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THE RELATIONSHIP BETWEEN SELF AND SELF-OTHER CONCEPTS OF
ELEMENTARY TEACHERS AND SELECTED BUILDING ASSIGNMENT FACTORS

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Norman, Oklahoma

1962

THE RELATIONSHIP BETWEEN SELF AND SELF-OTHER CONCEPTS OF
ELEMENTARY TEACHERS AND SELECTED BUILDING ASSIGNMENT FACTORS

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THE RELATIONSHIP BETWEEN SELF AND SELF-OTHER CONCEPTS OF
ELEMENTARY TEACHERS AND SELECTED BUILDING ASSIGNMENT FACTORS

CHAPTER I

INTRODUCTION

Two fields of study with which a successful school administrator must be thoroughly familiar are: (1) school administration and (2) human behavior. As a school administrator views the institution within which he works he carries out policy formulated by the board of education, the policy making body of the institution. The policies, in a large way, determine the various roles within the institution -- superintendent, teacher, custodian, principal, etc.

The manner in which roles are perceived by role incumbents will affect the manner in which the role is carried out. It is assumed that the majority of teachers perceive their roles similarly to the way the "teacher" role is perceived by the institution. However, some teachers hold and act in terms of personal perceptions that are inconsistent with those of the institution. The problem may be further complicated in that frequently those with divergent views are unaware of the discrepancy which exists between their perceptions and those held by the institution.

It is not uncommon to hear administrators comment to the effect, "She has been there for twenty years, so you can't expect to do much with

her." These and similar statements infer that an inconsistency exists between the institution (administration) and the teacher in their perceptions of the teacher role. They further imply that the amount of time spent in a particular position may intensify the teacher's personal values and perceptions which affect his interpretations of the teacher role.

Some authorities in the field of psychology would maintain that one of the first steps in resolving the conflicting points of view is for the institution, as represented by the administration, to gain an understanding of the teacher's perceptions of self and others. With this knowledge an administrator would be better able to plan ways of alleviating the conflict and perhaps effect a better solution than would otherwise be possible.

The Problem

Statement of the Problem

What is the relationship between length of building assignment, total teaching experience, age, and sex of an elementary teacher and a teacher's personality as evidenced by his "self" and "self-other" concepts? Do these variables relate to the self and self-other concepts of elementary teachers in different ways?

The Purpose

Statement of the Purpose

It is the purpose of this study: (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.

Background of Theory and Research

The Theory of Administration as a Social Process

The man of affairs without science is like the physician who has fallen out of the anatomy and physiology he may have known; within limits he may be a shrewder and abler practitioner than an academic professor; but this he will be at the cost of being stationary . . . To principles, sooner or later, the subtlest craftsman has to bow his head; for, even while his hand is on his tools, by theory, contingencies and complications are being detected and eliminated, and processes shortened and economized.¹

Thus, Griffiths attempts to lay the foundation for the justification of educational administrative theory.

There have been many attempts in the last few years to establish theories of administration in relation to education. Halpin, Hemphill, Griffiths, and Getzels, to mention but a few, have formulated administrative theories that have done much to stimulate further thinking in the field. Getzels sees administration as a social process and collaborating with Egon Guba presents a diagram that has come to be known as the Getzels-Guba model² to support this theory.

¹Daniel E. Griffiths, Administrative Theory, (New York: Appleton-Century-Crofts, Inc., 1959), p. 1.

²Andrew Halpin, Administrative Theory in Education, (Chicago: The Administration Center, 1958), p. 156.

and personality conflict. Since this study is primarily concerned with role-personality conflict, the remaining discussion is centered upon this one aspect of Getzels' theory.

Linton⁵ refers to roles as the "dynamic aspects" of the positions, offices, and statuses within an institution which define the behavior of the role incumbents or actors.

Role expectations define the roles of the institution. Any given role has certain obligations and responsibilities, which may be termed "role expectations," and when the role incumbent puts these obligations and responsibilities into effect, he is said to be performing his role. The expectations may be a type of job description which let the actor know what he should or should not do as long as he is the incumbent of the particular role.⁶

Roles are complementary and interdependent in that each role has meaning only as it relates to others within the institution.

Getzels states that:

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. Thus, for example, the role of sergeant and the role of private in the army cannot really be defined or implemented except in relation to each other. It is this quality of complementarity which fuses two or more roles into a coherent, interactive unit and which makes it possible for us to conceive of an institution as having a characteristic structure.⁷

⁵Ralph Linton, The Study of Man, (New York: D. Appleton Century Co., 1936), p. 114.

⁶Halpin, loc. cit., p. 153.

⁷Ibid.

While viewing only the nomothetic dimension it has been enough to think of the role incumbents as only "actors" without personalities or other individualizing characteristics -- as if all incumbents were exactly alike and as if they implemented a given role in exactly the same way. However, roles, of course, are occupied by real individuals, and no two individuals are alike. As Getzels observes:

Each individual stamps the particular role he occupies with the unique style of his own characteristic pattern of expressive behavior. Even in the case of the relatively inflexible roles of sergeant and private, no two individual sergeants and no two individual privates fulfil their roles in exactly the same way. To understand the observed behavior of specific sergeants and specific privates, 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.⁸

Therefore, the concept of personality must be included.

Getzels defines personality as, "the dynamic organization within the individual of those need-dispositions that govern his unique reactions to the environment."⁹ He further defines need-dispositions with Parsons and Shils as, "individual tendencies to orient and act with respect to objects in certain manners and to expect certain consequences from these actions."¹⁰ According to Getzels, "Role-personality conflicts

⁸Halpin, loc. cit., p. 154.

⁹Ibid.

¹⁰Talcott Parsons and Edward A. Shils, Toward A General Theory of Action, (Cambridge, Mass.: Harvard University Press, 1951), p. 114.

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."¹¹ The army private with a high need for "ascendance" and the army sergeant with a high need for "submission" may be used as an illustration. There is a mutual interference between role-expectations of the nomothetic dimension and the need dispositions of the idiographic dimension. Thus, the individual must choose whether he will fulfil individual needs or institutional requirements. If he chooses to fulfil the requirements, he is in a sense shortchanging himself. If he chooses to fulfil his needs, he is shortchanging his role. In either instance, there is conflict. In practice compromise is found to be the most frequent answer, "but in any event, the nature of the forthcoming behavior is quite different when the expectations and the dispositions are discrepant than when they are congruent."¹²

The Perceptual Theory of Behavior

Getzels' view that personality is dependent upon the need-disposition of any given individual is consistent with that held by several men writing in the field of perceptual theory. Bills briefly describes the theory in the following manner:

. . . this theory holds that behavior is consistent with a behavior'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 physiological state, and his beliefs about him-

¹¹Halpin, loc. cit., p. 161.

¹²Ibid.

self 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.¹³

Lecky¹⁴ stresses the drive to maintain or enhance the consistency of the core of the personality, the value system. Snygg and Combs¹⁵ see as the fundamental need in behavior the maintenance and enhancement of the phenomenal or perceived self. Rogers¹⁶ apparently includes physiological as well as psychological aspects in his "basic drive" and emphasizes the need to maintain or enhance self-organization. While Stagner¹⁷ maintains that the self functions as a perceptual object for the individual, who, in turn, seeks to maintain perceptual constancy with regard to it.

Bills concludes that, "all of these views appear to have much in common." In effect they state that "the basic human need is the drive to preserve and enhance self-organization."¹⁸ He further concludes that the "Enhancement of psychological organization implies two characteristics: (1) that the individual has information relative to his

¹³Robert E. Bills, "Index of Adjustment and Values," (Auburn Alabama, Department of Psychology, 1956), p. 5.

¹⁴Prescott Lecky, Self Consistency, (New York: Island Press, 1945), pp. 1-154.

¹⁵Donald Snygg and Arthur W. Combs, Individual Behavior, (New York: Harper Bros., 1959), pp. 1-522.

¹⁶Carl R. Rogers, Client-Centered Therapy, (Boston: Houghton Mifflin Co., 1951), pp. 1-560.

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

¹⁸Robert Bills, Edgar Vance, and Orison McClean, "An Index of Adjustment and Values," Journal of Consulting Psychology, XV, (June, 1951), p. 257.

present self-organization, and (2) that the individual has a view of himself as he wishes to be."¹⁹ The former has been referred to as the "self-concept" by Raimy²⁰ while Bills designates the latter as the "concept of the ideal self."²¹

Bills maintains that much of an individual's behavior is "aimed at bridging the gap" between these two concepts. The amount of self-satisfaction the individual derives in whatever he does is directly related to the "difference he perceives between his self-concept and his concept of his ideal self. Personal maladjustment exists when the discrepancy between the two is sufficiently large as to cause unhappiness."²²

Bills sees social maladjustment developing where an individual "perceives himself as more or less adequate than his peers."²³ The socially adjusted person believes himself to be adequate in his worth, dignity and integrity and believes that other people have similar perceptions about themselves.

The Getzels-Guba model and the perceptual theory of behavior as viewed by Lecky, Rogers, Snygg, Combs, Bills, and others have direct implications for the field of teaching. Snygg and Combs are quite emphatic on this point:

¹⁹Ibid.

²⁰V. C. Raimy, "Self Reference in Counseling Interviews," *Journal of Consulting Psychology*, XII (Jan.-Feb., 1948), 154.

²¹Bills, "An Index of Adjustment and Values," p. 261.

²²Bills, "Index of Adjustment and Values," p. 6.

²³Ibid.

Whether he is aware of the fact or not, every teacher's behavior is a direct outgrowth of his beliefs about what people are like. Accurate beliefs make possible effective teaching and satisfying experiences with education.²⁴

. . . No one can escape the consequences of his own beliefs, and teachers are no exception. The effectiveness of teaching then will be dependent in part upon the kinds of goals and purposes the teacher has differentiated in his phenominal field and which thereafter serve as the producers of his behavior.²⁵

. . . How a teacher behaves in the classroom depends not only on how he sees his students and the situation in which he is involved, but also, upon how the teacher sees himself. Like everyone else, teachers are seeking personal adequacy and their behavior will be deeply affected by the degree of adequacy they have achieved.²⁶

Thus, at least a partial solution to role-personality conflicts arising in the institution known as the public school may be found in more adequately understanding the role incumbent's perceptual field in reference to his self-concept, self-acceptance, concept of his ideal self, discrepancy between self-concept and concept of his ideal self, and his perceptions of how other people accept themselves.

The Index of Adjustment and Values, used in this study, has been designed to measure these variables. It has been described as "an instrument that can reflect cumulative effects of inter-personal relations and can assess current status of the perceptions of self and other people . . ."27

²⁴Snygg and Combs, loc. cit., p. 402.

²⁵Ibid., p. 403.

²⁶Ibid., p. 406.

²⁷Bills, "Index of Adjustment and Values," p. 5.

Instrumentation

The Index of Adjustment and Values is a self-rating device in which the subject responds to 49 trait words (see Appendix C). Scores from the IAV provide a description of the individual and his relationship to a group. An individual's responses to the 49 trait words reveal his self-description and also give an indication of their relative importance for him. An understanding of the subject's self-perceived relation to the total group may be obtained by comparing his total scores with those of the norm group.

Bills²⁸ has conducted various studies in an effort to determine the personal and behavioral characteristics of people with different scores on the IAV. As a result of his studies he felt justified in stating that:

. . . people with above average discrepancy scores will show more Rorschach 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 circumstance, themselves, and other people.²⁹

Other interpretations which may be made from IAV responses concern self and self-other concepts. Bills states that "Recent research shows that people can be grouped roughly according to their

²⁸Bills, "Index of Adjustment and Values," p. 13.

²⁹Ibid.

perceptions of themselves and their peers."³⁰ The first group consists of those who accept themselves and feel that others in their peer group are equally or more accepting of themselves. Those people are referred to as (+ +). The second group is comprised of people who reject themselves but feel that others in their peer group are more accepting of themselves. Persons exhibiting these responses on the IAV are referred to as (- +). The third group consists of those who accept themselves but believe that others in their peer group are not as accepting of themselves. Persons in this category are referred to as (+ -). People who reject their own selves and believe that others reject themselves even more are placed in a fourth group and referred to as (- -).

Bills conducted research using the IAV with 1599 high school seniors. The results showed 24.8 per cent in the (+ +) category, 27.8 per cent in the (- +) category, 38.4 per cent in the (+ -) group and only 9.1 per cent in the (- -) group.³¹

A sample of 564 university students gave similar results. The university sample contained 25.2 per cent in the (+ +) classification, 34 per cent in the (- +) classification, 33.9 per cent in the (+ -) category, and only 6 per cent in the (- -) category.³²

Bills cites other research in which he was concerned with only the first three IAV categories:

³⁰Robert E. Bills, About People and Teaching, XXVII, No. 2 (Bulletin of the Bureau of School Service, College of Education, Univ. of Ky., Lexington, Dec., 1955), p. 20.

³¹Bills, "Index of Adjustment and Values," p. 74.

³²Ibid.

. . . 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 the ++ because of his attitudes toward himself. The + - person will obviously rank lowest in these ideals.

The same research has shown that when experienced educational leaders describe ideal leaders, they describe ++ people. Likewise, when superintendents are asked to estimate the success of their principals, supervisors, supervising teachers, and assistant superintendents, they designate ++ people as most successful, - + people as next most successful, and + - people as least successful.

Preliminary findings indicate that the same factors are important for success in teaching. Principals name ++ people as their most successful teachers, - + people as their next most successful group, and + - people as their least successful teachers.³³

Research Design

Definitions

As used in this study the term "self-concept" includes those parts of the phenomenal field which an individual has differentiated as relatively stable and characteristic of himself.

The term "self-others concept" refers to the view one holds of those parts of the phenomenal field which he has differentiated as relatively stable and characteristic of himself as related to his view of the parts of the phenominal field others differentiate as relatively stable and characteristic of themselves.

³³Bills, About People and Teaching, p. 21.

"Total teaching experience" refers to the total number of years a teacher has taught.

When the term "length of building assignment" is used, it means the number of consecutive years a teacher has taught in a given building.

"Average length of building assignment" is the total number of years taught divided by the number of buildings in which a teacher has had one or more years of teaching experience.

The letters "IAV" are used as an abbreviation of the name of the test instrument, "Index of Adjustment and Values."

An "elementary teacher" is one who teaches in any of the grades from one through six.

Delimitations

The study was limited to elementary teachers in the Wichita, Kansas public school system. The study sample was limited to two-hundred elementary teachers. It was concerned with only length of building assignment, total teaching experience, age, and sex of elementary teachers as they relate to the variables measured by the Index of Adjustment and Values. It was further limited by the imperfections of paper and pencil measuring devices and by those to which all self-rating devices are prone. No attempt was made to establish cause and effect relationships.

Hypotheses to be Tested

Through the use of the IAV this study proposed to investigate the nature of self and self-other concepts held by elementary teachers

as they relate to length of building assignment, length of teaching experience, age, and sex of the teacher. It was assumed that each of these variables would affect the proportions of elementary teachers exhibiting certain self and self-other concepts indicated by the IAV categories, (+ +), (- +), (+ -), and (- -). On the basis of this assumption the following null hypotheses were made:

1. Variations in the length of building assignment have no effect on the proportions.
2. Variations in the length of teaching experience have no effect on the proportions.
3. Variations in age have no effect on the proportions.
4. Variation in sex has no effect on the proportions.
5. Grouping the teachers by length of building assignment and sex has no effect on the proportions.
6. Grouping the teachers by length of teaching experience and sex has no effect on the proportions.
7. Grouping the teachers by age and sex has no effect on the proportions.

Methodology

Selection of the Sample. Stratification as used in the selection of the representative sample. The method was used in accord with the procedures for obtaining a stratified sample as outlined by Moser, who states:

Stratification is a means of using knowledge of the population to increase the representativeness and precision of

the sample . . . But it is of course vital that the selection within strata is made randomly.³⁴

The chances are that a simple random sample would produce a proportionate distribution . . . but it would not be exactly the same. Stratifying by special subject insures that it is so . . . and will tend to increase the precision of the results.³⁵

Individual cards showing a teacher's name, total teaching experience and current building assignment were made from reports submitted by principals and from the city teachers directory. The cards were then divided by length of experience of each teacher. Those cards indicating a teacher with from zero to six years experience were marked with an "A" and placed in one pile. Those with from seven to thirteen years experience were marked with a "B" and placed in a second pile. Those with fourteen or more years experience were marked with a "C" and placed in a third pile. The method described by Moser as making the sample "selection with probability proportionate to the size"³⁶ was used in determining the sample from each group. Since groups A, B, and C comprised 25, 20 and 55 per cent of the total elementary teacher population respectively, a proportionate random sample was taken from each. The sample was composed of 117 primary and 83 intermediate teachers who comprised 58.5 and 41.5 per cent of the total respectively.

Collection of the Data. Each of the 80 elementary schools in the system was represented in the random sample by one or more teachers.

³⁴C. A. Moser, Survey Methods in Social Investigations, (London: William Heinemann, Ltd. 1959), p. 78.

³⁵Ibid., p. 79.

³⁶Ibid., p. 98.

Letters were sent to each building principal (see Appendix E) briefly explaining the study and requesting that he forward enclosed letters to the teachers selected in that building. The letters to the teachers (see Appendix F) requested their participation as one in the sample representing the system and established a time when they would be able to complete an IAV instrument. The IAV was administered on two consecutive days with approximately half of the total group in attendance on each day. Teachers completing the IAV represented 75 of the 80 elementary schools in the system.

Scoring the Responses

Each teacher's scores were obtained by adding each of the Columns. Before adding Columns I and III the ratings on negative traits were reversed so that they would have meanings comparable to the ratings on positive traits. For example, in Column I, if the response to the word, "Cruel" was a 1 the subject was saying, "Seldom am I a cruel 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 "Considerate." 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 a 5. A 2 on a negative trait became a 4, and 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 scores were reversed. Their sums are the self-concept, acceptance-of-self, and concept of the ideal self scores respectively.

The discrepancy score was obtained by finding the sum of the differences between Column I and Column III without regard for sign.

The subject's perceptions about how others in his peer group accept themselves were obtained by making similar computations with the scores in Columns I, II, and III of the "Others" Index.

By comparing the acceptance-of-self score of the "Self" Index with the Column II score of the "Others" Index the subjects were divided into four categories; (+ +), (- +), (+ -), and (- -). The first of each of these signs refers to the acceptance-of-self score of the "Self" Index. If this score was as large as or greater than the mean score for that Column the sign is "+", but if it was below the mean the sign is "-".

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 is "+". If it was less it is "-".

Analysis of Data

Demographic data was correlated on the basis of length of building assignment, total teaching experience, age, and sex. Teachers were grouped by these variables. The number falling in the various IAV categories were computed and comparisons made. Chi-square is the statistical technique that was used in testing all hypotheses in the study.

Value of the Study

The study results give some indication as to the justification of current notions regarding attitudes of teachers who have spent long

lengths of time in a single building assignment. The data presents information that can be of value to an administrator as he attempts to resolve problems resulting from role-personality conflict. The findings have implications for assignment and transfer policies.

One of the tests of the adequacy of a theory is that it be heuristic. This study growing out of the social process theory of administration and the perceptual theory of behavior produces data which indicates their adequacy in this respect.

The study results serve to further validate the use of the IAV as an instrument capable of accurately describing self and self-other concepts. The results also point to possible uses of the IAV in the areas of teacher selection and training.

CHAPTER II

LITERATURE ON RELATED STUDIES

The views of Snygg and Combs and others concerning the importance of the concepts and attitudes of teachers appear to be shared by several writers in the field of education. In an article appearing in the School Executive, Martin Seeger states that "there can be no question but that the attitude of the teacher . . . will have some effect upon her performance as a teacher."¹

A. S. Barr would concur with Seeger's point of view as he makes the following statements:

First of all the teacher's attitude will limit in a very real way her progress in learning to teach. It will determine the kinds of modifications she is willing to attempt in her teaching, the energy with which the changes are pursued and the learning that takes place.²

Many studies have been made with reference to teachers' attitudes. However, relatively few have been directly concerned with teacher attitudes and experience. Fred T. Tyler, writing in the School Review, asks the following questions:

¹Martin L. Seeger, "A Twenty-Year Sampling of Teacher Attitudes," School Executive, LXXV (December, 1955), p. 46.

²A. A. Barr and Nels O. Rappen, "The Attitude of Teachers Toward Supervision," Journal of Experimental Education, III, No. 4 (June, 1955), p. 237.

Is "number of years of experience" a factor that may interfere with the formulation of sound predictive formulas or with statements about personality traits of successful teachers? Does a lifetime of teaching (or even one year) leave a teacher's personality pattern unscathed?³

Tyler feels there is a need for educators to know more about "this factor of teaching experience and its effect on personality and its measurement. The influence may be negligible, but we should know that this is so before we ignore it."⁴

Using the Minnesota Teacher Attitude Inventory as a basis for comparison, Rabinoivitz and Rosenbaum conducted a study involving the comparison of the attitudes held by students immediately prior to entering teaching and three years after their initial teaching experience. One thousand six hundred twenty-eight students took the test. Three years later copies of the MTAI were sent to 479 teachers. Three hundred forty-three or 70 per cent responded. According to the authors, the data in this study provided:

. . . clear evidence that the interval of about three years between the administering of the MTAI to student teachers and the administering to experienced teachers was accompanied by a statistically significant decrease in MTAI scores. If the MTAI is interpreted as the test manual suggests, the decline in score must be regarded as a deterioration in teacher attitudes that are associated with the ability to establish rapport with pupils.⁵

However, attempts to relate the decline in score to factors in teaching experience produced equivocal results. While the decline did

³Fred T. Tyler, "Teacher Personalities and Teacher Competencies," School Review, LXVIII, No. 4 (Winter, 1960), p. 48.

⁴Ibid.

⁵William Rabinoivitz and Ida Rosenbaum, "Teaching Experience and Teachers Attitudes," Elementary School Journal, LX, (March, 1960), p. 313.

not seem to be related to indices of school difficulty, it did appear to be related to the area (in or out of New York) in which the teachers obtained most of their teaching experience.

In considering the items that made up the inventory, the authors felt that the decline in score seemed less clearly a deterioration in attitudes:

Items that seem to reflect cynicism, hostility, or punitiveness showed little change; the generally accepting view that student teachers expressed toward pupils seemed stable. The decline in score can be attributed to two factors: Response set changes and an increased emphasis on limits and standards.

These changes are subject to several interpretations. Undoubtedly, they can be regarded as unfortunate indications of how favorable attitudes, built up in college, erode and deteriorate in the classroom. The response set change may be seen as evidence that the teachers lost some of their confidence and certainty. Or, the change in attitudes may be interpreted as the beginning of a hardening process that will soon turn into bitterness, distrust, and aggression.

A far less gloomy view of these findings is also possible. The response set change may be seen as a sign of the more mature, tempered judgement that experience may be expected to bring. The change in attitudes may indicate a realistic adaptation to the demands of classroom life.⁶

A similar study by Day was conducted in Florida. The MTAI was first administered to 196 college seniors, 40 male and 156 female, immediately upon their return to campus from internship teaching service in the public schools. Of this group 87 were elementary interns and 109 were secondary interns.⁷

⁶Ibid., p. 318.

⁷Harry P. Day, "Attitude Changes of Beginning Teachers after Initial Teaching Experience," Journal of Teacher Education, X (September, 1959), p. 326.

One year later a follow-up study was undertaken. Of the 196 interns, 135 were employed as full-time teachers. One hundred nine responses were received from the 135 who were teaching. Of the 61 who were not teaching, 37 returned completed materials.

According to Day:

An examination of the test results for the teaching group revealed a mean loss of 20.0 after the first six months of teaching, as compared with a mean loss of 3.94 after the first six months of teaching as reported by the test authors. The test results from the non-teaching group revealed a mean loss of only 1.5.⁸

No factor other than first-year teaching experience appeared to distinguish one group of graduates of the teacher training program . . . from the other group of graduates.⁹

David G. Ryans conducted a comprehensive and detailed eight-year research study, part of which involved teacher attitudes and experience. The study, sponsored by the American Council on Education and supported 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 objects were:

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

(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

⁸Ibid., p. 327.

⁹Ibid., p. 328.

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.¹⁰

One phase of the study compared low experience teachers with high experience teachers with reference to "certain patterns of observable classroom behavior, and the manifestations of related attitudinal, cognitive, and emotional traits."¹¹ Comparisons were made in light of the means and standard deviations of the various teacher groups on the following characteristic 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 response¹²

¹⁰David G. Ryans, Characteristics of Teachers, (Washington: American Council on Education, 1960), p. 369.

¹¹Ibid., p. 285.

¹²Ibid., p. 295.

An analysis of the data led Ryans to summarize that there was a:

general tendency for teachers with extended experience to score lower than less experienced teachers on most of the variables, Y_{co} (responsible, businesslike behavior in the classroom) being a notable exception, with the more experienced teachers scoring significantly higher than the less experienced.¹³

One of the most recent investigations of teacher attitude and experience is that of Willard North of the University of Arkansas. North compared 116 teachers with four to eleven years experience with 117 teachers with one to three years experience. The instrument used attempted to measure the four following attitude areas: (1) teacher-pupil relationships, (2) administration, (3) profession, and (4) community. Using factor analysis North did not find that a significant difference existed in the attitude structure of teachers with low experiences as related to teachers with high experience.¹⁴

A concept of importance to perceptual theory and of particular relevance to the perceptual categories developed by Bills deserves brief mention here. This is the concept of an idealized self image discussed by Karen Horney. The term as used by Horney corresponds to notions of ideal self-images widely accepted and discussed in the literature of social psychology. The idea of an idealized image is very well defined by Horney as, ". . . a wishful self-picture . . . (which) serves the

¹³Ibid., p. 293.

¹⁴Willard E. North, "A Study of the Relationship between Teaching Experience and the Factorial Structure of Teachers Attitudes," (Unpublished Doctor's Dissertation, the University of Arkansas, Fayetteville, 1961).

function of providing an enduring goal toward which the individual can direct his activities."¹⁵

Cummins used the Index of Adjustment and Values with four principals, ninety-two high school teachers and one hundred nineteen 12th grade students in two communities in an attempt 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. The data revealed that students in high school "A" differed significantly from the students in school "B" in their self-other attitudes. Teachers in school "A" differed significantly from those in school "B" in their self-other attitudes.¹⁶

A second hypothesis of the study predicted a statistically significant relationship between a teacher's acceptance of self and others and her perception of her role as a teacher. Data from the IAV was used along with a teacher role concept Q-sort that was developed on a continuum from accepting -- permissive to rejecting. The results were statistically significant.¹⁷

Of the ninety-two teachers, the IAV identified seven as persons who rejected both self and others and would be classified as (- -). An analysis of role sorts of these seven revealed that each delineated a

¹⁵Karen Horney, "Conflict Among Self-Other Attitudes," in Theodore Newcomb, Social Psychology. (New York: Dryden Press, 1950), p. 386.

¹⁶R. E. Cummins, "Research Insights into the Relationship between Teacher's Acceptance Attitudes, Their Role Concept, and Student Acceptance Attitudes," Journal of Educational Research, LIII (January, 1960), p. 197.

¹⁷Ibid.

role which would be "characterized by misanthropic attitudes 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

Cummins' findings would tend to substantiate the perceptual theory of behavior and would lend support to the statements made by Snygg and Combs (see pages 9 and 10). They also lend support to Bills' studies (cited on pages 11 and 12) and point to further uses of the

¹⁸Ibid.

¹⁹Ibid.

²⁰Ibid., p. 198.

Index of Adjustment and Values in the fields of teaching and administration.

CHAPTER III

PRESENTATION OF DATA

General Information

A detailed breakdown of the data concerning the various subgroups of teachers and IAV categories is presented in Tables A and B in Appendix A. It is not necessary to report here all information shown in the Tables. However, some review of the pertinent material is necessary in order to better interpret the data in the study.

Composition of the Sample

The total sample of 200 elementary teachers comprised 17.88 per cent of the 1,118 elementary teachers in the Wichita public school system. Elementary male teachers averaged 9.83 per cent and female elementary teachers averaged 90.16 per cent of the Wichita elementary teacher population. The study sample of 200 teachers consisted of 18 men and 182 women comprising 9 per cent and 91 per cent of the sample total respectively. The 18 male teachers represented 16.36 per cent and the 182 female teachers represented 18.05 per cent of the total number of male and female elementary teachers in the system.

The overall average teacher age was 43.25 years. Male teachers ranged in age from 21 to 55 with an average of 31 years. The age of female teachers ranged from 21 to 65 with an average of 44.14 years.

Total teaching experience ranged from 1 to 45 years with an overall average of 16.38 years. Female teachers had a teaching experience range of from 1 to 45 years with an average of 17.36 years. Male teachers ranged in teaching experience from 1 to 26 years with an average of 6.44 years. Approximately three in every four teachers had experience outside the Wichita system. Teachers who had taught outside Wichita were, on the whole, older and more experienced than those with teaching experience in only the Wichita system. This was reflected in an overall experience average of 19.6 years for those with "outside" experience as compared to 5.52 years for those with "only Wichita" experience.

Married teachers accounted for 127 or 63.5 per cent and unmarried teachers accounted for 73 or 36.5 per cent of the total sample. Seventeen or 94.4 per cent of the male teachers were married while only 110 or 60.4 per cent of the female teachers were married.

Length of time in the current building assignment varied from 1 to 36 years. The average length of time in the current building assignment was 7.08 years.

The sample was composed of 117 primary and 83 intermediate teachers who comprised 58.5 and 41.5 per cent of the total respectively. The 83 intermediate teachers include the 18 men in the sample.

Distribution of IAV Scores

It was pointed out in Chapter I that the Index of Adjustment and Values was designed to measure the variables of self-concept, self-acceptance, concept of the ideal self, the discrepancy between self-concept and concept of ideal self, and an individual's perceptions of

how other people in his peer group accept themselves. Appendix C contains tables indicating the distributions of "Self" and "Other" IAV scores. The Concept of Self, Acceptance of Self, and Concept of Ideal Self scores were obtained from the "Self" index by adding the figures in Columns I, II, and III.* Negative trait scores were reversed in Columns I and III before the Columns were totaled. Similar computations were made for the "Others" index.

The maximum possible score was 245 for each of the three columns in both the "Self" and "Others" indexes. The Concept of Self scores (Self index, Column I), ranged from a high of 237 to a low of 147, with the average score at 199.1. The Acceptance of Self scores (Self index, Column II), ranged from 245 to 108 with an average of 181.48. The Concept of Ideal Self scores (Self index, Column III), ranged from 245 to 193 with an average of 226.34. The ranges and averages for the Concept of Self, Self Acceptance, and Concept of Ideal Self scores on the "Others" index were very similar in range and averages.

Classifying Individual Teachers

The Column II scores of the "Self" and the "Others" index were used to determine the individual teacher's IAV category, i. e., (+ +), (- +), (+ -), or (- -). Procedures for making this judgment were outlined in detail on page 18 under "Scoring the Responses." Teachers in the (+ +) category are accepting of themselves and feel that others in their peer group are equally or more accepting of themselves. The (- +) teachers reject themselves but feel that others in their peer group

*See IAV Instrument in Appendix B.

are more accepting of themselves. Teachers classified as (+ -) are accepting of themselves but feel that others in their peer group are not as accepting of themselves. The (- -) teachers are not accepting of themselves and feel that others in their peer group have similar negative feelings concerning themselves.

Discrepancy Scores

The discrepancy score is the numerical difference between the Concept of Self score (total of Column I), and the Concept of Ideal Self score (total of Column III), on the "Self" index. Procedures for determining these scores were discussed on page 18 under "Scoring the Responses." The discrepancy scores and their frequency of occurrence in the sample are shown in the tables of Appendix C.

Table I shows the discrepancy score averages of the "Self" index for various sub-groups of teachers within the study sample. Scores above the average indicate sub-groups that are less accepting of themselves than the average for the total group. Scores below the average indicate sub-groups that are more accepting of themselves than the average of the total group.

The overall average discrepancy score for the sample was 26.92. Generally, averages for the various sub-groups approximated the overall average. Unmarried teachers and teachers in the (- +) and (- -) categories are the most notable exceptions. The above average discrepancy scores of 41.36 and 38.8 for (- +) and (- -) teachers respectively, is to be expected since the nature of their classification is based upon lower than average self-acceptance scores.

TABLE 1

DISCREPANCY SCORE AVERAGES OF THE "SELF" INDEX BY
SELECTED TEACHER SUB-GROUPS

Overall Discrepancy Score Average	26.92
Primary Teachers	28.10
Intermediate Teachers	25.10
Unmarried Teachers	30.23
Married Teachers	25.02
Male Teachers	28.55
Female Teachers	26.76
Teachers with:	
No Degree	43.00
B.A. Degree	29.01
B.A. Degree + 20 Hours	21.64
M.A. Degree	25.86
M.A. Degree + 30 Hours	27.00
Teachers in (+ +) Category	21.36
Teachers in (- +) Category	41.36
Teachers in (+ -) Category	20.55
Teachers in (- -) Category	38.80

Non-degree teachers also varied considerably from the average with a discrepancy score of 43. Accurate generalizations concerning the non-degree teachers would be difficult since there were only two in the sample. However, the Table indicates that teachers with greater college training up to the B.A. + 20 hour classification tended toward less than

average discrepancy scores, which would indicate a greater than average degree of self satisfaction. Teachers in the M.A. and M.A. + 30 hour classifications exhibited discrepancy scores whose average did not differ greatly from the mean for the total group.

Sample Distribution Among the IAV Categories

The distribution of teachers in the sample among the four IAV categories included 55 or 27.5 per cent in the (+ +), 51 or 25.5 per cent in the (- +), 84 or 42 per cent in the (+ -), and 10 or 5 per cent in the (- -) category. The percentage of elementary teachers in the various categories approximated those for the 564 college students studied by Bills (cited under "Instrumentation", p. 12). The percentages of the two groups in the (+ +) and (- -) categories were very similar while the percentages in the (- +) and (+ -) categories indicated a greater variance. College students had 34 per cent of their group in the (- +) category and 33.9 per cent in the (+ -) category. This was in contrast with the teachers who had 25.5 per cent and 42 per cent in the (- +) and (+ -) categories respectively.

Assuming the data to be representative of the two groups this could indicate a pattern of response for elementary teachers that differs from college students and perhaps people in general. That is, teachers tend to feel more satisfied with their self concept but also feel that others are less satisfied with their self concept. This tendency could arise as a result of a concept of the teacher role as "one who imparts knowledge" which appears to be commonly held by teachers and lay people alike.

Table 2 shows six teacher sub-groups found within the sample and their respective numbers and percentages falling within the various IAV categories. The numbers and percentages in each group closely approximate the IAV category averages for the total sample. Married teachers in the (+ +) category were above the mean in their representative percentage. Unmarried teachers had above average representation in the (- +), (+ -), and (- -) classifications.

TABLE 2
IAV CATEGORIES BY SELECTED SUB-GROUPS
WITHIN THE SAMPLE

Teacher Sub-Groups	IAV Categories								Totals
	No. ++	Per Cent	No. -+	Per Cent	No. +-	Per Cent	No. --	Per Cent	
Married	36	28.3	32	25.2	53	41.7	6	4.7	127
Unmarried	19	26.0	19	26.0	31	42.3	4	5.5	73
Experience:									
Wichita et. al.	42	27.3	38	24.7	64	41.5	10	6.5	154
Wichita only	13	28.3	13	28.3	20	43.4	..	...	46
Primary	32	27.4	31	26.5	49	41.9	5	4.3	117
Intermediate	23	27.7	20	24.1	35	42.2	5	6.0	83
Sample Dist. Totals	55	27.5	51	25.5	84	42.0	10	5.0	200

Teachers with experience only in Wichita had a slightly greater than average percentage in the (+ +), (- +), and (+ -) categories. Teachers with experience outside Wichita represented a slightly greater than average percentage in the (- -) classification. Generally, less

than one per cent deviation from the sample mean separated the primary and intermediate teachers in all four categories.

Table 3 presents the number and per cent of teachers in the IAV categories grouped by the number of different buildings in which they have taught. One hundred seven or 53.5 per cent of the study sample had taught in three buildings or less. Ninety per cent of the total sample had taught in six buildings or less. Teachers who had three or less building assignments had fewer than the average (+ +) and more than the average number of (- +) and (+ -) members in their group.

TABLE 3
IAV CATEGORIES BY NUMBER OF DIFFERENT
BUILDING ASSIGNMENTS

Number of Different Bldg. Assignmts.	IAV Categories								Totals
	No. ++	Per Cent	No. -+	Per Cent	No. +-	Per Cent	No. --	Per Cent	
1 - 3	28	26.2	29	27.1	46	43.0	4	3.7	107
4 - 6	23	31.5	15	20.5	29	39.7	6	8.2	73
7 - 9	4	20.0	7	35.0	9	45.0	..	...	20
Totals	55	27.5	51	25.5	84	42.0	10	5.0	200

Teachers with from four to six building assignments in their career were represented by a larger than average number of (+ +) and (- -) members within their group. This classification also contained fewer than the average number of (- +) and (+ -) teachers. Its members tended toward the one extreme of acceptance of self and a belief that

others are equally or more accepting of themselves or toward the other extreme of greater than average self-dissatisfaction and beliefs that others in their peer group were equally dissatisfied with themselves. While these tendencies exist, they do not appear to be strong enough to warrant broad generalizations concerning teachers in the four to six building assignment classification. Except for the larger than average number of (- -) teachers the four to six building assignment group represents the most desirable IAV category distribution presented in Table 3.

Table 4 shows the number and per cent of teachers in the various IAV categories grouped by their average length of building assignment.

TABLE 4
IAV CATEGORIES BY AVERAGE LENGTH OF
BUILDING ASSIGNMENT

Average Length of Bldg. Assignmt. (in years)	No. ++	Per Cent	IAV Categories				No. --	Per Cent	Totals
			No. -+	Per Cent	No. +-	Per Cent			
1 - 3.88	25	26.3	29	30.5	41	43.2	2	2.1	97
4 - 6.75	24	31.2	15	19.5	31	40.3	7	6.5	77
7 - 9.67	4	23.5	5	29.4	8	47.1	..	...	17
10 - 11.67	1	25.0	2	50.0	1	25.0	..	...	4
12 - 14.50	1	20.0	..	....	3	60.0	1	20.0	5
Totals	55	27.5	51	25.5	84	42.0	10	5.0	200

The average length of building assignment figure was obtained by dividing the total experience of each teacher by the number of buildings in which the teacher had taught. Teachers with average lengths of building

assignment totaling 6.75 years or less represent 87 per cent of the sample. Except for the larger than average number of (- +) teachers, the 1 to 3.88 year classification closely approximates the IAV category averages for the total sample.

The group with an average of from 4 to 6.75 years in a building assignment represents the most desirable distribution of the four presented. It contains a more than average number of (+ +) teachers, less than the average number of (- +) and (+ -) teachers and only slightly more than the average number of (- -) teachers. The average length of building assignment mean of 4.34 years falls near the lower extremity of this classification. Again, it is difficult to make generalizations due to the lack of a follow-through pattern above and below the 4 to 6.75 year classification.

The number of teachers in the IAV categories are shown by five different professional training classifications in Table 5. Beginning with the B.A. + 20 hour classification there is a general tendency toward below average percentages in the (+ +) and (- +) categories and above average percentages in the (+ -) category. One interpretation of the tendency could be that the older, more experienced teachers who are frequently better qualified, tend toward above average feelings of acceptance of self. These teachers also show tendencies toward a feeling that others in their peer group (other elementary teachers) are less accepting of themselves. The small but steady decrease in the per cent of (+ +) teachers and the steady increase in the per cent of (- -) teachers from the B.A. classification to the M.A. + 30 hour classification could also be interpreted that teachers in the older, more experienced group tend

TABLE 5

IAV CATEGORIES BY PROFESSIONAL TRAINING
OF ELEMENTARY TEACHERS

Professional Training	No. ++	Per Cent	IAV Categories				No. --	Per Cent	Totals
			No. -+	Per Cent	No. +-	Per Cent			
No Degree	..	....	1	50.0	1	50.0	..	....	2
B.A. Degree	33	30.8	31	29.0	39	36.4	4	3.7	107
B.A. + 20 Hrs.	11	25.7	7	16.7	22	52.4	2	4.9	42
M.A. Degree	11	25.0	11	25.0	19	43.2	3	6.8	44
M.A. + 30 Hrs.	..	....	1	20.0	3	60.0	1	20.0	5
Totals	55	27.5	51	25.5	84	42.0	10	5.0	200

toward negative attitudes toward themselves and others. Generalizations of this type are made with reservations due to the few teachers in the (+ +) and (- -) categories in the higher professional training classifications.

CHAPTER IV

TESTING THE HYPOTHESES

Discussion of Hypotheses

The study was concerned with length of building assignment, total teaching experience, age, and sex as they relate to the self and self-other concepts of elementary teachers. It was assumed that variations in length of building assignment, length of teaching experience, age, and sex would effect the proportions of teachers in the IAV categories. Seven null hypotheses were formulated on the basis of the assumption. They were:

1. Variations in the length of building assignment have no effect on the proportions.
2. Variations in the length of teaching experience have no effect on the proportions.
3. Variations in age have no effect on the proportions.
4. Variation in sex has no effect on the proportions.
5. Grouping the teachers by length of building assignment and sex has no effect on the proportions.
6. Grouping the teachers by length of teaching experience and sex has no effect on the proportions.

7. Grouping the teachers by age and sex has no effect on the proportions.

Each hypothesis is presented with a discussion of its findings. Inferences are made where proportional differences are shown to exist but no attempt is made to establish the underlying causal variables.

Testing of Hypotheses

Hypothesis number 1: Variations in the length of building assignment have no effect on the proportions of teachers in various IAV categories. Table 6 presents the number and per cent of elementary teachers in the IAV categories by years in their current building assignment. A chi-square value of 18.45 with 9 degrees of freedom indicated that there was a significant difference in the proportions at the .05 level. On the basis of these figures the hypothesis must be rejected and the conclusion made that the proportions of teachers in the various IAV categories vary with differences in length of building assignment.

In Table 6 the figures in Column 10 indicate the total number of teachers in each of the four building assignment classifications shown in Column 1. The total figures and percentages across the bottom of the Table indicate the number and per cent of (+ +), (- +), etc., teachers in the total sample. By comparing the percentages in the various building assignment classifications with the total percentage figures at the bottom of the Table it is possible to see where deviations occur. For example, the proportion of (- +) teachers with 5 to 8 years in their present building assignment is 12.6 per cent higher than for the proportion of (- +) teachers as a whole (25.5 per cent). Teachers with

TABLE 6

NUMBER AND PER CENT OF ELEMENTARY TEACHERS IN THE IAV
CATEGORIES BY YEARS IN CURRENT BUILDING ASSIGNMENT

Years in Present Bldg. Assignment	IAV Categories								
	No. ++	Per Cent	No. -+	Per Cent	No. +-	Per Cent	No. --	Per Cent	Totals
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1 - 4	19	26.0	16	21.9	36	49.3	2	2.7	73
5 - 8	17	27.0	24	38.1	21	33.3	1	1.6	63
9 - 12	12	28.6	8	19.1	16	38.1	6	14.3	42
13 or more	7	31.8	3	13.6	11	50.0	1	4.5	22
Totals	55	27.5	51	25.5	84	42.0	10	5.0	200

Chi-square = 18.45 Degrees of Freedom = 9 p is less than .05

5 to 8 years in their present building assignment have 8.7 per cent fewer (+ -) and 3.4 per cent fewer members in their group than does the sample as a whole. Teachers with 9 to 12 years in their current building assignment have a higher than average percentage in the (- -) category, those with 13 or more years in their present building assignment have higher than average proportions of (+ +) and (+ -) teachers in their group.

Several inferences could be made from the information shown in Table 6. The average number of years spent in the current building assignment is 7.08 years. It is possible that many teachers in the upper one-third of the 5 to 8 year group are contemplating a change of

building assignment. Thus, they are less sure of themselves and feel that other elementary teachers are more sure of themselves.

With the aid of Table 7 other comparisons can be made. Table 7 shows the elementary teachers by three age groups and the number within each age group that are found in various lengths of building assignment. Table 7 shows that there are 64 teachers who have spent 9 or more years in their current building assignment. One-half of this number are teachers who are from 51 to 65 years old. By combining data from the two tables it is possible to generalize that the older teachers with greater than average lengths of time in their current building assignment tend toward greater self-acceptance, i.e., toward the (+ +) and (+ -) categories. However, larger proportions are found in the (+ -) category. Thus, it can be said that while the older teachers with greater than average lengths of time in their current building assignment tend toward greater self-acceptance than the average, they also tend toward feelings that other elementary teachers are less accepting of themselves.

TABLE 7
ELEMENTARY TEACHERS BY LENGTH OF CURRENT BUILDING ASSIGNMENT
AND AGE

Age	Length of Current Building Assignment (in years)			Totals
	1 - 4	5 - 8	9 or more	
21 - 35	48	11	1	60
36 - 50	17	27	31	75
51 - 65	8	25	32	64
Totals	73	63	64	200

Hypothesis number 2: Variations in the length of teaching experience have no effect on the proportions of teachers in the various IAV categories. Table 8 presents the number and percentage of teachers in the IAV categories by experience levels. A chi-square value of 4.71 with 6 degrees of freedom indicates a significance level of .75. The .75 figure does not approach the significance level necessary to reject the hypothesis. Therefore, the hypothesis must be accepted and the conclusion made that the proportions of teachers in the various IAV categories do not vary with levels of experience.

TABLE 8
NUMBER AND PER CENT OF ELEMENTARY TEACHERS IN THE IAV
CATEGORIES BY EXPERIENCE LEVELS

Experience Levels by Years	No. ++		Per Cent		No. -+		Per Cent		Totals
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	
1 - 15	27	28.1	28	29.2	37	38.5	4	4.2	96
16 - 30	24	30.8	16	20.5	33	42.3	5	6.4	78
31 - 45	4	15.4	7	26.9	14	53.8	1	3.8	26
Totals	55	27.5	51	25.5	84	43.0	10	5.0	200

Chi-square = 4.71

Degrees of Freedom = 6

p is less than .75

Hypothesis number 3: Variations in age will have no effect on the proportions of teachers in the various IAV categories. Table 9 shows the number and percentage of elementary teachers in the IAV categories by age groups. A chi-square value of 12.67 with 6 degrees of

freedom indicates significance at the .05 level. This could be interpreted that such a distribution would occur only 5 times out of 100 by chance. Therefore, the hypothesis is rejected and the conclusion reached that the proportions of teachers in the IAV categories vary with age.

TABLE 9
NUMBER AND PER CENT OF ELEMENTARY TEACHERS IN THE IAV
CATEGORIES BY AGE GROUPS

Age Groups	IAV Categories								Totals
	No. ++	Per Cent	No. -+	Per Cent	No. +-	Per Cent	No. --	Per Cent	
20 - 35	19	31.7	16	26.7	25	41.7	..	....	60
36 - 50	18	24.0	18	24.0	30	40.0	9	12.0	75
51 - 65	18	27.7	17	26.2	29	44.6	1	1.5	65
Totals	55	27.5	51	25.5	84	42.0	10	5.0	200

Chi-square = 12.67 Degrees of Freedom = 6 p is less than .05

Data in Table 9 indicates that the percentages of (+ +), (- +) and (+ -) teachers in the different age-group classifications closely approximate the average percentages for the total sample shown across the bottom of the table. The percentages of (- -) teachers in each age-group classification vary considerably from the 5 per cent overall figure for (- -) teachers.

Nine of the 10 (- -) teachers are found in the 36 to 50 age-group. These 9 represent 12 per cent of the total number of teachers in the 36 to

50 age-group and 90 per cent of the (- -) teachers in the total sample. Since the high proportion of (- -) teachers appears in this age-group and since 90 per cent of the (- -) teachers are women (see Table B, Appendix A), it would seem reasonable to speculate that physical problems associated with women, such as menopause, etc., may influence the (- -) self and self-other concepts of teachers in this age classification.

Hypothesis number 4: Variation in sex will have no effect on the proportion of teachers in various categories. Table 10 shows the number and per cent of elementary teachers in the various IAV categories by sex. A chi-square value of 8.11 with 3 degrees of freedom gave a significance level of .05. On the basis of these figures the hypothesis may be rejected and the conclusion made that a significant difference exists between the proportions of male and female teachers in the various IAV categories.

Two major deviations from the sample averages appear most prominent in Table 10. The number of male (+ +) teachers is 30.9 per cent higher than the percentage of (+ +) teachers and 28.1 per cent higher than the sample average for the total (+ +) category. The number of (+ -) male teachers is considerably below the average for female teachers and the sample as a whole. On the basis of the data presented in Table 10 it can be concluded that men have more positive concepts of self and others than do women, and elementary teachers in general. While the male teachers in the sample proportionately represent the male teachers in the population from which the sample was drawn, the smallness of their number could tend to influence the data presented.

TABLE 10
 NUMBER AND PER CENT OF ELEMENTARY TEACHERS IN THE IAV
 CATEGORIES BY SEX

Sex	IAV Categories								Totals
	No. ++	Per Cent	No. -+	Per Cent	No. +-	Per Cent	No. --	Per Cent	
Male	10	55.6	3	16.7	4	22.2	1	5.6	18
Female	45	24.7	48	26.4	80	44.0	9	4.9	182
Totals	55	27.5	51	25.5	84	42.0	10	5.0	200

Chi-square = 8.11 Degrees of Freedom = 3 p is less than .05

Hypothesis number 5: Grouping the teachers by length of building assignment and sex has no effect on the proportions of teachers in the IAV categories. Table 11 presents data showing the number and percentage of elementary teachers in the IAV categories by length of current building assignment and sex. The small number of men with four or more years in their length of current building assignment made it necessary to combine the (+ -) and (- -) categories. Combining the categories increased the accuracy of the chi-square computations.

A chi-square value of 3.637 was obtained for men. With 4 degrees of freedom this value was not significant. Therefore, the hypothesis was accepted for male teachers and the conclusion made that grouping male teachers by length of building assignment and sex does not significantly alter the proportions in the IAV categories.

TABLE 11

NUMBER AND PER CENT OF ELEMENTARY TEACHERS IN THE IAV
CATEGORIES BY LENGTH OF CURRENT BUILDING ASSIGNMENT AND SEX

Length of Current Bldg. Assign. (in years)	Sex	No. ++	IAV Categories		No. of +- and --	Per Cent	Totals	
			Per Cent	No. Per -+ Cent				
1 - 4	M.	6	50.0	2	16.7	4	33.3	12
	F.	13	21.3	14	23.0	34	55.7	61
5 - 8	M.	3	75.0	1	25.0	..	....	4
	F.	14	23.7	23	39.0	22	37.3	59
9 or more	M.	1	50.0	..	....	1	50.0	2
	F.	18	29.0	11	17.7	33	53.2	62
Totals	M.	10	55.5	3	16.7	5	27.8	18
	F.	45	24.7	48	26.4	89	48.9	182

Male - Chi-square = 3.637, Degrees of Freedom = 4, p is less than .98

Female - Chi-square = 5.68, Degrees of Freedom = 4, p is less than .92

A chi-square value of 5.68 was obtained for women. With 4 degrees of freedom this value was not significant. The degree of significance was not sufficient to allow rejection of the hypothesis as it relates to women and length of building assignment. Therefore, it was concluded that differences in the length of building assignment for women do not vary their proportions in the IAV categories.

Hypothesis number 6: Grouping the teachers by length of teaching experience and sex has no effect on the proportions of teachers in the IAV categories. Table 12 shows the number and percentage of elementary teachers in the IAV categories by length of teaching experience and sex. Chi-square values of .786 for male teachers and 4.86 for female teachers with 3 and 6 degrees of freedom respectively indicated no significant

TABLE 12

NUMBER AND PER CENT OF ELEMENTARY TEACHERS IN THE IAV CATEGORIES BY LENGTH OF TEACHING EXPERIENCE AND SEX

Length of Teaching Experience (in years)	Sex	IAV Categories								Totals
		No. ++	Per Cent	No. -+	Per Cent	No. +-	Per Cent	No. --	Per Cent	
1 - 15	M.	9	52.9	3	17.6	4	23.5	1	5.9	17
	F.	18	22.8	25	31.6	33	41.8	3	3.8	79
16 - 30	M.	1	100.0	..	....	..	....	..	....	1
	F.	23	30.0	16	20.8	33	42.8	5	6.5	77
31 - 45	M.	..	....	..	....	..	....	..	....	..
	F.	4	15.4	7	26.9	14	53.8	1	3.8	26
Totals	M.	10	55.6	3	16.7	4	22.2	1	5.6	18
	F.	45	24.7	48	26.4	80	42.0	9	4.9	182

Male - Chi-square = .786, Degrees of Freedom = 3, p is less than .90

Female - Chi-square = 4.856, Degrees of Freedom = 6, p is less than .75

differences in the IAV proportions of men and women due to varying lengths of teaching experience. The hypothesis must be accepted and the assumption made that grouping elementary teachers by length of experience and sex does not significantly vary the proportions of teachers in the IAV categories.

Hypothesis number 7: Grouping the teachers by age and sex has no effect on the proportions of teachers in the IAV categories. Table 13 indicates the number and percentage of elementary teachers in the IAV categories by age and sex.

A chi-square value of 5.28 with 6 degrees of freedom was obtained for male teachers. This value had a low level of significance, thus, the hypothesis was accepted for men. The conclusion could then be made that grouping male elementary teachers by age will not significantly vary their proportions in the IAV categories.

A chi-square value of 10.10 with 6 degrees of freedom was obtained for female elementary teachers. This value was significant at the .13 level. Since values are not considered significant until they reach the .10 level the hypothesis must be accepted for women also and the conclusion made that grouping female teachers by age does not significantly vary their proportions in the IAV categories.

The 11.3 per cent figure in the (- -) category of the 36 to 50 year age group for women indicates one of the most significant deviations from the sample average. While the .13 level of significance does not allow the hypothesis to be rejected for women, it suggests the possibility that the statement, made under hypothesis number 3 with reference to physical problems of women teachers in the 36 to 50 year age group, is

TABLE 13
 NUMBER AND PER CENT OF ELEMENTARY TEACHERS IN
 THE IAV CATEGORIES BY AGE AND SEX

Age	Sex	IAV Categories								Totals
		No. ++	Per Cent	No. -+	Per Cent	No. +-	Per Cent	No. --	Per Cent	
21 - 35	M.	7	53.8	3	23.1	3	23.1	..	....	13
	F.	12	25.5	13	27.6	22	46.8	..	....	47
36 - 50	M.	2	50.0	..	....	1	25.0	1	25.0	4
	F.	16	22.5	17	23.9	30	42.2	8	11.3	71
51 - 65	M.	1	100.0	..	....	..	....	..	....	1
	F.	17	26.6	17	26.6	29	45.3	1	1.6	64
Totals	M.	10	55.6	3	16.7	4	22.2	1	5.6	18
	F.	45	24.7	48	26.4	80	42.0	9	4.9	182

Male - Chi-square = 5.38, Degrees of Freedom = 6, p is less than .75

Female - Chi-square = 10.10, Degrees of Freedom = 6, p is less than .13

substantiated. The findings would appear to warrant additional research into the self and self-other concepts of women teachers in this age group.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study is based on the fundamental assumption that elements of the social process theory of administration and the perceptual theory of behavior can be combined to produce meaningful research in the administrative field of education. This study, growing out of the elements of the two theories, sought to establish the relationship between (A) the variables of length of building assignment, length of teaching experience, age, and sex; and (B) the self and self-other concepts of elementary teachers. It also sought to establish whether or not differences in the variables would affect the self and self-other concepts. Specifically, the study was concerned with the effect of the variables on the proportions of elementary teachers exhibiting certain self and self-other concepts as those concepts were interpreted in specific categories by the Index of adjustment and Values. These categories are (+ +), (- +), (+ -), and (- -).

It was assumed that differences in the variables would significantly alter the proportions in the four IAV categories. Seven Null hypotheses were formulated to test the assumption. They were:

1. Variations in the length of building assignment have no effect on the proportions.

2. Variations in the length of teaching experience have no effect on the proportions.

3. Variations in age have no effect on the proportions.

4. Variation in sex has no effect on the proportions.

5. Grouping the teachers by length of building assignment and sex has no effect on the proportions.

6. Grouping the teachers by length of teaching experience and sex has no effect on the proportions.

7. Grouping the teachers by age and sex has no effect on the proportions.

Chi-square was the statistical technique used in testing the hypotheses.

Findings

The distribution of the 200 teachers among the four IAV categories included 27.5 per cent in the (+ +) category, 25.5 per cent in the (- +) category, 42 per cent in the (+ -) category and 5 per cent in the (- -) category. The proportions in the (- +) and (+ -) categories varied from those found by Bills in a study conducted with college students. Compared with the college students, teachers tend to be more satisfied with their concept of self.

The proportion of elementary teachers in the (- -) category was slightly less than the proportion found by Bills in the study involving college students and by Cummins in a study involving 92 secondary teachers in two communities.

Hypothesis number "1" was rejected. It was concluded that variations in length of building assignment do significantly affect the proportions of teachers in the IAV categories. Teachers with from five to eight years in their current building assignment gravitated toward the (- +) category. That is, they tended to be dissatisfied with their self-concept but felt other elementary teachers to be more satisfied with their self-concept.

The average number of years in the current building assignment was 7.08 years. When viewing the sample in terms of above or below the average length of current building assignment it was possible to generalize that older teachers with greater than average lengths of time in their current building assignment tend toward greater self acceptance than the average; they also tend toward feelings that others are less accepting of themselves. Thus, these teachers tend to be (+ -) in their self-other perceptions.

Hypothesis number "2" was accepted. It was concluded that variations in the length of total teaching experience do not significantly alter the proportions of elementary teachers in the IAV categories.

Hypothesis number "3" was rejected and the conclusion made that the proportions of teachers in the IAV categories vary with age. The most significant variance from the sample proportions was found in the (- -) category of the 36 to 50 age group. The (- -) classification indicates persons who are more dissatisfied than the average with their self-concept. Eight of the nine teachers in the (- -) category of the 36 to 50 age group were women.

Hypothesis number "4" was rejected. It was concluded that the proportions of elementary teachers in the IAV categories vary significantly with a difference in sex. The proportions of female teachers in the various IAV categories closely approximated the proportions for the sample as a whole. However, male teachers tended strongly toward the (+ +) category. That is, they tended toward a more positive concept of self and others than did female, and elementary teachers in general.

Hypotheses numbered "5", "6", and "7" were accepted. Grouping the elementary teachers by combinations of the variables did not significantly effect the proportions in the IAV categories.

Conclusions

Assuming the data from Bills' study of college students to be representative, the large proportion of elementary teachers in the (+ -) category indicates an interesting deviation from the "norm". Elementary teachers had 42 per cent of their number in the (+ -) category as compared with only 33.9 per cent for college students. It can be concluded that elementary teachers tend to feel more satisfied with their self-concept than college students and perhaps people in general. They also tend to feel that others are less satisfied with their self-concept. This tendency toward the (+ -) self-others concept could arise from an image of the teacher role as "one who imparts knowledge." That is, frequently teachers are thought to "know all the answers" and it is the task of others to learn what the answers are. Therefore, due to the nature of their task, teachers, more than others, may gravitate toward the acceptance of self and feel that others are not as accepting of their selves.

According to Bills, teachers in the (+ -) category will resist change to a greater degree than those in the (+ +) and (- +) categories. An administrator who is aware that elementary teachers tend toward the (+ -) direction, perhaps due to the nature of their perceived role, should be better able to plan for a more effective instructional improvement program. This could be accomplished by an attempt, on the part of the administrator, to maintain some semblance of balance among the staff members in terms of the proportions of IAV categories represented on the staff. Knowledge of the tendencies of teachers toward certain self-other concepts could conceivably aid administrators in making more effective utilization of the staff in general and specific assignments that are of concern to the well-being of a particular school or an entire school system. Knowledge of such tendencies would be of further value in the normal day to day staff relations which are of concern to administrators throughout the field of education.

Knowledge of the (+ -) tendency could also be of value to the instructional staff of teacher training institutions. College faculties could use the information in teacher preparation programs in an effort to acquaint student teachers with one of the less desirable (for effective teaching) tendencies they will face as teachers.

Whether the tendency toward (+ -) is a product of certain experiences within this particular system or a result of certain occupational experiences in teaching are questions deserving of additional research. A study over time in which pre-service teachers are administered the IAV and re-tested after a number of years could shed light on these questions. At any rate, with this group of teachers there is unquestionably an imbalance

in favor of elementary teachers who value themselves to a greater degree than they believe others value themselves. Therefore, it seems important that additional data from other school systems be collected for comparisons with this finding.

The smaller proportion of elementary teachers in the (- -) category compared with the secondary teachers in Cummins' study could indicate that elementary teachers are more positive in their self and self-other concepts. Further study is needed in order to gain an overall picture of the proportions of teachers (in grades 1 through 12) in the various IAV categories.

Teachers with from five to eight years in their current building assignment gravitated toward the (- +) category. Since the average for the length of current building assignment fell within this classification, it is possible that many teachers in the upper one-third of the group were contemplating a change of building assignment. This may give rise to feelings of insecurity which are shown by the IAV as (- +) self and self-other concepts.

Another explanation is possible. Teachers in the five to eight year building assignment classification are generally those with greater amounts of teaching experience. Approximately half of the teachers in the five to eight year classification are from 36 to 50 years old. The tendency toward the (- +) category, after several years experience, could be due to disillusion about progress in the profession and perhaps with the profession itself.

Older teachers with longer than average lengths of time in their current building assignment tended to be more accepting of their

self-concept, but felt others to be less accepting of their concept of self. The nature of the teacher role, strengthened by longer than average periods of time in a single building assignment, could influence teachers' perceptions toward the direction of the (+ -) category.

Teachers in the 36 to 50 year age group showed a significant difference in the proportion of their number in the (- -) category. Since approximately 90 per cent of the (- -) teachers are women, it would seem reasonable that physical problems associated with women, such as menopause, etc., may influence the (- -) self and self-other concepts of teachers in this age classification. Certainly this proposition deserves additional research.

Since male teachers tended toward the (+ +) category it could be concluded that male teachers are not as strongly influenced in the (+ -) direction by the rigors of the teaching profession as are female teachers. Male teachers were younger than female teachers and had less than average amounts of experience and lengths of time in current building assignments. Therefore, it is difficult to generalize concerning the effects of age and length of building assignment in relation to men. Further study should be conducted with reference to the variables in this study and the proportions of male teachers in the IAV categories.

Knowledge of the effects of variation in lengths of building assignment, age, and sex upon the proportions of elementary teachers in the four IAV categories should be of value to school administrators. Such knowledge should aid an administrator in planning for more effective instructional improvement and for more effective staff relations.

Recommendations

It is recommended that school administrators become familiar with the perceptual theory of behavior and the nature of the generalizations relating to perceptual theory made by Bills before specific use of the Index of Adjustment and Values is attempted. It is further recommended that school administrators acquaint themselves with the characteristic categories defined by the IAV, i.e., (+ +), (- +), (+ -), and (- -) before making use of the instrument.

The IAV could be used as a part of the orientation program of new teachers as well as in normal day to day personnel activities. It could be used by research departments in large school systems along with other instruments to determine factors related to mental health of teachers. Other possibilities include a study of the self-other perceptions of teachers serving in various socio-economic areas within a metropolitan school system. However, the IAV could be of greatest value in specific situations where more detailed information is needed concerning an individual. Regardless of whether the IAV is used, an understanding of the perceptual theory of behavior would be of value to school administrators in their normal day by day activities involving human relations.

The best use of the IAV at the present time appears to be as a research instrument. In light of this and as a result of the findings of this study the following recommendations are made:

1. This study confined its sample to elementary teachers. It is recommended that a similar study be conducted with a sample composed of teachers from all grade areas from grade one to grade twelve.

Information from such a study could verify the current findings as well as give a broader picture of the self-other concepts of teachers in general.

2. While male and female elementary teachers in the sample represented approximately the same proportions of male and female teachers in the population from which the sample was drawn, the actual number of males in the sample is relatively small. Therefore, it is recommended that a similar study be conducted including only male teachers in an effort to further verify the current conclusions.

3. It is recommended that a follow-up study in the same or a similar school system be conducted after a period of years to verify the current overall findings and conclusions. The study could be expanded to include pre-service teachers who would be administered the IAV and re-tested after a period of years. The follow-up efforts should make particular reference to the points of significance indicated in this study.

4. The findings in this study are based on the self-concepts of elementary teachers in a metropolitan area. Normally, such teachers are relatively stable with reference to their building assignment and teaching community. It is recommended that a similar study be made whose sample would be composed of elementary teachers from several smaller communities. Such a study would make possible broader generalizations concerning the self-other concepts of elementary teachers.

As a final word about this study it is emphasized that the critical juncture between teacher attitude and perceptual style ultimately focuses upon the child. Moreover, it has been well established

empirically that this focus in itself affects the development of the child's own self.

A recent publication of the Association for Supervision and Curriculum Development which became available near the completion of this study appropriately states:

The atmosphere for encouraging creativity is derived from the expression of teacher attitudes that value self and others. The teacher's behavior results from his perception of the purpose of the school, the role he should play, and the values he holds. Bricks, glass, books, desks -- the space, facilities and materials in the school are important, but it is the teacher's attitude toward their use which makes the difference. Although he may not be aware of it, the teacher, himself, is creative in that he is creating an atmosphere as he arranges, organizes, interprets, questions or directs. To produce an atmosphere which facilitates creativity, the teacher must begin by recognizing the differences between his world and that of the child. He must be aware of the effect of his own attitudes and behavior in helping children create their own self concepts.¹

¹Association for Supervision and Curriculum Development, Perceiving, Behaving Becoming, (Washington, D. C.: Association for Supervision and Curriculum Development, 1962), p. 149.

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APPENDIX A

TABLES SHOWING SAMPLED TEACHERS
BY SELECTED CLASSIFICATIONS

TABLE A
SAMPLED TEACHERS BY SELECTED CLASSIFICATIONS

Teachers	No.	Sex		Marital Status:		Experience- Wichita: et.al. Only	Maximum Number of Building Assignments									Professional Training					Grade Area		IAV Category					
		M.	F.	Mrd.	Sgl.		One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Non-Degree	B.A.	B.A. + 20	M.A.	M.A. + 30	Prim.	Intr.	(++)	(-+)	(+-)	(--)		
Male	18	..	...	17	1	11	7	6	6	5	..	1	..	..	..	..	10	2	6	..	...	18	10	3	4	1	
Female	182	..	...	110	72	143	39	27	36	27	28	19	25	12	5	3	2	97	40	38	5	117	65	45	48	80	9
Married	127	17	110	...	..	98	29	20	29	20	20	12	17	7	2	..	1	74	22	27	3	73	54	36	32	53	6
Unmarried	73	1	72	...	..	51	22	13	13	12	8	8	8	5	3	3	1	33	20	17	2	44	29	19	19	31	4
Experience:																												
Wichita et.al.	154	11	143	98	56	...	..	..	29	32	28	20	25	12	5	3	2	70	37	40	5	85	69	42	38	64	10
Wichita Only	46	7	39	29	17	...	..	33	13	..	..	..	..	..	..	..	..	37	5	4	..	32	14	13	13	20	..
All Exp. in:																												
One Bldg.	33	6	27	20	13	...	33	..	..	..	..	..	..	..	..	..	..	27	4	2	..	24	9	11	9	13	..
Two Bldgs.	42	6	36	29	13	29	13	..	..	..	..	..	..	..	..	..	..	31	5	4	..	22	20	11	11	19	1
Three Bldgs.	32	5	27	20	12	32	..	..	..	..	..	..	..	..	..	..	..	14	13	5	..	16	16	6	9	14	3
Four Bldgs.	28	..	28	20	8	28	..	..	..	..	..	..	..	..	..	..	..	13	7	8	..	19	9	12	5	9	2
Five Bldgs.	20	1	19	12	8	20	..	..	..	..	..	..	..	..	..	..	..	8	2	9	1	9	11	5	6	6	3
Six Bldgs.	25	..	25	17	8	25	1	8	7	6	3	16	9	6	4	14	1
Seven Bldgs.	12	..	12	7	5	12	..	..	..	..	..	..	..	..	..	..	..	4	2	6	..	6	6	2	4	6	..
Eight Bldgs.	5	..	5	2	3	5	..	..	..	..	..	..	..	..	..	..	..	1	1	1	2	4	1	1	2	2	..
Nine Bldgs.	3	..	3	..	3	3	..	..	..	..	..	..	..	..	..	..	..	1	1	..	1	1	2	1	1	1	..
Non-Degree	2	..	2	1	1	2	..	..	..	..	..	..	1	..	1	..	..	..	..	..	..	2	..	..	1	1	..
B.A. Degree	107	10	97	74	33	70	37	27	31	14	13	8	8	4	1	1	..	..	..	..	..	70	37	33	31	39	4
B.A. + 20 Hrs.	42	2	40	22	20	37	5	4	5	13	7	2	7	2	1	1	..	..	..	..	..	18	24	11	7	22	2
M.A. Degree	44	6	38	27	17	40	4	2	6	5	8	9	6	6	2	..	..	..	..	..	..	25	19	11	11	19	3
M.A. + 30 Hrs.	5	..	5	3	2	5	..	..	..	..	1	2	..	..	1	..	..	..	..	..	..	2	3	..	1	3	1
Primary	117	..	117	73	44	85	32	24	22	16	19	9	16	6	4	1	2	70	18	25	2	..	..	32	31	49	5
Intermediate	83	18	65	54	29	69	14	9	20	16	9	11	9	6	1	2	..	37	24	19	3	..	..	23	20	35	5
(+ +) Category	55	10	45	36	19	42	13	11	11	6	12	5	6	2	1	1	..	33	11	11	..	32	23	..	..	..	..
(- +) Category	51	3	48	32	19	38	13	9	11	9	5	6	4	4	2	1	1	31	7	11	1	31	20	..	..	..	..
(+ -) Category	84	4	80	53	31	64	20	13	19	14	9	6	14	6	2	1	1	39	22	19	3	49	35	..	..	..	..
(- -) Category	10	1	9	6	4	10	..	..	1	3	2	3	1	..	..	..	..	4	2	3	1	5	5	..	..	..	..

TABLE B
 SAMPLED TEACHERS BY PERCENTAGES IN SELECTED CLASSIFICATIONS

Teachers	Pcr Cent	Sex		Marital Status:		Experience-Wichita: et.al. Only		Maximum Number of Building Assignments									Professional Training				Grade Area		IAV Category					
		M.	F.	Mrd.	Sgl.	et.al.	Only	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Non-Degree	B.A.	B.A. + 20	M.A.	M.A. + 30	Prim.	Intr.	(++)	(-+)	(+-)	(--)	
Male	9.0	....	....	94.4	5.6	61.1	38.9	33.3	33.3	27.7	....	5.6	....	....	....	....	55.5	11.1	33.3	....	....	100.0	55.5	16.7	22.2	5.6	
Female	91.0	....	....	60.4	39.6	78.6	21.4	14.8	19.8	14.8	15.4	10.4	13.7	6.6	2.7	1.6	1.1	53.5	22.0	20.9	2.7	64.3	35.7	24.7	26.4	44.0	4.9
Married	63.5	13.4	86.6	....	....	77.2	22.8	15.7	22.8	15.7	9.4	13.4	5.5	1.6	....	.8	58.3	17.3	21.3	2.4	57.5	42.5	28.3	25.2	41.7	4.7	
Unmarried	36.5	1.4	98.6	....	....	69.9	30.1	17.8	17.8	15.4	11.0	11.0	11.0	6.8	4.1	4.1	1.4	45.2	27.4	23.3	2.7	60.3	39.6	26.0	26.0	42.3	5.5
Experience:																												
Wichita et.al.	77.0	7.3	92.7	63.6	36.4	....	....	....	18.8	20.8	18.2	13.0	16.2	7.8	3.2	1.9	1.3	45.5	24.0	26.0	3.2	55.2	44.8	27.3	24.7	41.5	6.5
Wichita Only	23.0	15.2	84.8	63.1	36.9	....	....	71.7	28.3	....	....	....	....	....	....	....	....	80.0	11.0	9.0	....	69.6	30.4	28.3	28.3	43.4	...
All Exp. in:																												
One Bldg.	16.5	11.1	88.9	60.6	39.4	....	100.0	....	....	....	....	....	....	....	....	....	....	81.8	12.1	6.1	....	72.7	27.3	33.3	27.3	39.4	...
Two Bldgs.	21.0	14.3	85.7	69.0	31.0	69.0	31.0	....	....	....	....	....	....	....	....	....	....	73.8	11.9	9.5	....	52.4	47.6	26.2	26.2	45.2	2.4
Three Bldgs.	16.0	15.6	84.4	62.5	37.5	100.0	....	....	....	....	....	....	....	....	....	....	....	43.8	46.6	15.6	....	50.0	50.0	18.8	28.1	43.8	9.4
Four Bldgs.	14.0	....	100.0	71.4	28.6	100.0	....	....	....	....	....	....	....	....	....	....	....	48.4	25.0	28.6	....	67.9	32.1	42.9	17.9	32.1	7.1
Five Bldgs.	10.0	5.0	95.0	60.0	40.0	100.0	....	....	....	....	....	....	....	....	....	....	....	40.0	10.0	45.0	5.0	45.0	55.0	25.0	30.0	30.0	15.0
Six Bldgs.	12.5	100.0	68.0	32.0	100.0	4.0	32.0	28.0	24.0	12.0	64.0	36.0	24.0	16.0	56.0	4.0
Seven Bldgs.	6.0	....	100.0	58.3	41.7	100.0	....	....	....	....	....	....	....	....	....	....	....	33.3	16.7	50.0	....	50.0	50.0	16.7	33.3	50.0	...
Eight Bldgs.	2.5	100.0	40.0	60.0	100.0	20.0	20.0	20.0	40.0	80.0	20.0	20.0	40.0	40.0	...
Nine Bldgs.	1.5	....	100.0	....	100.0	100.0	....	....	....	....	....	....	....	....	....	....	....	33.3	33.3	....	33.3	33.3	66.6	33.3	33.3	33.3	...
Non-Degree	1.0	....	100.0	50.0	50.0	100.0	....	....	....	....	....	....	50.0	....	50.0	....	....	....	....	....	....	100.0	....	....	50.0	50.0	...
B.A. Degree	53.5	9.3	90.7	69.2	30.8	65.4	34.6	25.2	29.0	13.1	12.1	7.5	7.5	3.7	.9	.9	....	....	....	....	....	65.4	34.6	30.8	29.0	36.4	3.7
B.A. + 20 Hrs.	21.0	4.8	95.2	52.4	47.6	88.1	11.9	9.5	11.9	31.0	16.7	4.8	16.7	4.8	2.4	2.4	....	....	....	....	....	42.9	57.1	26.2	16.7	52.4	4.8
M.A. Degree	22.0	13.6	86.4	61.4	38.6	90.9	9.1	4.5	13.6	11.4	18.2	20.5	13.6	13.6	4.5	....	....	....	....	....	....	56.8	43.2	25.0	25.0	43.2	6.8
M.A. + 30 Hrs.	2.5	....	100.0	60.0	40.0	100.0	....	....	....	....	....	20.0	60.0	....	....	20.0	....	....	....	....	....	40.0	60.0	....	20.0	60.0	20.0
Primary	58.5	....	100.0	62.4	37.6	72.6	27.4	20.5	18.8	13.7	16.2	7.7	13.7	5.1	3.4	.9	.2	59.8	15.4	21.4	.2	....	....	27.4	26.5	41.9	4.3
Intermediate	41.5	21.7	78.3	65.1	34.9	83.1	16.9	10.8	24.1	19.3	10.8	13.3	10.8	7.2	1.2	2.4	....	44.6	28.9	22.9	3.6	....	....	27.7	24.1	42.2	6.0
(+ +) Category	27.5	18.2	81.8	65.5	34.5	76.4	23.6	20.0	20.0	10.9	21.8	9.1	10.9	3.6	1.8	1.8	....	60.0	20.0	20.0	....	58.2	41.7	....	....	....	...
(- +) Category	25.5	5.9	94.1	62.7	37.3	74.5	25.5	17.6	21.6	17.6	9.8	11.8	7.8	7.8	4.0	2.0	2.0	60.8	13.7	21.6	20.0	60.8	39.2	....	....	....	...
(+ -) Category	42.0	4.8	95.2	63.1	36.9	76.1	23.9	15.5	22.6	16.7	10.7	7.1	16.7	7.1	2.4	1.2	1.2	46.4	26.2	22.6	3.6	58.3	41.7	....	....	....	....
(- -) Category	5.0	10.0	90.0	60.0	40.0	100.0	....	....	10.0	30.0	20.0	30.0	10.0	....	....	....	....	40.0	20.0	30.0	10.0	50.0	50.0	....	....	....	....

APPENDIX B

THE INDEX OF ADJUSTMENT AND VALUES

Please fill in the requested information
with a check mark or a number.

Male _____ Female _____ Married _____ Unmarried _____ Age _____

Number of years of teaching experience _____

Number of years of teaching experience outside of Wichita _____

Number of years of teaching experience in Wichita _____

Number of years in your present building assignment _____

Number of years teaching experience in your:

(whether in Wichita or not)

1st building assignment _____ 6th building assignment _____

2nd building assignment _____ 7th building assignment _____

3rd building assignment _____ 8th building assignment _____

4th building assignment _____ 9th building assignment _____

5th building assignment _____ 10th building assignment _____

Highest level of professional training attained:

Less than B.A. degree _____ B.A. degree _____

B.A. plus 20 hours _____ Master's degree _____

Master's plus 30 hours _____

Current grade area in which you are teaching: Primary _____
(1-2-3)

Intermediate _____
(4-5-6)

The IAV

Directions

This device is a way of helping you to state some of your beliefs about yourself and other elementary teachers. It tells nothing more than what you want it to say -- there are no hidden scores or tricks. It will have value only if you are careful and do your best to give an accurate description of yourself and other elementary teachers as you see them.

On pages 3 and 4 of this booklet is a list of 49 trait words. You will be asked to answer three questions about yourself and three about other elementary teachers for each of these traits. For yourself, these questions are:

(1) How often are you this sort of person, (2) How do you feel about being this way, and (3) How much of the time would you like this trait to be characteristic of you?

You will also answer these same questions about other elementary teachers. In order to do this you should first think about elementary teachers like you and then answer the same questions as you think the average elementary teacher would answer it for himself.

Please complete the ratings for yourself before you make the ratings for "other elementary teachers." Be certain that you use the answer sheet marked "SELF" in the upper right hand corner for yourself and the one marked "OTHERS" when making the ratings for other elementary teachers. Finally please make the three ratings for each trait before going on to the next trait.

On pages 3 and 4 are two lists of 49 trait words and an example. Take each word separately and apply it to yourself (or to other elementary teachers) by completing the following sentence:

I am (the average elementary teacher is) a (an) _____ person.

The first word in the list is academic, so you would substitute this term in the above sentence. It would then read:

"I am (the average elementary teacher is) an academic person."

Then decide how much of the time this statement is like you (him), that is, is typical or characteristic of you (him) as an individual, and rate yourself (him as he would himself) on a scale from one to five according to the following key:

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

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

EXAMPLE: Beside the Term ACADEMIC, a number "2" is inserted to indicate that, "Occasionally, I am (he is) an academic person."

Now go to Column II. Use one of the statements given below to tell how you feel (he feels) about yourself (himself) as described in Column I.

1. I (He) very much dislike(s) being as I am (he is) in this respect.
2. I (He) dislike(s) being as I am (he is) in this respect.
3. I (He) neither dislike(s) being as I am (he is) nor like(s) being as I am (he is) in this respect.
4. I (He) like(s) being as I am (he is) in this respect.
5. I (He) like(s) very much being as I am (he is) in this respect.

You should then select the number beside the statement that tells how you (he) feel(s) about the way you are (he is) and insert the number in Column II.

EXAMPLE: In Column II beside the term ACADEMIC, number "1" is inserted to indicate that I (he) dislike(s) very much being as I am (he is) in respect to the term, academic. Note that being as I am (he is) always refers to the way you (he) described yourself (himself) in Column I.

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

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

Then decide how much of the time you (he) would like this trait to be characteristic of you (him) and rate yourself (him as he would himself) on the following five point scale:

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

Select the number beside the phrase that tells how much of the time you (he) would like to be this kind of person and insert the number in Column III.

EXAMPLE: In Column III beside the term ACADEMIC, number "5" is inserted to indicate that most of the time, I (he) would like to be this kind of person.

Start with the word ACCEPTABLE and fill in Columns I, II, and III 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 see yourself and other elementary teachers.

	I	II	III		I	II	III
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	_____	_____	_____

	I	II	III		I	II	III
a. academic	<u>2</u>	<u>1</u>	<u>5</u>	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	_____	_____	_____

APPENDIX C

TABLES SHOWING "SELF" AND "OTHERS"

INDEX SCORES

TABLE C

DISTRIBUTION OF CONCEPT OF SELF SCORES
(Column I - Negative Traits Reversed)

Score	Freq.	Score	Freq.	Score	Freq.	Score	Freq.
237	1	213	8	195	5	173	3
235	1	212	6	194	7	172	2
234	1	211	5	193	2	169	2
230	1	210	4	192	3	168	1
229	1	209	4	191	2	167	1
228	1	208	3	190	4	166	1
227	1	207	10	189	1	161	1
226	5	206	5	188	3	159	1
225	3	205	9	187	3	157	1
223	3	204	3	186	2	147	1
221	2	203	6	185	4		
220	2	202	6	181	4	N = 200	
219	2	201	6	180	1	$\bar{X} = 199.1$	
218	2	200	5	179	2		
217	3	199	6	178	1		
216	4	198	5	177	3		
215	1	197	2	176	2		
214	4	196	3	175	2		

TABLE D

DISTRIBUTION OF ACCEPTANCE OF SELF SCORES
(Column II)

Score	Freq.	Score	Freq.	Score	Freq.	Score	Freq.
245	1	198	5	177	3	154	1
225	2	197	1	176	5	153	2
221	1	196	1	175	4	152	3
220	1	195	1	174	1	151	3
219	2	194	2	172	1	150	2
214	1	193	4	171	3	148	1
213	2	192	3	170	2	145	1
212	1	191	3	169	1	144	1
211	2	190	5	168	2	136	2
210	5	189	2	167	2	135	2
209	3	188	2	166	4	133	2
208	2	187	4	165	2	121	1
207	2	186	2	164	3	108	1
206	4	185	5	163	3		
205	2	184	5	162	4	N = 200	
204	1	183	5	161	2	$\bar{X} = 181.48$	
203	3	182	1	160	3		
202	3	181	6	159	4		
201	1	180	8	158	1		
200	3	179	8	156	2		
199	3	178	6	155	1		

TABLE E

DISTRIBUTION OF CONCEPT OF IDEAL SELF SCORES
(Column III - Negative Traits Reversed)

Score	Frequency	Score	Frequency	
245	2	223	5	
243	5	222	8	
242	2	221	3	
241	3	220	8	
240	11	219	2	
239	13	218	1	
238	2	217	6	
237	5	216	4	
236	7	215	1	
235	6	214	2	
234	6	213	3	
233	7	212	1	
232	8	211	3	
231	10	210	3	
230	7	206	3	
229	8	204	1	
228	7	203	1	
227	10	201	1	
226	4	200	1	N = 200
225	10	199	1	$\bar{X} = 226.34$
224	8	193	1	

TABLE F

DISTRIBUTION OF DISCREPANCY SCORES

Score	Frequency	Score	Frequency	Score	Frequency
83	1	41	2	18	7
73	1	40	1	17	1
67	1	39	3	16	4
65	1	38	2	15	5
64	1	37	4	14	7
63	1	36	6	13	2
60	1	34	7	12	2
59	1	33	1	11	5
58	2	32	8	10	5
56	1	31	3	9	7
55	1	29	2	8	3
54	4	28	7	7	4
53	1	27	3	6	3
52	2	26	4	5	5
51	4	25	5	4	3
50	3	24	11	2	4
48	1	23	4		
47	1	22	7		
44	3	21	1		
43	1	20	9		
42	5	19	8		

N = 200
 $\bar{X} = 26.92$

TABLE G

DISTRIBUTION OF "OTHERS" COLUMN I SCORES
(Negative Traits Reversed)

Score	Freq.	Score	Freq.	Score	Freq.	Score	Freq.
239	1	212	3	191	3	169	1
238	1	211	1	190	2	168	3
235	1	210	3	189	5	167	1
234	1	208	8	188	3	166	2
232	1	207	5	187	2	165	1
230	2	206	4	186	3	163	1
227	1	205	4	185	6	161	1
226	1	204	5	184	1	145	1
225	3	203	1	183	6	142	1
224	2	202	7	182	5		
223	2	201	4	181	2		N = 200
221	3	200	1	179	8		$\bar{X} = 197.47$
220	3	199	2	178	2		
219	1	198	4	177	1		
218	2	197	5	176	2		
217	4	196	3	175	2		
216	2	195	5	174	2		
215	4	194	7	173	4		
214	3	193	5	172	5		
213	3	192	5	170	1		

TABLE H

DISTRIBUTION OF "OTHERS" COLUMN II SCORES

Score	Freq.	Score	Freq.	Score	Freq.	Score	Freq.
238	1	198	3	178	6	156	3
232	1	197	4	177	3	154	2
222	1	196	7	176	5	153	2
221	1	195	5	175	2	152	1
220	1	194	3	174	2	150	1
219	2	193	3	173	2	147	1
217	1	192	1	172	4	144	1
216	1	191	6	171	3	143	1
215	1	190	4	170	5	141	1
213	2	189	6	169	4	139	1
210	1	188	2	167	4	132	1
209	1	187	3	166	4	130	1
208	2	186	4	165	2	125	1
207	2	185	5	163	2	106	1
205	1	184	2	162	3	105	1
204	2	183	4	161	1		
202	3	182	5	160	2	N = 200	
201	3	181	3	159	2	$\bar{X} = 181.56$	
200	2	180	8	158	4		
199	6	179	7	157	1		

TABLE I

DISTRIBUTION OF "OTHERS" COLUMN III SCORES
(Negative Traits Reversed)

Score	Frequency	Score	Frequency	Score	Frequency
245	1	226	8	207	1
244	5	225	4	206	3
243	4	224	6	205	3
242	4	223	3	204	2
241	6	222	4	203	5
240	5	221	9	202	1
239	7	220	3	200	2
238	5	219	3	199	1
237	4	218	6	197	2
236	7	217	4	186	1
235	7	216	5	183	1
234	5	215	4	178	1
233	6	214	4	173	1
232	3	213	2		
231	7	212	3	N = 200	
230	3	211	3	$\bar{X} = 224.62$	
229	8	210	1		
228	7	209	2		
227	6	208	2		

TABLE J

DISTRIBUTION OF "OTHERS" DISCREPANCY SCORES

Score	Freq.	Score	Freq.	Score	Freq.	Score	Freq.
72	1	48	4	30	4	12	1
71	1	47	1	29	1	11	7
70	1	46	2	28	2	10	5
67	1	44	3	27	4	9	5
65	1	43	3	26	8	8	2
64	2	42	1	25	2	7	3
62	1	41	2	24	5	6	1
59	3	40	4	23	5	5	4
58	2	39	3	22	8	4	4
57	2	38	4	21	4	3	3
56	2	37	3	20	3	1	5
55	2	36	5	19	2	0	2
54	1	35	4	18	8		
53	3	34	1	17	4		N = 200
52	2	33	4	15	3		$\bar{X} = 28.08$
51	2	32	5	14	6		
49	2	31	6	13	5		

APPENDIX D

RESEARCH PROPOSAL FORM SUBMITTED
TO THE WICHITA PUBLIC SCHOOLS

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

523 Sooner, Apt. C
Norman, Oklahoma

Dear Fellow Principal,

As with others conducting studies before me, I need your help! Enclosed you will find copies of a letter to certain members of the faculty who have been selected as part of a representative sample of elementary teachers in the Wichita public schools. The letter requests their participation in a study which may provide information of value in selection and recruitment of future elementary teachers. The project has been cleared through and approved by Dr. Sheposier and Dr. Morris.

Would you please see that the faculty members indicated receive their letters as soon as possible? In the letter I have asked that they return their responses to you. On or before this coming Friday, April 13, would you, in turn, forward their responses to me in the stamped, addressed envelope provided?

Study results will be made available upon analysis and summarization of the data.

Your assistance will be greatly appreciated.

Sincerely,

Keith Esch

ENC: Letters
Stamped, addressed envelope

Norman, Oklahoma
April 20, 1962

Dear

Enclosed are follow-up letters to those teachers on the faculty who have indicated a willingness to complete a questionnaire. Below, I have listed their names and "questionnaire completing" time, date, and place for your convenience -- should you wish to refer to them for any reason.

Your response to my request for assistance has been very gratifying. Without your efforts and those of the teachers, the study would have lagged by the wayside.

Again, my sincere thanks.

Very truly yours,

Keith Esch

Enc: Letters

Teachers Participating:	Wednesday, April 25 East High Cafeteria 4:00 p.m.	Thursday, April 26 West High Cafeteria 4:00 p.m.
-------------------------	---	--

APPENDIX F
LETTERS TO TEACHERS

Dear

The training of well qualified elementary teachers for educating tomorrow's citizens is one of the most important tasks confronting higher education throughout the United States. As a result greater emphasis is being placed on excellence and quality in teacher selection. Today's elementary teachers have met more rigid standards of selection and training than were formerly required.

One method of gaining information that may be used in teacher selection is to survey successful teachers in the field. At present I am conducting a study which may provide information that would be beneficial in the selection and training of future elementary teachers. The data needed is concerned with certain concepts and values held by successful elementary teachers currently on the job. A representative sample of elementary teachers from Wichita is necessary to secure the required information.

This letter is a request for your assistance in the project as one of the elementary teachers in the Wichita sample. Your total time expenditure would amount to that required to fill in the blanks at the bottom of this page plus approximately one hour in answering questions on a "concept and values" questionnaire to be given as indicated below.

It is my hope that you will be able to find time in your busy schedule to take part in this study. Would you please indicate your response in the blanks below and return the form to your building principal on or before this Friday, April 13?

I shall be looking forward to hearing from you.

Sincerely yours,

Keith Esch
(on leave of absence
from Willard School)

Name _____ School _____

Please indicate your response by checking the appropriate spaces below:

- _____ 1. I would like to participate. The check below indicates the date on which I will be able to complete the questionnaire:

_____ Wednesday, April 25 4:00 p.m. East High School Cafeteria	_____ Thursday, April 26 4:00 p.m. West High School Cafeteria
--	---

- _____ 2. I do not care to participate.

Norman, Oklahoma
April 20, 1962

Dear

Thank you for your response indicating your willingness to participate in the study I am conducting at the University of Oklahoma. I shall be looking forward to seeing you at the time, date, and place you indicated for completing the questionnaire:

4:00 p.m. _____, April _____,

in the _____ High School Cafeteria

All materials will be furnished. With approximately 20 minutes for explanations and instructions and approximately 40 minutes for the completion of the questionnaire, we should be finished by 5:00 p.m.

Yours is an important part in the successful completion of the study. Again, I wish to express my appreciation for your participation.

Sincerely yours,

Keith Esch