is related to teaching experience. Further research might reveal why student teachers with previous teaching experience score lower on Others self-acceptance than do student teachers without previous teaching experience. Also, while the difference was not found to be significant at the .05 level, the mean self-acceptance score on the Self index was noticeably lower for the experienced student teachers (173.50) than that for the inexperienced student teachers (189.90).

The hypothesis that there is no significant variation in elementary student teachers' scores on the IAV when grouped by level of student teaching was not rejected. Mean scores for the primary (K-3) and intermediate (4-6) groups were similar on all of the IAV measures. When the data were analyzed, in no case was there statistically significant variation indicated. On the basis of the data analysis, it was concluded that self and self-other concepts of elementary student teachers are not related to level of student teaching.

The hypothesis that there is no significant variation in elementary student teachers' scores on the IAV when grouped by age was not rejected. The student teachers were divided into two groups -- under 25 years and

25 or older. Mean scores for the two groups did not differ significantly on any of the IAV measures. In no case was there statistically significant variation shown. On the basis of the data analysis, it was concluded that self and self-other concepts of elementary student teachers are not related to age.

Recommendations

This study provides information regarding some factors which may influence student teaching success. There is need for more accurate identification of effective student teachers. Based upon the review of the research and the findings of this study, the following recommendations are made:

1. In none of the studies surveyed were all of the IAV scores reported to have been utilized. This study used all of the scores on the IAV as measures of self and self-other concepts. As a result of these findings, it is recommended that future studies of student teachers with the IAV utilize all the scores, and that the findings be compared with the findings of this investigation.

2. One of the findings of this study was that self-concepts of elementary student teachers were related to ratings of overall student teaching success. However, there was no directional trend observed. Scores on the Self index were similar for student teachers rated outstanding and average. Student teachers rated superior scored lower in self-concept and acceptance

of self, and had higher Self index discrepancy scores than those student teachers receiving outstanding and average ratings. It is recommended that additional research be conducted in an effort to discover why student teachers who are considered superior in their teaching performance tend to score lower on self-concept and acceptance of self than do student teachers who are considered average.

3. This study provides evidence that the IAV is capable of identifying the self-concepts of perceived successful elementary student teachers. It is recommended that similar studies with student teachers at the junior and senior high levels be conducted in an effort to identify factors which may influence student teaching success at those levels.

4. One of the findings of this study was that self-concepts and concepts of ideal self seemed related to sex. Male student teachers tended to exhibit poorer self-concepts and concepts of ideal self than female student teachers, but both groups seemed equally self-accepting. It is recommended that additional research be conducted with a view to providing more information in this area.

5. This study was concerned with providing information about existing relationships. No attempt was made to study cause and effect. It is recommended that additional research be conducted in which attempts are made to discover cause and effect concerning self-concepts and other factors.

6. It is recommended that a study of elementary student teachers be conducted in which the IAV is administered and then readministered to the

same teachers after a period of years in service. Such a study should provide information concerning whether self and self-other concepts of teachers change while in teaching service.

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APPENDIX A

TABULATION OF DATA FOR SIXTY-FOUR ELEMENTARY STUDENT TEACHERS

TABULATION OF DATA FOR SIXTY-FOUR
ELEMENTARY STUDENT TEACHERS

			Exp.	Tea.				SELF				OTHERS			
No.	Sex	Mar.	Yrs.	Lvl.	Age	IAV	Rate	1	11	111	Dis	1	11	111	Dis
01	F	S	0	P	21	++	1	239	234	229	010	233	243	241	008
02	F	S	0	P	21	++	1	200	177	219	019	194	179	223	029
03	F	M	0	P	21	++	1	205	195	242	037	227	229	239	012
04	F	M	0	P	23	++	1	233	214	234	001	234	218	238	004
05	F	S	0	P	21	++	1	224	222	233	009	240	232	245	005
06	M	S	0	1	26	++	1	203	191	194	009	198	200	198	000
07	M	S	0	1	24	++	2	187	182	244	057	202	182	238	036
08	M	S	0	1	23	++	2	192	190	193	001	213	199	222	009
09	F	S	0	1	23	++	2	214	184	226	012	205	196	213	008
10	F	S	0	P	21	++	2	216	173	233	017	225	213	238	013
11	F	S	0	P	21	++	2	198	187	183	015	214	220	205	009
12	F	S	0	P	21	++	2	221	216	221	000	222	217	243	021
13	F	M	0	P	21	++	2	231	193	242	011	231	213	242	011
14	F	S	0	P	21	++	2	196	182	206	010	219	192	223	004
15	F	S	0	1	21	++	3	213	193	220	007	221	215	226	005
16	F	M	0	1	23	++	3	198	189	217	019	225	204	223	002
17	F	S	0	1	21	++	3	197	198	233	036	233	225	238	005
18	F	S	0	P	22	++	3	190	177	223	033	199	187	213	014
19	F	S	0	P	21	++	3	223	225	237	014	222	225	239	017
20	F	M	6	1	47	++	3	236	219	233	003	229	223	232	003
21	F	M	0	1	33	++	3	214	180	222	008	226	201	234	008

TABULATION OF DATA FOR SIXTY-FOUR
ELEMENTARY STUDENT TEACHERS

			Exp.	Tea.				SELF				OTHERS			
No.	Sex	Mar.	Yrs.	Lvl.	Age	IAV	Rate	I	II	III	Dis	I	II	III	Dis
22	F	D	5	P	41	-+	1	184	155	223	039	202	162	230	028
23	F	M	0	P	29	-+	1	214	170	241	027	232	192	241	009
24	F	M	0	1	21	-+	1	197	153	231	034	202	175	223	021
25	F	S	0	1	22	-+	1	205	167	230	025	185	169	219	034
26	F	M	0	1	22	-+	1	210	161	240	030	212	174	240	028
27	F	S	0	1	21	-+	2	173	153	230	057	203	186	219	016
28	F	S	0	P	22	-+	2	204	158	224	020	209	176	224	015
29	F	M	0	P	22	-+	2	176	170	219	043	223	195	220	003
30	F	M	0	P	21	-+	2	190	161	244	054	195	178	243	050
31	F	S	0	P	23	-+	2	179	159	226	047	220	188	233	013
32	F	S	0	P	21	-+	2	172	161	217	045	200	179	238	038
33	F	W	0	1	26	+-	1	215	201	244	029	218	185	245	027
34	M	M	0	1	25	+-	1	183	181	196	013	176	168	212	036
35	M	M	0	1	28	+-	1	230	200	231	001	214	199	234	020
36	F	M	5	1	44	+-	1	214	181	223	009	211	166	229	018
37	F	M	0	P	26	+-	1	211	186	226	015	174	165	223	049
38	F	D	0	P	38	+-	1	202	198	237	035	204	194	236	032
39	F	M	0	1	24	+-	1	223	191	243	020	180	177	225	045
40	M	S	0	1	23	+-	1	218	232	225	007	200	200	226	026
41	F	S	0	P	21	+-	1	225	201	229	004	220	196	233	013

TABULATION OF DATA FOR SIXTY-FOUR
ELEMENTARY STUDENT TEACHERS

			Exp.	Tea.				SELF				OTHERS			
No.	Sex	Mar.	Yrs.	Lvl.	Age	IAV	Rate	I	II	III	Dis	I	II	III	Dis
42	F	M	0	P	21	+-	1	222	210	225	003	208	202	210	002
43	F	M	0	P	21	+-	1	211	201	236	025	198	195	238	040
44	F	M	0	P	22	+-	1	192	189	230	038	199	173	239	040
45	F	S	0	P	21	+-	1	187	182	227	040	203	180	202	001
46	F	S	0	P	22	+-	1	198	184	224	026	184	179	213	029
47	F	S	0	P	21	+-	1	220	218	229	009	191	183	216	025
48	F	M	0	P	57	+-	2	194	173	238	044	197	166	203	006
49	F	M	0	P	41	+-	2	194	179	225	031	184	178	232	048
50	F	M	0	P	21	+-	2	204	209	244	040	233	205	244	011
51	F	S	0	P	22	+-	2	213	208	235	022	225	207	231	006
52	M	S	2	P	23	+-	2	183	191	195	012	163	152	185	022
53	M	M	0	1	21	+-	2	144	173	188	044	156	154	203	047
54	F	S	0	P	21	+-	2	211	198	236	025	202	186	221	019
55	F	S	0	P	22	+-	2	193	198	216	023	210	189	230	020
56	F	M	0	1	47	+-	3	228	212	226	002	236	202	225	011
57	F	M	0	P	25	+-	3	222	204	236	014	220	201	230	010
58	F	M	0	P	25	+-	3	186	187	215	029	179	173	228	049
59	F	S	0	P	21	+-	3	198	186	229	031	176	175	213	037
60	F	S	0	P	22	+-	3	196	193	231	035	186	158	219	033
61	F	M	0	1	23	+-	3	230	238	237	007	211	188	223	012

TABULATION OF DATA FOR SIXTY FOUR
ELEMENTARY STUDENT TEACHERS

			Exp.	Tea.				SELF				OTHERS			
No.	Sex	Mar.	Yrs.	Lvl.	Age	IAV	Rate	1	11	111	Dis	1	11	111	Dis
62	F	M	3	1	25	--	2	180	126	223	043	170	076	224	054
63	F	S	1	P	24	--	2	199	169	221	022	209	165	243	034
64	F	S	0	P	21	--	2	196	167	224	028	196	164	215	019

APPENDIX B

TABLES SHOWING "SELF" AND "OTHERS"

INDEX SCORES

DISTRIBUTION OF CONCEPT OF "SELF" SCORES

(Column 1 - Negative Traits Reversed)

Score	Frequency	Score	Frequency	Score	Frequency
239	1	213	2	187	2
236	1	211	3	186	1
233	1	210	1	184	1
231	1	205	2	183	2
230	2	204	2	180	1
228	1	203	1	179	1
225	1	202	1	176	1
224	1	200	1	173	1
223	2	199	1	172	1
222	2	198	4	144	1
221	1	197	2		
220	1	196	3		
218	1	194	2		
216	1	193	1		
215	1	192	2		
214	4	190	2		

$N = 64$

$\overline{X} = 204.0$

DISTRIBUTION OF ACCEPTANCE OF "SELF" SCORES

(Column 11)

Score	Frequency	Score	Frequency	Score	Frequency
238	1	200	1	173	3
234	1	198	4	170	2
232	1	195	1	169	1
225	1	193	3	167	2
222	1	191	3	161	3
219	1	190	1	159	1
218	1	189	2	158	1
216	1	187	2	155	1
214	1	186	2	153	2
212	1	184	2	126	1
210	1	182	3		
209	1	181	2	$N = 64$	
208	1	180	1	$\bar{X} = 188.36$	
204	1	179	1		
201	3	177	2		

DISTRIBUTION OF CONCEPT OF IDEAL "SELF" SCORES

(Column 111 - Negative Traits Reversed)

Score	Frequency	Score	Frequency
244	4	223	4
243	1	222	1
242	2	221	2
241	1	220	1
240	1	219	2
238	1	217	2
237	3	216	1
236	3	215	1
235	1	206	1
234	1	196	1
233	4	195	1
231	3	194	1
230	3	193	1
229	4	188	1
227	1	183	1
226	4		
225	3	$N = 64$	
224	3	$\bar{X} = 225.83$	

DISTRIBUTION OF "SELF" DISCREPANCY SCORES

Score	Frequency	Score	Frequency	Score	Frequency
57	2	30	1	11	1
54	1	29	2	10	2
47	1	28	1	9	4
45	1	27	1	8	1
44	2	26	1	7	3
43	2	25	3	4	1
40	2	23	1	3	2
39	1	22	2	2	1
38	1	20	2	1	3
37	1	19	2	0	1
36	1	17	1		
35	2	15	2	$N = 64$	
34	1	14	2	$\bar{X} = 23.05$	
33	1	13	1		
31	2	12	2		

DISTRIBUTION OF "OTHERS" COLUMN 1 SCORES

(Negative Traits Reversed)

Score	Frequency	Score	Frequency	Score	Frequency
240	1	212	1	185	1
236	1	211	2	184	2
234	1	210	1	180	1
233	3	209	2	179	1
232	1	208	1	176	2
231	1	205	1	174	1
229	1	204	1	170	1
227	1	203	2	163	1
226	1	202	4	156	1
225	3	200	2		
223	1	199	2	$N = 64$	
222	2	198	2	$\bar{X} = 206.69$	
221	1	197	1		
220	3	196	1		
219	1	195	1		
218	1	194	1		
214	2	191	1		
213	1	186	1		

DISTRIBUTION OF "OTHERS" COLUMN 11 SCORES

Score	Frequency	Score	Frequency	Score	Frequency
243	1	195	2	169	1
232	1	194	1	168	1
229	1	192	2	166	2
225	2	189	1	165	2
223	1	188	2	164	1
220	1	187	1	162	1
218	1	186	2	158	1
217	1	185	1	154	1
215	1	183	1	152	1
213	2	182	1	76	1
207	1	180	1		
205	1	179	3	$N = 64$	
204	1	178	2	$\bar{X} = 188.88$	
202	2	177	1		
201	2	176	1		
200	2	175	2		
199	2	174	1		
196	2	173	2		

DISTRIBUTION OF "OTHERS" COLUMN 111 SCORES

(Negative Traits Reversed)

Score	Frequency	Score	Frequency	Score	Frequency
245	3	229	1	210	1
244	1	228	1	205	1
243	2	226	2	203	2
242	1	225	2	202	1
241	2	224	2	198	1
240	1	223	6	185	1
239	3	222	1		
238	6	221	1		
				N = 64	
236	1	220	1		
				$\bar{X}$ = 226.48	
234	2	219	3		
233	2	216	1		
232	2	215	1		
231	1	213	4		
230	3	212	1		

DISTRIBUTION OF "OTHERS" DISCREPANCY SCORES

Score	Frequency	Score	Frequency	Score	Frequency
54	1	27	1	10	1
50	1	26	1	9	3
49	2	25	1	8	3
48	1	22	1	6	2
47	1	21	2	5	3
45	1	20	2	4	2
40	2	19	2	3	2
38	1	18	1	2	2
37	1	17	1	1	1
36	2	16	1	0	1
34	2	15	1		
33	1	14	1	$N = 64$	
32	1	13	3	$\bar{X} = 20.61$	
29	2	12	2		
28	2	11	3		

APPENDIX C

TABLE SHOWING SAMPLED STUDENT TEACHERS BY SELECTED CLASSIFICATIONS

SAMPLED STUDENT TEACHERS BY SELECTED CLASSIFICATIONS

Teachers	No.	SEX		MARITAL		EXPERIENCE		TEACH LEVEL		AGE		IAV CATEGORY				RATING		
		M	F	Mar.	Unmar.	Inexp.	Exp.	Prim.	Interm.	Under 25	25 or Over	++	-+	+-	--	Outst.	Sup.	Avg.
Male	8			3	5	7	1	0	8	5	3	3	0	5	0	4	4	0
Female	56			25	31	51	5	41	15	42	14	18	11	24	3	22	21	13
Married	28	3	25			25	3	15	13	15	13	6	5	16	1	13	8	7
Unmarried	36	5	31			33	3	26	10	32	4	15	6	13	2	13	17	1
Inexperienced	58	7	51	25	33			38	20	45	13	20	10	27	1	24	22	12
Experienced	6	1	5	3	3			3	3	2	4	1	1	2	2	2	3	1
Primary	41	0	41	15	26	38	3			33	8	12	7	20	2	16	19	6
Intermediate	23	8	15	13	10	20	3			14	9	9	4	9	1	10	6	7
Under 25	47	5	42	15	32	45	2	33	14			18	9	18	2	17	22	8
25 or Over	17	3	14	13	4	13	4	8	9			3	2	11	1	9	3	5
++	21	3	18	6	15	20	1	12	9	18	3					6	8	7
-+	11	0	11	5	6	10	1	7	4	9	2					5	6	0
+-	29	5	24	16	13	27	2	20	9	18	11					15	8	6
--	3	0	3	1	2	1	2	2	1	2	1					0	3	0
Outstanding	26	4	22	13	13	24	2	16	10	17	9	6	5	15	0			
Superior	25	4	21	8	17	22	3	19	6	22	3	8	6	8	3			
Average	13	0	13	7	6	12	1	6	7	8	5	7	0	6	0			

APPENDIX D

RESEARCH PROPOSAL FORM SUBMITTED

TO THE WICHITA PUBLIC SCHOOLS

RESEARCH PROPOSAL FORM

Name _____ Date _____

School _____ Home Address _____

Complete this form using brief concise statements. Send three copies to the Director of Research for approval prior to the initiation of any new project.

1. A description of the proposed study.

2. A statement of the problem as seen by the building principal.

3. The purposes and expected outcomes.

4. The personnel to be involved (star the name of the group's chairman.

5. The anticipated duration of the study.

6. The materials and supplies needed.

Item	Estimated Cost	Account Number
Total		

7. The procedures and methods to be employed.

8. A method of evaluation.

9. Suggested follow-up activities.

Approved: Principal _____

Director of Research _____

Assistant Superintendent _____

Deputy Superintendent _____

APPENDIX E

LETTERS TO BUILDING PRINCIPALS, SUPERVISING TEACHERS, AND STUDENT TEACHERS

Rogers Elementary School
Wichita, Kansas
May 9, 1966

Dear Fellow Principal:

As with most other people conducting graduate studies, I need help -- your help. Enclosed you will find copies of a letter to members of your faculty who are supervising student teachers in your school. The letter requests their assistance in their student teachers' participation in a study which may provide valuable information in selection and training of future teachers. The project has been cleared through and approved by Dr. Morris, Dr. Nelson, and the Research Committee.

Would you please see that the faculty members indicated receive their letters and the forms to be completed by their student teachers as soon as possible? I have asked the student teachers to return the completed information forms and questionnaires to the supervising teachers who will rate the student teachers' overall performance and get the forms to you. Would you in turn forward the responses to me at Rogers School in the envelopes provided? I hope to receive before the end of school this year the responses from all who are willing to participate.

Your assistance is certainly appreciated. The results of the study will be made available to you upon completion if you will forward a request to me. If I can be of assistance to you now or in the future, please let me know.

Sincerely yours,

Ralph E. Walker

Enc: Letters to supervising and student teachers
Information form and questionnaires
Addressed envelopes

Rogers Elementary School
Wichita, Kansas
May 9, 1966

Dear Supervising Teacher:

Your interest in the training of future teachers is evident because of your willingness to supervise a student teacher. The selection and training of well-qualified teachers is one of the most important tasks facing educators.

At present I am conducting a study which may provide useful information at the selection and training of future teachers. The information needed is concerned with certain values and concepts held by persons currently engaged in student teaching.

This is a request for your assistance in the project. If you are willing to assist in the study, please hand the attached information form and self-administering questionnaire to your student teacher. Request that he/she complete it if willing to do so and return it to you as soon as possible. After you have received the completed forms, please rate the student teacher's overall teaching performance by checking "1," "2," "3," or "4" under "FOR SUPERVISING TEACHER'S USE."

If, in your opinion, the student teacher's overall teaching performance is outstanding, please place a check mark beside "1." If you consider the person's overall teaching performance superior, but not outstanding, please check "2." If the student's overall teaching performance is considered average, check "3." If you consider the person's overall teaching performance below average, please check "4." After you have checked the information form and questionnaire for omissions, and have rated the student teacher's overall teaching performance, please return the completed information form and questionnaire to your principal who will forward them to me.

Yours is an important responsibility in the successful completion of the research. Thank you for your assistance. The results of the study will be made available to you upon completion if you will forward a request to me.

Sincerely yours,

Ralph E. Walker

Rogers Elementary School
Wichita, Kansas
May 9, 1966

Dear Student Teacher:

The selection and training of well-qualified teachers is one of the most important tasks facing education today. Pressures are mounting both from within the profession and without to improve the quality of teacher candidates.

One method of gaining information that may prove useful in the selection of teacher candidates is to survey successful student teachers. I am conducting a study which may provide useful information in the selection and training of future teachers. The information needed is concerned with certain values and concepts held by successful student teachers currently engaged in student teaching.

This is a request for your assistance in the project. Your total time expenditure will amount to approximately one hour. If you are willing to assist in the study, please complete each item of the "Student Teacher Information Form." Read carefully the instructions for completing the questionnaire and complete both pages. It is important that you be frank and accurate in completing the questionnaire. Your anonymity is assured. Please leave the information form and the questionnaire stapled together and return them to your supervising teacher.

Thank you for your assistance as one of the successful student teachers in Wichita. The results of this study will be made available to you upon completion if you will forward a request to me.

Sincerely yours,

Ralph E. Walker

APPENDIX F

STUDENT TEACHER INFORMATION FORM

STUDENT TEACHER INFORMATION FORM

Please give the requested information using a check mark or number. DO NOT SIGN YOUR NAME.

Highest level of professional training attained in any field of study:

Less than B. A. degree	_____	B. A. Degree	_____
B. A. plus 20 hours	_____	Master's Degree	_____

Previous teaching experience (if any) in elementary or secondary schools:

Number of years _____

Current grade level in which you are doing student teaching. If you are teaching in a grade combination on the elementary level, please indicate.

Kindergarten	_____	Fifth Grade	_____
First Grade	_____	Sixth Grade	_____
Second Grade	_____	Junior High (7-8-9)	_____
Third Grade	_____		
Fourth Grade	_____	Senior High (10-11-12)	_____

Marital status:

Married	_____	Unmarried	_____
Divorced	_____	Widow (er)	_____

Sex:

Male	_____	Female	_____

Age in years _____

Name of college or university at which you are presently enrolled:

_____

FOR SUPERVISING TEACHER'S USE: 1_____ 2_____ 3_____ 4_____

APPENDIX G

THE INDEX OF ADJUSTMENT AND VALUES

"SELF" INSTRUCTIONS FOR IAV

There is a need for each of us to know more about ourselves, but seldom do we have an opportunity to look at ourselves as we are or as we would like to be. On the following page is a list of terms that to a certain degree describe people. Take each term separately and apply it to yourself by completing the following sentence:

I AM A (AN) _____PERSON.

The first word in the list is academic, so you would substitute this term in the above sentence. It would read -- I am an academic person.

Then decide HOW MUCH OF THE TIME this statement is like you, i.e., is typical or characteristic of you as an individual, and rate yourself on a scale from one to five according to the following key.

1. Seldom, is this like me.
2. Occasionally, this is like me.
3. About half of the time, this is like me.
4. A good deal of the time, this is like me.
5. Most of the time, this is like me.

Select the number beside the phrase that tells how much of the time the statement is like you and insert it in Column 1 on the next page.

EXAMPLE: Beside the term ACADEMIC, number two is inserted to indicate that -- occasionally, I am an academic person.

Now go to Column 11. Use one of the statements given below to tell HOW YOU FEEL about yourself as described in Column 1.

1. I very much dislike being as I am in this respect.
2. I dislike being as I am in this respect.
3. I neither dislike being as I am nor like being as I am in this respect.
4. I like being as I am in this respect.
5. I like very much being as I am in this respect.

You will select the number beside the statement that tells how you feel about the way you are and insert the number in Column 11.

EXAMPLE: In Column 11 beside the term ACADEMIC, number one is inserted to indicate that I dislike very much being as I am in respect to the term, academic. Note that being as I am always refers to the way you described yourself in Column 1.

Finally, go to Column 111; using the same term, complete the following sentence:

I WOULD LIKE TO BE A (AN) _____PERSON.

Then decide HOW MUCH OF THE TIME you would like this trait to be characertistic of you and rate yourself on the following five point scale.

1. Seldom, would I like this to be me.
2. Occasionally, I would like this to be me.
3. About half of the time, I would like this to be me.
4. A good deal of the time, I would like this to be me.
5. Most of the time, I would like this to be me.

You will select the number beside the phrase that tells how much of the time you would like to be this kind of a person and insert the number in Column 111.

EXAMPLE: In Column 111 beside the term ACADEMIC, number five is inserted to indicate that MOST OF THE TIME, I would like to be this kind of person.

Start with the word ACCEPTABLE and fill in Column 1, 11, and 111 before going on to the next word. There is no time limit. Be honest with yourself so that your description will be a true measure of how you look at yourself.

"OTHERS" INSTRUCTIONS FOR IAV

We would like to get a better idea of what you think other people are like. To do this we would like you to first think of other people who are in general like you, for example, other college freshmen, sophomores, juniors, or seniors, other teachers, other administrators, etc. and second to complete the IAV as you think the average person in this group would complete it for himself. Take each of the 49 words and use it to complete the following sentence for the average person in your reference group:

He is a (an) _____person.

Then decide how much of the time this statement is like this average person, i.e., is typical or characteristic of him in general, and rate him as he would rate himself on the following scale.

1. Seldom, is this like he sees himself.
2. Occasionally, this is the way he sees himself.
3. About half of the time, this is the way he sees himself.
4. A good deal of the time, this is the way he sees himself.
5. Most of the time, this is the way he sees himself.

Select the number beside the phrase that tells how much of the time he sees himself this way and insert it in Column 1 on the blank.

EXAMPLE: Beside the term ACADEMIC, number two is inserted to indicate that this average person in your reference group sees himself occasionally as an academic person.

Now go to Column 11. Use one of the statements given below to tell how he usually feels about himself as described in Column 1.

1. He very much dislikes being as he is in this respect.
2. He dislikes being as he is in this respect.
3. He neither dislikes being as he is nor likes being as he is in this respect.
4. He likes being as he is in this respect.
5. He very much likes being as he is in this respect.

Select the number beside the statement that tells how the average person in your group feels about the way he is and insert in Column 11.

EXAMPLE: In Column 11 beside the term ACADEMIC, number one is inserted to indicate that this person dislikes very much being as he is in respect to the term, academic. Note that being as "he is" always refers to the way he was described in Column 1.

Finally, go to Column 111. Using the same term, complete the following sentence:

He would like to be a (an) _____ person.

Then decide how much of the time this average person in your group would like this trait to be characteristic of him and rate him on the following five point scale.

1. Seldom, would he like this to be him.
2. Occasionally, he would like this to be him.
3. About half of the time, he would like this to be him.
4. A good deal of the time, he would like this to be him.
5. Most of the time, he would like this to be him.

Select the number beside the phrase that tells how much of the time this average person in your group would like to be this kind of person and insert the number in Column 111.

EXAMPLE: In Column 111 beside the term ACADEMIC, number five is inserted to indicate that most of the time this average person in your group would like to be this kind of person.

Start with the word ACCEPTABLE and fill in Columns 1, 11, and 111 before going on to the next word. There is no time limit.

"SELF"

COLUMN 1

Question to be answered: HOW OFTEN ARE YOU THIS SORT OF PERSON?

1. Seldom, is this like me.
2. Occasionally, this is like me.
3. About half of the time, this is like me.
4. A good deal of the time, this is like me.
5. Most of the time, this is like me.

COLUMN 11

Question to be answered: HOW DO YOU FEEL ABOUT BEING THIS WAY?

1. I very much dislike being as I am in this respect.
2. I dislike being as I am in this respect.
3. I neither dislike nor like being as I am in this respect.
4. I like being as I am in this respect.
5. I like very much being as I am in this respect.

COLUMN 111

Question to be answered: HOW MUCH OF THE TIME WOULD YOU LIKE THIS TRAIT TO BE CHARACTERISTIC OF YOU?

1. Seldom, would I like this to be me.
2. Occasionally, I would like this to be me.
3. About half of the time, I would like this to be me.
4. A good deal of the time, I would like this to be me.
5. Most of the time, I would like this to be me.

		1	11	111			"SELF" 1	11	111
a.	academic				25.	meddlesome			
1.	acceptable				26.	merry			
2.	accurate				27.	mature			
3.	alert				28.	nervous			
4.	ambitious				29.	normal			
5.	annoying				30.	optimistic			
6.	busy				31.	poised			
7.	calm				32.	purposeful			
8.	charming				33.	reasonable			
9.	clever				34.	reckless			
10.	competent				35.	responsible			
11.	confident				36.	sarcastic			
12.	considerate				37.	sincere			
13.	cruel				38.	stable			
14.	democratic				39.	studious			
15.	dependable				40.	successful			
16.	economical				41.	stubborn			
17.	efficient				42.	tactful			
18.	fearful				43.	teachable			
19.	friendly				44.	useful			
20.	fashionable				45.	worthy			
21.	helpful				46.	broad-minded			
22.	intellectual				47.	businesslike			
23.	kind				48.	competitive			
24.	logical				49.	fault-finding			

"OTHERS"

COLUMN 1

Question to be answered: HOW OFTEN IS THE AVERAGE ELEMENTARY STUDENT TEACHER THIS SORT OF PERSON?

1. Seldom, is this like him.
2. Occasionally, this is like him.
3. About half of the time, this is like him.
4. A good deal of the time, this is like him.
5. Most of the time, this is like him.

COLUMN 11

Question to be answered: HOW DOES THE AVERAGE ELEMENTARY STUDENT TEACHER FEEL ABOUT BEING THIS WAY?

1. He very much dislikes being as he is in this respect.
2. He dislikes being as he is in this respect.
3. He neither dislikes nor likes being as he is in this respect.
4. He likes being as he is in this respect.
5. He likes very much being as he is in this respect.

COLUMN 111

Question to be answered: HOW MUCH OF THE TIME WOULD THE AVERAGE ELEMENTARY STUDENT TEACHER LIKE THIS TRAIT TO BE CHARACTERISTIC OF HIMSELF?

1. Seldom, would he like this to be him.
2. Occasionally, he would like this to be him.
3. About half of the time, he would like this to be him.
4. A good deal of the time, he would like this to be him.
5. Most of the time, he would like this to be him.

"OTHERS"

	1	11	111
a. academic			
1. acceptable			
2. accurate			
3. alert			
4. ambitious			
5. annoying			
6. busy			
7. calm			
8. charming			
9. clever			
10. competent			
11. confident			
12. considerate			
13. cruel			
14. democratic			
15. dependable			
16. economical			
17. efficient			
18. fearful			
19. friendly			
20. fashionable			
21. helpful			
22. intellectual			
23. kind			
24. logical			

	1	11	111
25. meddlesome			
26. merry			
27. mature			
28. nervous			
29. normal			
30. optimistic			
31. poised			
32. purposeful			
33. reasonable			
34. reckless			
35. responsible			
36. sarcastic			
37. sincere			
38. stable			
39. studious			
40. successful			
41. stubborn			
42. tactful			
43. teachable			
44. useful			
45. worthy			
46. broad-minded			
47. businesslike			
48. competitive			
49. fault-finding			