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Relationships Among Teacher and Pupil Self-Concept and Pupil Reading Achievement at the First Grade Level

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RELATIONSHIPS AMONG TEACHER AND PUPIL SELF-CONCEPT AND
PUPIL READING ACHIEVEMENT AT THE FIRST GRADE LEVEL

by

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A Dissertation

Submitted to the Graduate Faculty

of the

University of North Dakota

in partial fulfillment of the requirements

for the degree of

Doctor of Philosophy

Grand Forks, North Dakota

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1976

This Dissertation submitted by Verna L. Brantley in partial fulfillment of the requirements for the Degree of Doctor of Philosophy from the University of North Dakota is hereby approved by the Faculty Advisory Committee under whom the work has been done.

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Permission

RELATIONSHIPS AMONG TEACHER AND PUPIL SELF-CONCEPT AND
Title PUPIL READING ACHIEVEMENT AT THE FIRST GRADE LEVEL

Department Center for Teaching and Learning

Degree Doctor of Philosophy

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Date December 10, 1975

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Dedicated to Garry,
who paid for it.

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RELATIONSHIPS AMONG TEACHER AND PUPIL SELF-CONCEPT AND
PUPIL READING ACHIEVEMENT AT THE FIRST GRADE LEVEL

Verna L. Brantley, Ph.D.

The University of North Dakota, 1976

Faculty Advisor: Professor Ruth M. F. Gallant

Problem

The purpose of this study was to examine relationships among teacher and pupil self-concept and pupil reading achievement at the first grade level. To accomplish this purpose, pupil self-concept and pupil reading achievement were measured on a pre and post basis. Teacher data comprised of scores of teacher self-concept, teacher's views of the teaching profession, and teacher's views of children as students were also obtained. Attention was given to determining whether changes in the pupils' levels of self-concept had taken place during the school year, whether any exhibited changes in pupil self-concept correlated to changes in pupil reading achievement, and whether a relationship existed between changes in either pupil self-concept or pupil reading achievement and the obtained teacher data.

Procedure

The research was conducted in Minnesota Independent School District #318, with administrative offices based in Grand Rapids, Minnesota. The research population for this study was comprised of 239 first grade pupils of this school district and the 17 teachers assigned to them.

The following four hypotheses were proposed and tested:

1. No significant relationship will exist between change in pupil self-concept and change in pupil reading achievement.
2. No significant relationship will exist between teacher self-concept and:
 - (a) change in pupil self-concept,
 - (b) change in pupil reading achievement.
3. No significant relationship will exist between teacher's views of the teaching profession and:
 - (a) change in pupil self-concept,
 - (b) change in pupil reading achievement.
4. No significant relationship will exist between teacher's views of children as students and:
 - (a) change in pupil self-concept,
 - (b) change in pupil reading achievement.

Pupil self-concept was measured on a pre and post basis by administration of Self Observation Scales (SOS), Primary Level, Form A. Pupil reading achievement was measured on a pre and post basis through the administration of the following segments of Metropolitan Achievement Test (MAT), Primary I, Forms F and G, respectively: Word Knowledge; Reading, Section A--Sentences, Section B--Stories, items #14 through 21. Pretests were administered during the time period between September 25 and October 2, 1974. Posttests were administered during the time period between May 12 and May 16, 1975.

The Index of Adjustment and Values (IAV) served as a measure of teacher self-concept. In addition, four semantic differential

instruments probed teacher views on the following topics: "Myself," "Myself as a Teacher," "The Teaching Profession," and "Children as Students." Teacher data were gathered during the spring of 1975.

The statistical procedures used in this study include the related t test, correlational analyses, and residual gain analyses. The .05 and .01 significance levels were used in the interpretation and evaluation of the findings. The .10 level of significance was also reported.

Conclusions

The major conclusions emerging from this study were the following:

1. At the first grade level a positive relationship exists among changes in certain elements of pupil self-concept (SOS Self Acceptance, Social Maturity, and Self Security) and changes in pupil reading achievement.
2. Factors of teacher self-concept are related to changes in elements of self-concept of first grade pupils.
3. Elements of pupil self-concept related to reading achievement at the first grade level may not be the same as those elements of pupil self-concept related to teacher self-concept.
4. Teacher self-concept, teacher's views of the teaching profession, and teacher's views of children as students are positively related to change in pupil reading achievement.

CHAPTER I

INTRODUCTION

Although ideas about the origins and development of self-concept vary considerably among proponents of psychoanalysis, behaviorism, and phenomenology, all such schools of psychological thought use infancy as the starting point for an orderly presentation of their theories.

At birth most children are recognized as members of existing family units. It is within these units that a child's self-concept will first be established. The role played by parents in the psychological development of their children is widely recognized as one of primary importance. In terms of the phenomenologists (also known as "third force" psychologists, humanistic psychologists, transactionists, and the like), a child's parents are his first "significant others."

As a child's world grows beyond that established by his family the number of significant others who may influence his self-concept grows as well. Most children become familiar with the school setting in kindergarten. However, the full weight of academic pressure is not normally brought to bear upon a child until he enters first grade. At around the age of six, while his self-concept is still very pliable, a child is confronted with the formal task of learning to read. The teacher to whom a child turns for help in accomplishing this task is generally regarded as one of his significant others.

While a variety of studies exist which attest to the relationship between reading achievement and self-concept, no stretch of the imagination is sufficient to allow one to equate the beginning of formal reading instruction with the genesis of a child's concept of self. The child brings his self-concept to school with him. It is what happens to his self-concept after he enters school that is of interest to this researcher.

Statement of the Problem

In the Handbook of Research on Teaching Getzels and Jackson (1963, p. 506) make the following assertion: "The personality of the teacher is a significant variable in the classroom. Indeed some would argue that it is the most significant variable." This author's basic purpose in undertaking this research was to evaluate Getzels and Jackson's assertion in regard to first grade children. Measures of teacher self-concept were utilized as the primary indicators of teacher personality. Pupil self-concept and pupil reading achievement scores were evaluated both in terms of their correlation with each other and in terms of their correlation with teacher data. Specifically, then, the purpose of this study was to examine relationships among teacher and pupil self-concept and pupil reading achievement at the first grade level.

Significance of the Study

The requirement of learning to read constitutes an almost inescapable fact of life in our society. Reading skills are typically regarded as crucial prerequisites to educational progress and, hence, to personal advancement. The growing body of research pointing

to a relationship between self-concept and academic achievement in general, and between self-concept and reading achievement in particular does not seem surprising given our societal emphasis upon the acquisition of reading skills.

The findings of many of these same studies are supportive of the view of the teacher as a significant other in the lives of his students. Brookover, Erickson, and Joiner, for example, examined the self-concept of academic ability and school achievement among students in one school class as the students progressed from the seventh through the twelfth grades. One of their findings, as reported by Purkey (1970, p. 47), is stated as follows: "The hypothesis that students' perceptions of the evaluation of their academic ability by others (teachers, parents, and friends) are associated with self concept of academic ability was confirmed."

In his study of intermediate grade pupils Perkins (1958a) found that the teacher's perceptions of the children's self-concept were, in general positively and significantly related to the child's expressed self-concepts.

Studies examining the interrelationships among teacher self-concept, pupil self-concept, and pupil reading achievement at the primary grade levels are not as numerous as they are for other grade levels. The relative shortage of research data concerning the first grade level seemed particularly lamentable to this author.

The first grade represents that level at which formal reading instruction begins for most pupils. For this reason it seemed to be the level during which one might logically expect evidence of the interplay among teacher self-concept, pupil self-concept, and pupil

reading achievement to arise. This study was undertaken in an attempt to broaden the existing information base regarding these interrelationships at the first grade level.

Hypotheses

In the following hypotheses it should be remembered that the term "pupil" always refers to a child enrolled in the first grade.

1. No significant relationship will exist between change in pupil self-concept and change in pupil reading achievement.
2. No significant relationship will exist between teacher self-concept and:
 - (a) change in pupil self-concept,
 - (b) change in pupil reading achievement.
3. No significant relationship will exist between teacher's view of the teaching profession and:
 - (a) change in pupil self-concept,
 - (b) change in pupil reading achievement.
4. No significant relationship will exist between teacher's views of children as students and:
 - (a) change in pupil self-concept,
 - (b) change in pupil reading achievement.

Definition of Terms

Self-Concept. An aggregate of any and all views a person holds of himself. For the purpose of this study self-concept refers to children's scores on the Self Observation Scales (SOS), the Index of Adjustment and Values (IAV) scores of teachers, and/or the teacher scores

obtained through the use of semantic differential (SD) instruments.

Reading Achievement. In this study reading achievement is regarded as that which is measured by the following portions of the Primary I level of the Metropolitan Achievement Test (MAT): Word Knowledge; Reading, Section A--Sentences, Section B--Stories, items #14 through 21.

Significant Other. Anyone who is a significant force in the life of an individual. By general definition this may include parents, teachers, and members of a child's peer group. Sullivan (Webster and Sobieszek, 1974), to whom this term is attributed, used it to refer to those instrumental in training the child in the attitudes and behaviors necessary for becoming an adult. In this study the term is related to a child's teacher.

Residual Gain. The score of a dependent variate less that portion predicted by means of a regression equation with one or more predictor variates.

Limitations and Delimitations

This study was delimited to the first grade pupils and teachers of Minnesota Independent School District #318 during the 1974-75 school year.

Of necessity, instrumentation imposed a further limitation upon this study. The significance of the findings depend largely upon how well the instruments measured what the purported to measure.

Assumptions

In conducting this study the following basic assumptions were made:

1. Scores obtained from the administration of Self Observation Scales, Primary Level, provide an acceptable measure of pupil self-concept.
2. Scores obtained from the administration of certain segments of the reading sections of Metropolitan Achievement Test, Primary I, provide an acceptable measure of reading achievement.
3. Scores obtained from the administration of the Index of Adjustment and Values provide an acceptable measure of teacher self-concept.
4. Scores obtained through the use of the semantic differential instruments provide acceptable measures of teacher self-concept, teacher's views of the teaching profession, and teacher's views of children as students.

CHAPTER II

REVIEW OF LITERATURE

Introduction

An individual's concern with who he is has ancient roots. The concept of self appears as a major concern of man in his earliest written records.

"Know thyself," one of the injunctions of the Delphic oracle, comes down to us through the ages and appears as a distillation of important aspects of the cultural wisdom of the Western world.

Pope (Anderson and Buckler, 1949, p. 1532) rephrased this advice a bit to make it fit into one of his well-known couplets: "Know then thyself, presume not God to scan;/The proper study of mankind is Man."

Where does one's self come from? Individuality has long been regarded as the product of heredity or environment. In 1967, however, Babladelis and Adams (1967, p. 105) felt it safe to say that this either-or argument regarding heredity versus environment as single determinants of individuality was dead, at least in scientific circles:

There is good evidence that genes contribute both directly and indirectly to the behavioral potentialities of individuals, and it is equally unquestionable that environmental conditions are critical in determining both personality and meaning of an individual's behavior.

With an eye toward environmental influences, compensatory education has attempted to reduce the effects of poverty upon academic achievement. In 1967, however, the United States Commission of Civil Rights (Jensen, 1969, p. 3) came to the following conclusion regarding the success of such efforts:

The Commission's analysis does not suggest that compensatory education is incapable of remedying the effects of poverty on the academic achievement of individual children. . . . The fact remains, however, that none of the programs appear to have raised significantly the achievement of participating pupils, as a group, within the period evaluated by the Commission.

Jensen's (1969, p. 2) conclusion was a bit more succinct-- "compensatory education has been tried and it apparently has failed." He viewed the "deprivation hypothesis," which regards academic lag as being primarily a result of social, economic, and educational deprivation and discrimination, as a faulty, but major underpinning of compensatory education programs. On the basis of his studies and his analyses of the studies of others, he concluded that genetic factors are much more important than environmental factors in producing IQ differences. Quoting the findings of others, he pointed out that, on the average, Negroes test about 1 standard deviation (15 IQ points) below the average white population. He goes on to say:

There is an increasing realization among students of the psychology of the disadvantaged that the discrepancy in their average performance cannot be completely or directly attributed to discrimination or inequalities in education. It seems not unreasonable, in view of the fact that intelligence variation has a large genetic component, to hypothesize that genetic factors may play a part in this picture. But such an hypothesis is anathema to many social scientists. The idea that the lower average intelligence and scholastic performance of Negroes could involve, not only environmental but also genetic, factors has indeed been strongly denounced. But it has been neither contradicted nor discredited by evidence (Jensen, 1969, p. 82).

Due to the controversial nature of his conclusions Jensen received wide press coverage, and was promptly labeled by many as a racist, or white supremacist. With the question of race adding fuel to the fire, the dispute concerning the relative strength of the influences of environment versus heredity in relation to man was taken up again with noticeable fervor, causing one to wonder if the reported judgement of Babladelis and Adams might not have been a bit premature.

Whimsically, it might be said that the first error many individuals make is the selection of their parents. So far as can be seen, however, everyone yet to be born will continue to take what he gets both in the way of parents and in the way of the world into which he is introduced. As Ortega y Gasset (Raymond Rogers, 1967, p. 16) remarks: "To live is not to enter by choice into a place which has been chosen earlier according to one's tastes. . . . We did not give ourselves life, but we find it at the very moment we find ourselves."

Suggesting that man qua man is not born, but made, Ortega y Gasset (Raymond Rogers, 1967, p. 25) continues in the following vein:

The stone is given its existence; it need not fight for being what it is--a stone in the field. Man has to be himself in spite of unfavorable circumstances; that means he has to make his existence at every single moment. He is given the abstract possibility of existing, but not the reality. This he has to conquer hour after hour. Man must earn his life, not only economically, but metaphysically.

Both historical theories and modern research concerning the metaphysics of man abound. A review of some of these theories and research studies which probe the relationships among the self, society in general, and school in particular are presented here in order

that the present study may be viewed in proper perspective. For the sake of continuity, specific areas were considered in the following order:

1. Historical Perspectives of the Self, School, and Society
2. Recent Theories of the Self and Society
3. Research Concerning Self-Concept and the School
4. Research Concerning Self-Concept and Academic Achievement at the First Grade Level

Historical Perspectives of the Self, School, and Society

The existence of nonphysical attributes of man were acknowledged by Plato and Aristotle in their frequent references to man's "soul." Although the meaning of this term was not precise, it was generally used to refer to a nonphysical core of man that was regarded as essential and unique in mental functioning. The ancient's notion of "soul" has much in common with what is now spoken of as the "self." With the advent of Christianity, however, the term, "soul," became the property of theology and considerations of its relevance to scientific thinking diminished (Gergen, 1968).

The plasticity of man's nonphysical self is tacitly acknowledged throughout the history of Western thought. The potentiality of education to act as a molding factor in the formation of self has long been recognized, as will be shown in the pages that are to follow.

Plato suggested that through schooling man might be shaped to fit a predetermined mold. In Plato's ideal Republic the desired mold was to be determined by the needs of the state.

Indeed . . . when a state once has a proper start it grows as a circle would grow. Training and education being kept

good engender good natures; and good natures holding fast to the good education become even better than those before, both in the power of breeding like the lower animals, and in other ways. . . . Then to put it shortly, this one thing needful--training and education--is what the overseers of the city must cleave to, and they must take care that it is not corrupted insensibly. They must guard it beyond everything. . . . (Warmington and Rouse, 1956, p. 222).

"Man is a social animal" has long been regarded as an Aristotelian axiom. Present day theorists who describe the self as a social product, as well as those who merely acknowledge that society plays a role in the formation of self, continue to accept this axiom (Thompson, 1971, p. 22).

Aristotle, like Plato, regarded education as a branch of politics. He stressed the usefulness of education as an instrument with which men could be molded. It was his belief that an educational system presented a reflection of the society which it served to protect and preserve (Meyer, 1965).

Erasmus felt obliged to apologize for discussing the aims and methods of teaching because he felt Quintilian, a Roman teacher of rhetoric, had already said the last word on the matter. In essence, what Quintilian said was that the teacher should become a second father to his students. He insisted that the teacher must accept responsibility not only for what pupils learn, but for what they become. As the following statement will show, his views of the potential of man and education seem almost boundless.

I would . . . have a father conceive the highest hopes of his son from the moment of his birth. If he does so, he will be more careful about the groundwork of his education. For there is absolutely no foundation for the complaint that but few men have the power to take in the knowledge that is imparted to them, and that the majority are so slow of understanding that education is a waste of time and labor. On the contrary, you will find that most are quick to reason and ready to learn. Reasoning comes as naturally to man as flying to birds, speed to horses and ferocity to beasts of

prey: our minds are endowed by nature with such activity and sagacity that the soul is believed to proceed from heaven. . . . But, it will be urged, there are degrees of talent. Undoubtedly, I reply, and there will be a corresponding variation in actual accomplishment: but that there are any who gain nothing from education, I absolutely deny (Gross, 1963, p. 11).

Quintilian is perhaps a forerunner of those who emphasize the importance of the teacher as a significant other in the lives of his pupils. Stressing the importance of the relationship between teacher and pupil, he says:

. . . I shall for the moment confine my advice to the learners to one solitary admonition, that they should love their masters not less than their studies, and should regard them as the parents not indeed of their bodies but of their minds. . . . For as it is the duty of the master to teach, so it is the duty of the pupil to show himself teachable. The two obligations are mutually indispensable. And just as it takes two parents to produce a human being, and as the seed is scattered in vain if the ground is hard and there is no furrow to receive it and bring it to growth, even so eloquence can never come to maturity, unless teacher and taught are in perfect sympathy (Gross, 1963, p. 21).

Comenius also ranks with those who strongly insist that man must be formed by education.

. . . all who are born to man's estate have need of instruction, since it is necessary that, being men, they should not be wild beasts, savage brutes, or inert logs. And since all have been born with the same end in view, namely that they should be men, it follows that all boys and girls, both noble and ignoble, rich and poor, in all cities, towns, villages and hamlets, should be sent to school (Gross, 1963, p. 25).

Aristotle's basic distinction between physical and nonphysical aspects of human functioning were elaborated further in the philosophy of Descartes. "I think, therefore, I am" portrays the notion of "I" as a thinking, knowing entity. This view is regarded by Gergen (1968) as a direct predecessor of the concept of self in psychology.

Rousseau wished to reform the educational system of his time by placing the student at the very center of the educative process. Man, he argues, is inherently good; it is only in society that he becomes evil. Although theologians held differently on this matter, Rousseau would admit to no compromise on the subject (Archer, 1964).

Pestalozzi tried to do what Quintilian, Rousseau, and other educational reformers talked about. He viewed the essential principle of education to be not teaching, but love.

This view of Pestalozzi's brings up the crucial question of the individual teacher's role in the educational process. If love is the essence of education, then no pedagogical method or system will be of real help. All will depend upon the intuitive wisdom of individual teachers (Gross, 1963, p. 61).

In Principles of Psychology, the philosopher-psychologist, William James, presented the first discussion of the self as a legitimate topic for scientific consideration in the chapter entitled "Consciousness of Self." James (1968, p. 41), for the sake of convenience in discussion, addressed himself to two main divisions of the self: "(A) the self as known, or the me, the 'empirical ego' as it is sometimes called; and . . . (B) the self as knower, or the I, the 'pure ego' of certain authors." He further subdivided the me into the following classes: (A) the material me--as comprised, for example, by the body, the family, the home, etc.; (b) the social me--which are legion since a man is regarded as having as many social selves as there are individuals who recognize him and carry a mental image of him; (C) the spiritual me--a collection of all states of consciousness and psychic faculties possessed by an individual.

Shortly after James' work was published two main schools of psychological thought arose which tended to subordinate all other views of man: psychoanalysis and behaviorism.

Hayakawa (Raymond Rogers, 1967, p. 2) sums up the views supported by these two schools of thought in the following manner:

One force is behaviorism, from John Watson to B. F. Skinner, with its mechanistic view of man. In this view, there is no room for terms such as "will," "mind," "consciousness," "imagination"; all human behavior is a matter of "response" to "stimuli." Another force is psychoanalysis, which views the human psyche as a system of internal pressures, the nature and directions of which are determined by the life-history, especially the early childhood experiences, of the individual.

In a small, posthumously published collection of essays, Prescott Lecky presented a view of man unlike that of either of the two prevailing views described by Hayakawa. Lecky felt both psychoanalysis and behaviorism were similar in that they both attempted to explain human nature mechanically, with psychiatry basing its explanations on the operation of forces or instincts located within the organism, and with stimulus-response psychology basing its explanation on forces operating in the environment. Insisting that man be regarded as an active agent in his environment, Lecky (1945, p. 10) said that an individual's behavior is usually "in character" not because some few separate acts are related to one another, but because ". . . all acts of an individual have the goal of maintaining the same structure of values."

Lecky is regarded as a forerunner of what is now known as phenomenological or "third force" psychology. Combs, Snygg, Rogers, and others grouped under this general label differ somewhat in their points of emphasis, however, it may be said that proponents of this view consider it necessary to understand something of how an individual sees

himself (his self-concept) and how he sees the world (his perceptual field) in order to understand his behavior (Raymond Rogers, 1967).

"Soul," "mind," "self"--all are terms used to refer to non-physical aspects of man. Most theories of man presented thus far have emphasized the importance of such aspects with reference to human functioning. The potential of schooling as an influence on the character of man is seen to be accepted as a premise both by Plato and Aristotle. Comenius clearly indicates his belief that man qua man is formed through an educative process. Quintilian and Pestalozzi give much attention to the relationship between teacher and pupil as a crucial factor in pupil development. In the 1940's phenomenological psychologists began to stress the importance of the perceptions of an individual in relation to his behavior. Views of particular phenomenological psychologists will be considered in the portion of this chapter which follows.

Recent Theories of the Self and Society

The contrasting views of self presented in the following poems serve to illustrate extreme points of view concerning the self of man and its relation to society.

I am my environment,

Much is combined to shape me

Into what I am today.

I am feelings, ideas,

Hopes, fears and fantasies.

Everyone I meet helps to form me.

With careful handling I could be

A lovely piece of pottery
 Useful to many.
 Poor handling could cause
 A warped, ugly, useless thing
 To be.

How have you handled me today (Myers, 1972, p. 1)?

In reviews of literature concerning the self the poem quoted above is frequently encountered. Myers (1972) says it is exemplary of the phenomenological frame of reference which attempts to understand human behavior from the point of view of self-perceptions.

Invictus

Out of the night that covers me
 Black as the Pit from pole to pole,
 I thank whatever gods may be
 For my unconquerable soul.

In the fell clutch of circumstance
 I have not winced nor cried aloud.
 Under the bludgeonings of chance
 My head is bloody, but unbowed.

Beyond this place of wrath and tears
 Loom but the Horror of the shade,
 And yet the menace of the years
 Finds and shall find me unafraid.

It matters not how strait the gate,
 How charged with punishment the scroll.

I am the master of my fate:

I am the captain of my soul (Henley, 1936, p. 73).

Henley presents an entirely different point of view in "Invictus," but it also may be viewed in terms of individual self-perception.

The importance accorded to the influence of society upon self varies from theorist to theorist.

Charles H. Cooley (Gergen, 1968) is credited with the development of the theory of the "looking glass self." This theory implies that one's ideas of self are significantly affected by what a person imagines others think of him.

In 1925, George H. Mead (1968) made further elaborations based on Cooley's theories. He not only suggests that one's self is significantly affected by others, he says it is through others that the self is formed.

We are in possession of selves just insofar as we can and do take the attitudes of others toward ourselves and respond to those attitudes. We approve of ourselves and condemn ourselves. We pat ourselves upon the back and in blind fury attack ourselves. We assume the generalized attitude of the group, in the censor that stands at the door of the universe of discourse. . . . Our thinking is an inner conversation in which we may be taking the roles of specific acquaintances over against ourselves, but usually it is with what I have termed the "generalized other" that we converse, and so attain to the levels of abstract thinking, and that impersonality, that so-called objectivity that we cherish. In this fashion, I conceive, have selves arisen in human behavior and with the selves their minds (Mead, 1968, p. 59).

Like Mead, Sullivan (1968) emphasized the belief that an individual's self-system arises from his dealings with society.

The origin of the self-system can be said to rest on the irrational character of culture or, more specifically, society. Were it not for the fact that a great many prescribed ways of doing things have to be lived up to, in order that one shall maintain workable, profitable, satisfactory relations with his fellows; or, were the prescriptions for the types of behavior in carrying on relations

with one's fellows perfectly rational--then, for all I know, there would not be evolved, in the course of becoming a person, anything like the sort of self-system that we always encounter (Sullivan, 1968, p. 176).

Lecky, somewhat in contrast to Mead and Sullivan, stresses the view that human behavior must be conceived in relation to the organism and its environment jointly. "The statement that the environment controls the organism is the product of a single point of view, exactly as true and as false as the view that the organism controls the environment" (Lecky, 1945, p. 4).

Raymond Rogers (1967, p. 18), leaning towards Lecky's position, makes the following statement with regard to the matter:

There is almost always an area of freedom available to everyone. This area may be large or small. Even though it be so small that it can hardly be detected, it is usually there. And in most cases it is probably large enough to have some significance. Moreover, the use made of an area of freedom does not depend entirely on its size. Some ingenious people have done remarkable things in a mere sliver of maneuvering space.

Present day definitions of self-concept seem both to flow into and emerge from theories regarding the development and/or organization of self-concept and its relationship to society.

Concepts, of course, are nonphysical by definition. Lecky points out that neither the usefulness of concepts nor the power of their influence over man are diminished by this fact.

No one has ever seen an atom, and physicists assure us that no one ever will. It is an invention, a creation, or, as Vaihinger would say, a fiction. But it makes no difference that the atom is not an observable fact, for the atomic conception has enabled man to arrange the observed phenomena of physics into an organized relationship.

.....

Descriptively, a human being is simply a mass of cells; nothing corresponding to the mind can be discovered. But it is possible to create a concept of the mind and then describe the concept. . . . It will be remembered that the concept of the mind or personality is, in fact, even older than the concept of the atom. . . . Yet it is no more mystical than the atom, and certainly no less necessary.

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We conceive of the mind or personality as an organization of ideas which are felt to be consistent with one another. Behavior expresses the effort to maintain the integrity and unity of the organization. The point is that all of an individual's ideas are organized into a single system, whose preservation is essential. . . . The nucleus of the system, around which the rest of the system revolves, is the individual's idea or conception of himself (Lecky, 1945, pp. 36-37, 134-136).

The point of view argued for so cogently by Lecky was supported by the work of Snygg and Combs in 1949. They regarded the phenomenal self, i.e., all those aspects of the phenomenal field which the individual experiences as part or characteristic of himself, as the proper frame of reference for the observation of human behavior. They concluded that wherever one is, whatever one does, the maintenance and enhancement of this self is the prime objective of one's existence (Snygg and Combs, 1949). This assertion, also emphasized by Rogers and Hayakawa, is regarded by Purkey (1970) to be the single most important assumption of modern theories about the self.

Bills, as quoted by Edeburn (1973, p. 9), describes his theory of self-concept as follows:

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 perceivers' physiological state, and his beliefs about himself and other people. These later beliefs include factors such as the self-concept, concept of the ideal self, and acceptance of self. . . .

Patterson points out that views of the self are becoming of central importance in almost all theories of personality. In Rogerian theory it has long been of central importance, so much so that Rogerian theory has sometimes been called "self-theory." The central ideas of Rogerian theory, as presented by Patterson (1971, pp. 331-332), may be listed as follows:

1. The theory of the self, as part of the general personality theory, is phenomenological. The essence of phenomenology is that "man lives essentially in his own personal and subjective world."
2. The self becomes differentiated as part of the actualizing tendency, from the environment, through transactions with the environment--particularly the social environment. . . .
3. The self-concept is the organization of the perceptions of the self. It is the self-concept, rather than any "real" self, which is of significance in personality and behavior
4. The self-concept becomes the most significant determinant of response to the environment. It governs the perceptions of meaning attributed to the environment.
5. Whether learned or inherent, a need for positive regard from others develops or emerges with the self-concept. . . .
6. A need for positive self-regard, or self-esteem, . . . likewise is learned through internalization or introjection of experiences of positive regard by others. . . .
7. When positive self-regard depends on evaluations by others, discrepancies may develop between the needs of the organism and the needs of the self-concept for positive self-regard. There is this incongruence between the self and experience, or psychological maladjustment. Maladjustment is the result of attempting to preserve the existing self-concept from the threat of experiences which are inconsistent with it, leading to selective perception and distortion or denial of experience.

Hayakawa says that formation of the self-concept must begin in the cradle. In his own inimitable fashion, however, he reminds us that the map is not the territory anymore than the self-concept is the self. While the self, as he sees it, is constantly undergoing change, the self-concept is slow to change--in fact, it resists change. "The self-concept becomes rigidified in an attempt to keep out disturbing perceptions, whether from the outside world or from within (Hayakawa, 1958, p. 40)."

It is generally hypothesized that the self-concept becomes less flexible with age. The importance of the first year of life in personality development is often stressed. Some theorists go so far as to say that between the third and fifth year of life the die of self-concept has been cast. Kelley (1965, p. 7), who asserts that every human being can change and change for the better as long as he lives, comments on these views as follows:

I do not mean to deny the importance of these early years; damaged children will never be what they once might have been. . . . We are all handicapped, however, in one way or another by life's vicissitudes. We take these handicaps and make what we can of life as we are.

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Anyone who is still accessible can improve, and this leads to further improvement. If it were true that nothing can be done for a child after the age of five, there would be little need for teachers. . . . But when one realizes that the teacher has the opportunity to take damaged young ones and show them ways to growth and fulfillment, the task of teaching takes on new meaning and excitement. The possibility of change is the teacher's great reason-to-be.

Weiser (1970) insists that just one teacher can make a tremendous difference in the life of a child. Perhaps one teacher could offer a child the freedom found in that small, but vital, "sliver of maneuvering space" described earlier by Raymond Rogers.

A subtle but important change in emphasis exists between historical theorists of self and those of a more recent vintage. The relationship between man and society continues to be stressed, but special attention is given to one's opinion of himself and his interpretations of the behaviors of those making up his social milieu.

With considerations of the relationships between teacher and child we enter the realm of the school. Since the 1950's several

writers have been investigating the relationship between self-concept and influences found in the school. The findings and conclusions of some of these studies will be examined in the following segments of this chapter.

Research Concerning Self-Concept and the School

"Alma mater . . . [L, fostering mother] 1: a school college, or university which one has attended or from which one has graduated . . ." (Woolf, 1973, p. 32).

The view of the school as an "alma mater" or "fostering mother" implies the formative nature of its influence upon its students. Present day theorists and researchers continue to point out the influential role that factors related to the school environment play in the child's development. Consider, for example, the following statement made by Armor (1972, p. 171) with reference to the goals of schooling:

Foremost is the learning of some basic cognitive skills--reading, writing and simple arithmetic--which are crucial for a person's full participation in modern industrial society. Second, the secondary school provides instruction in various subjects--sciences, business, languages, etc.--which helps students to decide upon and prepare for further training in a specific occupation. Third, the school at least implicitly attempts to impart attitudes to the student which help him to become an adjusted, participating citizen. These might include personal self-esteem, respect for law and the rights of others, and an understanding of and commitment to the national culture. Finally, although not necessarily part of the educational process per se, schools provide some opportunity for aiding the physical and psychological welfare of children through the existence of health and counseling services.

Examination of the goals cited by Armor reveals that, for the most part, they fit roughly into either the cognitive or affective domains described by Bloom, Krathwohl, and others. Krathwohl, Bloom, and Masia (1964) remark that concerns regarding the cognitive domain

have tended to overshadow those of the affective domain within the schools. This is indicated by the stated order of goals cited by Armor in which items relating to self-esteem and psychological welfare are seen to rank as numbers 3 and 4 in his four item listing of goals.

Some theorists apparently feel that there is little chance of accomplishing cognitive goals until and unless affective needs of students are met. Coopersmith and Silverman (1969, p. 28) take this position as they say:

Just as we cannot expect a starving child to perform calisthenics, we cannot expect a child lacking in self-esteem to strive for academic competence. He must first have the conviction that it is possible for him to succeed and that his efforts will be rewarded with some degree of success.

Along similar lines, Long (1969) states her belief that until a child establishes his identity he cannot and will not become genuinely involved in the pursuit of any academic discipline.

Deutsch (1963) presents a different viewpoint, however, as he suggests that negative attitudes toward self and learning probably evolve in the school itself.

Weiser suggests a change in the tendency to consider cognitive goals prior to affective needs is in order. "We cannot afford to become so preoccupied with the urgent (the increasing amount of knowledge) that we have no time for the important (the development of human beings)" (Weiser, 1970, p. 237).

In all the views mentioned above there appears to be a general agreement that the school does play a prominent role in the psychological development of children. Among the proponents of "third force" psychology there is, likewise, general agreement that significant

others in a child's home and school environments play important roles in determining his self-concept. As might be expected, however, their agreement upon a principle in general does not mean agreement upon the specifics underlying that principle. Differing views on this matter and views of other aspects of the school's influence upon children will be considered in the following manner: (A) significant others at home and at school, (B) school achievement and self-concept, and (C) reading achievement and self-concept.

Significant others at home and at school. There is a lack of consensus among theorists with regard to whether home or school influences are ultimately more powerful in their effect upon the identities of students.

Glasser, with Quintilian insistence, says that the school must accept responsibility for what becomes of the child. "Very few children come to school failures, none come labeled failure; it is school and school alone which pins the label of failure on children. Most of them have a success identity, regardless of their homes or environments" (Glasser, 1969, p. 26).

Purkey's views differ from those voiced by Glasser with reference to the effect of home environment upon a child's sense of identity.

It is evident that children come to school with all sorts of ideas about themselves and their abilities. They have formed pictures of their value as human beings and of their ability to cope successfully with their environment. Like an invisible price tag, the child's self-image is with him wherever he goes, influencing whatever he does . . . (Purkey, 1970, p. 37).

Felsenthal (1972, p. 202) presents a view in direct opposition with Glasser's stated view in her following comment:

Even when the child enters school, or participates in other other activities, he still returns to the home, which remains the center of his life until he begins to make his own home. Consequently, the role of the parent in a child's psychological development assumes prime importance.

The Coleman Report, published in 1966, tends to support those who view the influence of the home environment as the prime factor relating to school achievement and self-esteem. The primary concern of this study was school achievement in general and verbal achievement in particular as the academic outputs of the school. Findings of this report were based upon data of some 570,000 pupils and some 60,000 teachers located in schools across the nation. Coleman concluded that school effect on achievement and self-confidence were much smaller than family background effects (Mosteller and Moynihan, 1972).

The Antecedents of Self-Esteem provides one of the clearest available pictures of the relationships between a child's home environment and his views of self. This study indicated that parents with high self-esteem tend to have children with high self-esteem. The reverse was also found to be true, i.e., parents with low self-esteem tend to have children with low self-esteem. Three antecedents of self-esteem Coopersmith (1967, p. 236) noted among high self-esteem families were:

. . . total or nearly total acceptance of the children by their parents, clearly defined and enforced limits, and the respect and latitude for individual action that exist within the defined limits. In effect, we can conclude that the parents of children with high self-esteem are concerned and attentive toward their children, that they structure the worlds of their children along lines they believe to be proper and appropriate, and that they permit relatively great freedom within the structures they have established.

Coopersmith's findings concerning the part played by limits in the formation of self-esteem received considerable attention from him.

Discussing this matter at some length, he comments:

The study . . . suggests that present conceptualizations of parental behaviors are insufficient to describe the parental attitudes and treatments that produce high self-esteem. The concepts of control, puermissiveness [sic], strictness, discipline, and domination suggest a simple, single-dimensional concept relating to power and authority in the family; such concepts as acceptance, love, and affection refer to the parents' basic approval of their child. . . . However, as our results have repeatedly indicated, the control and love expressed by the parents of children with high self-esteem . . . are likely to contain what may be construed as contradictory components. . . . From the analysis here it appears that the requirements for maintaining and protecting the child and reconciling the needs of the various members of the family make some (minimum) regulations and restrictions inevitable. To call parents who establish such regulations rejecting, undemocratic, or punitive is to disregard the realities of childrearing (Coopersmith, 1967, pp. 256-257).

Coopersmith suggests that we may need a new language to describe what actually occurs in a modern family and the types of parental treatment that produce favorable or unfavorable consequences.

The importance of the teacher as an influence in the lives of children is addressed by Richardson (1968, pp. 112-113) in the following statement:

The teacher is in control of several aspects of learning which have a direct impact upon each child's perception of himself as adequate-worthy or inadequate and unworthy. While the parent has influenced the child's self-concept earlier, the teacher has a more powerful influence, especially in aspects of the self-concept relating to intelligence and competencies. Consciously or unconsciously the child thinks, "Who can know better than the teacher whether I am bright or dumb?" Early and careless estimates of children's abilities while often erroneous, have a lasting effect. These are not easily reversible in later years; even when new experiences are available they may be ignored or rejected. The counselor and teacher can identify potential school failures and use all the resources of the school to make sure that the predictions of failure, apathy, and dropouts do not come true.

Kelley's viewpoint is similar to that quoted above. He also points out that the teacher is in complete control of the amounts of success and failure which each child receives each day, and, therefore, is in a position to have immediate impact upon the child's concept of himself as a learner (Kelley, 1965).

Nyberg, stating matters more succinctly, says ". . . a teacher's principal effect is his affect" (Cottle, 1973, p. 186).

Edeburn mentioned that in his review of research he was unable to find a single research study which reported empirical evidence of the relationship of the teacher as a significant other for his pupils. He viewed the findings of his research which supported views of the teacher as a significant other for his pupils as being the most important conclusion of his study (Edeburn, 1973). Results of data analysis performed by Edeburn and Landry (1974) supported the research proposal that a teacher's self-acceptance is positively related to the development of children's self-concept.

Various studies, however, imply the powerfulness of a teacher with regard to student attitudes. Bills (1956, p. 124), for example, drew the following conclusion from the findings of a study exploring the effects of student centered-teaching upon college students:

. . . during the student-centered teaching there was an increase in the concept of self and acceptance of self, a decrease in the difference between the concept of the ideal self, and no change in the concept of the ideal self. Since these changes have been established as occurring during individual psychotherapy it may be concluded, furthermore, that to a statistically significant degree student-centered teaching accomplishes psychotherapeutic aims.

Obviously, if teaching is to be student-centered it is the teacher who will center it in this manner.

In her comparative study of grouped and individualized school programs Manning (1971) found no significant differences between the self-concept development of children in group oriented classrooms and those in individually oriented classrooms. Upon the basis of her findings she hypothesized that the development of self-concept is not dependent upon one instructional procedure, and that the attitude of the teacher toward children may be the determining factor in self-concept development. Once more the teacher variable is stressed.

Christensen reports findings from his study of fourth and fifth grade pupils which relate somewhat to those of Manning. In this study the relationship between permissiveness and warmth of teachers and affect-need and achievement of pupils was examined. Evidence of the study supported the notion that warmth and permissiveness could be studied as separate dimensions. Of the independent and interaction variables considered, only warmth of teacher was related to vocabulary and arithmetic achievement of the pupils. Christensen felt the findings of this study indicated support for the contention that affective response of the teacher is more important for growth in achievement than is permissiveness. He also viewed the results of the study as implicative for considerations of pupil motivation and teacher training. "Undoubtedly, the development of affective responsiveness in teachers would call for quite different kinds of techniques than those now generally employed in teacher training programs" (Christensen, 1960, p. 174).

Studies done by Perkins indicated that teacher participation in child-centered study programs produced findings suggesting a relationship between such participation and an increase in pupil self-

concept. Basing his conclusions upon findings of his 1958 study, Perkins said that teacher's perceptions of children's self-concepts are, in general, positively and significantly related to these children's expressed self-concepts. Additionally, he concluded:

. . . teacher participation in child study is the one of four factors studied which exerts the greatest influence on teachers' and peer groups' achieving increased correspondence between their perceptions of and children's expressed self-concepts. The superiority of child study teachers is a measure of the effectiveness of this in-service program which seeks to help teachers gain a deeper understanding of children's behavior (Perkins, 1958a, p. 219).

In a 1972 investigation of IMPACT, a one year teacher training program designed to humanize the classroom, Trowbridge discovered that students of teachers who had undergone training tended to have higher end of year self-concepts than did students whose teachers had not undergone such training. She suggested the following two hypotheses to explain the findings of her investigation:

1. The teacher with a high self-concept somehow transfers this self-concept to his students and thereby generates in them a feeling of greater self-worth, simply through his teaching behavior.
2. The teacher's behavior in terms of classroom teaching activities in some way improves the child's concept of himself: for example, if the teacher encourages more divergent and evaluative thinking, perhaps the child's self-concept grows. In this case, the training effects may have in some way passed from teacher to student (Trowbridge, 1972, p. 65).

Williams and Beebe (1973) reported significant increases in pupil cognitive skills, but significant decreases in pupil self-concept in their evaluation of a teacher training program designed to foster self-enhancing education. Pupils and teachers in grades 3 to 8 were included in the study. Loss of pupil self-concept was most extreme in the third grade; inversely, growth in cognitive

skills was particularly noticeable at this grade level. However, a positive correlation was shown between cognitive and affective domains on the initial and final testings which occurred approximately six months apart.

Most cited findings and conclusions regarding teachers seem to be supportive of the description of a particular characteristic of a good teacher as stated by Combs, Blume, Newman, and Wass (1974, p. 80):

The essence of successful professional work is the effective use of self. This personal quality of professional preparation has already been recognized in the training of doctors, counselors, nurses, social workers, pastors, and psychotherapists. It is equally true for the training of teachers. The good teacher is first and foremost a person. That "personness" is the vehicle through which he accomplishes whatever he does as a teacher.

This effective use of self would seem to require a basic sense of adequacy that would be reflected in a person's self-concept. With specific reference to teacher self-concept, Combs et al. (1974, pp. 24-25) say:

The behavior of a teacher, like that of everyone else, is a function of his concept of self. Teachers who believe they are able will try. Teachers who do not think they are able will avoid responsibilities. Teachers who feel they are liked by their students will behave differently from those who feel they are disliked. Teachers who feel they are acceptable to the administration can behave differently from those who have serious doubts about their acceptability. Teachers who feel their profession has dignity and integrity can behave with dignity and integrity themselves. Teachers who have grave doubts about the importance value of their profession may behave apologetically or overly aggressively with their students and with their colleagues.

Coopersmith and Silverman (1969, p. 28) sum matters up by saying: "A teacher who lacks some measure of self-esteem--who doesn't like himself--shouldn't be with children. He could do immense harm in

the classroom, harm that might take years to remedy, if, indeed, it could be remedied."

All studies mentioned above in some manner stress the importance of a teacher's influence upon students. The magnitude of this influence does not appear to be exclusively related to teaching procedures; it may or may not be related to teacher training and/or basic teacher personality. Consideration of these studies might well cause one to wonder if Pestalozzi was not right when he described the essential principle of education as love. Weiser would certainly agree with this view since she plainly states that teaching decisions should be based on love. "Teacher love (and human love) may be defined as an outgoing good will that desires the well-being of others, whether they overtly respond or not" (Weiser, 1970, p. 237).

School achievement and self-concept. Although a variety of research indicating a relationship between academic achievement and self-concept is available the studies are, of necessity, correlational in nature, therefore, caution is advised with reference to causal inferences.

The studies carried out by Brookover, Patterson, and Thomas stand as important contributions to knowledge regarding the relationship between self-concept and achievement. These studies have concentrated on students at the seventh grade level or above. In the 1962 study designed to measure the self-concept of ability levels of students it was found that self-concept of ability was significantly related to school achievement. A similar study performed in 1964 indicated that student's reported self-concepts of ability and their grade point average were significantly and positively correlated.

In 1965 the retrieval of longitudinal data for a sample of 463 students in grades 7 through 10 provided similar results. Based upon the findings of their studies, Brookover et al. (1965, p. 208) stated the following conclusions:

1. The relationship of self-concept to achievement is not associated with differences in school attended.
2. Socio-economic status has a low relationship to self-concept of ability and achievement.
3. Self-concept of ability is not merely a reflection of memory of past performance or past achievement.
4. Specific self-concepts in subject matter areas are less stable in predicting achievement than is general self-concept of ability.

Bruck and Bodwin (1962) examined the relationship between self-concept and academic achievement of children of average intelligence in grades 3, 6, and 11. Ten children of each sex, five underachievers and five overachievers, were randomly selected in each of the three grades. A positive relationship was found to exist between immature self-concept and educational disability.

Campbell (1967), in a study based on data from pupils in grades 4, 5, and 6, reported support for his hypothesis of a positive relationship between self-esteem and achievement. Support was also found for the hypotheses that the relationship decreases at progressively higher grade levels, that the relationship was higher for boys than for girls, and that the mean school-related self-concept score differs in value for boys and girls, with girls obtaining higher scores.

Bledsoe (1967), using a random sample of 271 fourth and sixth grade children, found that correlations of achievement and self-concept were significant and positive for boys while for girls the correlations were nonsignificant.

Summarizing the findings of his review of research related to achievement and self-concept, Purkey (1970, p. 27) says:

Although the data do not provide clear-cut evidence about which comes first--a positive self concept or a scholastic success, a negative self concept or scholastic failure--it does stress a strong reciprocal relationship, and gives us reason to assume that enhancing the self concept is a vital influence in improving academic performance.

Reading achievement and self-concept. The recognition of a relationship between reading achievement and personality adjustment has existed for some time. In 1941, for example, Arthur Gates estimated from his clinical experience that 75 percent of the children with severe reading disabilities showed personality maladjustment (Beretta, 1970). Research concerning this relationship has generally shown moderate but significant correlations to be existing between reading ability and self-concept.

Wattenberg and Clifford (1964) carried out an exploratory study in an effort to determine whether poor self-concept or reading failure was the antecedent phenomenon. The Detroit Beginning First Grade Intelligence Test, administered near the close of the kindergarten school year, provided scores used as measures of intellectual ability. Tape recordings were made of the remarks of the children while drawing a picture of their families and responding to an incomplete sentences test devised for the purpose of developing a quantified measure of self-concept. Through two raters the ratio of positive total self-references were calculated in terms of Quantified Self-Concept (Competence) and Quantified Self-Concept (Good-Bad). Additionally, the classroom teachers and a clinically trained interviewer rated the children with reference to the child's feeling of competence and worth. Self-concept

tests were administered during the first semester of the child's kindergarten year. "For the measure of reading achievement at the close of the second grade, because of the differences in reading method and vocabulary used in the two textbook series, the tests distributed by the textbook series publishers were employed" (Wattenberg and Clifford, 1964, p. 463). The measures of self-concept taken in kindergarten were found to be predictive of later reading achievement. It was concluded that self-concept phenomena are antecedent to and predictive of reading accomplishment.

Alberti (1971), in a study of 656 children in grades 1 through 3 found self-concept to be significantly correlated with teacher's ratings of children's behavior and with reading achievement. The findings of this study with reference to first grade pupils will be discussed further at a later point in this chapter.

Stuckey (1975) studied self-concepts of students in kindergarten through grade 6 and examined their relationship to grade level, patterns of decrease, and reading achievement. While other findings were not always conclusive, the relationship between reading achievement and self-concept was confirmed.

A most interesting study was completed by Vilhotti (1974) in which he attempted to ascertain the relationship of specific reading skills to specific components of self-concept. The Self-Social Symbols Task, used as a measure of self-concept provided information regarding general self-concept, identification with mother, identification with father, majority identification, centrality, and social interest. Using 60 seventh grade students, Vilhotti found that achieving readers had higher total self-concepts than readers who were not achieving. Other findings are summarized below:

1. Identification with mother was found to be in fundamental relationship with literal comprehension.
2. Identification with father was found to be fundamentally related to inferential comprehension.
3. Vocabulary was related to centrality, social interest, and majority identification.
4. Self-esteem was related to sound discrimination (Vilhotti, 1974).

Most studies of self-concept and academic achievement have concentrated upon evaluating the possibility of the linear relationship between these two variables. As might be expected, studies showing the most significant correlations have dealt primarily with extreme groups (low and high achievers; low and high self-concepts). Landry (1974) questioned the existence of a linear relationship between self-concept and reading achievement, particularly for students of "average" self-concept and/or reading ability. Analyses of curvilinear and linear relationships, based on third, fourth and fifth grade student data, were compared. The measure of curvilinear relationship accounted for slightly more than 25 percent of the variance than did the measure of linear relationship. However, both measures revealed a highly significant relationship between self-concept and reading achievement which was markedly greater at the extremes of the continuum. Landry (1974, p. 4) concludes:

A relationship between self concept and achievement does exist and that relationship is strongest at the extremes of the scales. However, practitioners should be concerned with positing too vehemently that the relationship exists throughout the continuum and that the relationship is linear.

All studies cited above have indicated a significant positive relationship between reading achievement and self-concept. Given the societal emphasis upon literacy prevalent in our culture this relationship might logically be expected.

Research Concerning Reading Achievement and
Self-Concept at the First Grade Level

The importance of the early years in terms of their influence upon later educational success is a subject on which educators, researchers, and theorists seem to agree. Glasser's (1969, p. 26) comments serve to illustrate existing opinion on this matter: "Many educators who work with children from 'disadvantaged backgrounds' believe that the first years of school are critical for success or failure. I agree completely, not only for deprived children but for all children."

Nagler and Hoffnung (1971) point out that data from grades 1 and 2 were not included in the Coleman Report, which claimed a significant relationship between students' perceived control of the environment and their academic achievement, i.e., those students who felt in control of their environment were said to obtain higher achievement test scores. Nagler and Hoffnung found that this conclusion was upheld by their data which was based on children in grades 1 through 4. Designation of classes as "High Powerful," or "Low Powerful" was based upon scores of the Children's Perceived Powerfulness Scale. They remarked that classes with mean scores indicating high powerfulness were viewed more favorably by their teachers than were classes with low mean scores. They believed this finding raised questions about the impact such teacher feelings have on the development of perceived powerfulness and powerlessness.

Sonntag and Kagan (Bown and Richek, 1969) contend that in grades 1 through 4 a teacher's capacity to foster positive identification is especially crucial to optimum development of the child's

personality and intellect. This assertion is based upon longitudinal studies from the Fels Research Institute.

Alberti's (1971) study, as was previously mentioned, included grades 1 through 3. At the grade 1 level pupil reading achievement was judged by the teacher and designated as being high, medium, or low. Self-concept was measured by Self-Perception-in-School. At this grade level reading achievement and self-concept were found to be significantly correlated for the total group, for girls, but not for boys. At the second grade level reading achievement and self-concept were significantly correlated for the total group, for boys, but not for girls. At the third grade level, however, the correlations were significant for all group divisions. Mean scores at each grade level were higher for girls than boys. The mean scores of girls at each grade level were relatively stable while those of boys were seen to decrease steadily. Finding that boys received consistently lower teacher behavior ratings than girls led Alberti to hypothesize that teachers' consistently less positive attitudes towards boys behavior may be the cause of increasingly less positive self-perceptions and less adequate academic achievement observed for boys.

Although Stuckey (1975) was unable to determine a specific pattern of decrease in self-concept for low achievers, she did discover an apparent pattern of decrease indicated for high achievers which began in grade 1 and continued through grade 4. Some findings indicated that third grade, fifth grade and perhaps first grade were times when decreases in self-concept might be expected for low achievers. Additionally, her findings suggested that boys have more negative self-concepts in the primary grades than do girls, while girls have more

negative self-concepts in the upper elementary grades than do boys.

Lamy's (1965) study was designed to explore the role of children's perceptions of themselves and their world in the process of learning to read. Subjects included 52 pupils followed from kindergarten through first grade. Perception data were obtained from inferences made by trained observers working individually with each of the children. Reading achievement was measured both by the California Reading Test and by first grade teacher rating of reading achievement. Intelligence data were based on eight subtests from the Wechsler Intelligence Scale for Children. Specifically, her hypotheses were as follows:

1. There is a positive relationship between children's perceptions of themselves and of their world while in the kindergarten and their achievement in reading in the first grade.
2. There is a positive relationship between children's perceptions of themselves and of their world while in the first grade and their achievement in reading in the first grade.
3. A combination of intelligence test scores and perception ratings of children (a) in kindergarten, and (b) in the first grade will have a higher relationship with their first grade reading achievement than will either set of scores separately (Lamy, 1965, p. 251).

The findings of her research confirmed all three hypotheses. Self-perception was seen to give as good a prediction of reading achievement as did intelligence scores, and, as was indicated by the acceptance of hypothesis #3, both scores gave a better prediction than did either score alone. She concluded that her findings corroborated the phenomenological point of view that the perceptions a child holds of himself in relationship to various aspects of his world are not only related to, but may be causal factors in his subsequent reading achievement.

The study performed by Wattenberg and Clifford (1964) was discussed at some length in the previous section of this chapter. In short, this study indicated that self-concept measures taken in kindergarten were significant predictors of reading progress two and one-half years later.

A study designed by Lovinger (1967) attempted to investigate the relationships among self-concept, sense of competence, reading achievement, and dependence in children at the kindergarten and first grade levels. Participating children were described as white, middle class, and from monolingual English speaking homes. Self-concept at the first grade level was found to be significantly related to first grade reading achievement. Other findings were generally inconclusive.

Zimet, Rose, and Camp (1973) wished to examine the relationship between reading problems and aggressive behavior. They administered the Rosenweig Picture-Frustration Study (RP-FS), a measure of ability to internalize aggression, to one group of children at the time of their completion of first and third grades. At the beginning of the first grade the Clymer-Barrett Reading Readiness Test was administered, the Wide Range Achievement Test was administered at the end of the first grade, and the Gates-MacGinitie Reading Achievement Test was administered at the end of the third grade. No correlations between the RP-FS were revealed with regard to reading readiness or to reading achievement at the end of the first grade. However, the RP-FS scores were correlated significantly with the end of third grade achievement scores. This finding caused the authors to conclude " . . . that the early development of ability to internalize blame

and responsibility may be a predictor of later reading achievement, even though it was not related to achievement in the early stages of learning to read" (Zimet, Rose, and Camp, 1973, p. 434).

Quandt (1971) investigated the relationships among reading self-concept, reading achievement, and behaviors indicating success in reading. In this study a reading self-concept instrument was developed and administered to first grade pupils with the results being correlated with reading achievement scores after one semester. Reading self-concept scores were divided into groups labeled as high, medium, or low. Quandt discovered no trends toward increase or decrease of successes in reading that could be observed which differentiated any of the reading self-concept change groups. He did indicate that subjects whose self-concepts changed negatively experienced fewer successes in reading than did subjects whose reading self-concepts either changed positively or did not change.

Williams examined the relationship of self-concept and reading achievement in 133 first grade children. She comments upon the results of her study as follows:

The data analyses supported previous relationships found among a child's intelligence, reading readiness, and ethnic background with his reading achievement. However, there was essentially no relationship between the children's self-concept and their first and second grade reading achievement (Jean Williams, 1973, p. 379).

She offered three possible interpretations for this lack of correlation: (1) at this age level there may be no relationship, (2) the self-concept of the young child may fluctuate greatly, (3) the instrument used to measure self-concept may not have been adequate to the task of measuring the self-concepts of such young children.

Lewis' (1974) examination of the relationship of self-concept to reading achievement involved two first grade groups, one of which was receiving self-concept training while the other was not. No significant relationship between self-concept and reading was evidenced for either or both of the two groups.

Artley (1969, p. 3) addressing the teacher variable in the teaching of reading, quotes a conclusion of Ramsey's based upon his examination of three grouping procedures used for teaching reading:

The thing that the study probably illustrates most clearly is that the influence of the teacher is greater than that of a particular method, a certain variety of materials, or a specific plan of organization. Given a good teacher other factors in teaching reading tend to pale to insignificance.

The evidence cited in this review of research indicates that the variable of teacher influence may be equally as great with reference to self-concept as to reading achievement. Given a relationship between self-concept and reading achievement this might be expected. Simon's (1969, p. 66) cobweb analogy makes it easy to visualize the nature of such a relationship:

An investigation into whether or not there is a relationship between two occurrences or variables is an attempt to find out whether or not two (or more) phenomena are part of the same scheme of things, that is, whether or not they are closely associated with each other in nature's cobweb. The cobweb analogy is instructive. If two particles are entrapped close to each other in a cobweb and if one of them moves, the other will move in close agreement with it. But if the particles are much farther from each other, movement in one will not be as closely accompanied by movement in the other. Furthermore, notice that movement in particle A and in particle B can be related even if neither A nor B but rather C initiates the motion.

Inserting reading achievement for Simon's "A" and self-concept for "B" it seems that the part of "C" might be played by the classroom teacher.

A simple majority of the studies discussed above indicated a relationship between self-concept and reading achievement in the early primary school years. Taken as a whole, however, the existence of this relationship is still debatable. Sex differences in self-concept, reading achievement and teacher ratings of behavior are seen to exist even at these young ages. The importance of the teacher as an agent in the development of self-concept for these children is often suggested or implied.

CHAPTER III

DESIGN OF THE STUDY

Introduction

It has been said that teacher personality is a significant variable in the classroom. This study, the purpose of which was to examine the relationships among teacher and pupil self-concept and pupil reading achievement at the first grade level, represents an attempt to provide research data which would aid one in evaluating this assertion. The four hypotheses stated below were formed with this purpose in mind. It should be remembered that in these hypotheses the term "pupil" always refers to a child enrolled in the first grade.

1. No significant relationship will exist between change in pupil self-concept and change in pupil reading achievement.
2. No significant relationship will exist between teacher self-concept and:
 - (a) change in pupil self-concept,
 - (b) change in pupil reading achievement.
3. No significant relationship will exist between teacher's view of the teaching profession and:
 - (a) change in pupil self-concept,
 - (b) change in pupil reading achievement.

4. No significant relationship will exist between teacher's views of children as students and:
 - (a) change in pupil self-concept,
 - (b) change in pupil reading achievement.

Research Population

The research population of this investigation consisted of the first grade pupils and teachers of Minnesota Independent School District #318 during the 1974-75 school year. Administrative offices for this district were located in Grand Rapids, Minnesota. The analyzed data included the test scores of 239 pupils and 17 teachers. Of the 17 classes involved, 14 were comprised exclusively of first grade pupils. Multi-grade classrooms were attended by the remaining 3 groups of participating first grade children.

All participating teachers were observed by this researcher to be white. Based on teacher information it was determined that 95 percent of the children included in this study were white.

School administrators indicated that the socioeconomic status of this school district was predominantly middle class, i.e., it was without the extremes represented by dire poverty or immense wealth.

Sources of Data

The sources of the data used in this study were the following:

1. Scores of pupils present for both the pre and posttest administration of the Self Observation Scales, Primary Level, Form A, and the following segments of the Metro-politan Achievement Test, Primary I, Forms F and G, respectively: Word Knowledge; Reading, Section A--

Sentences, Section B--Stories, items #14 through 21.

Pretests were administered to pupils during the time period between September 25 and October 2, 1974.

Posttests were administered to pupils during the time period between May 12 and May 16, 1975.

2. Completion of the Index of Adjustment and Values by teachers during the spring of 1975.
3. Completion of four semantic differential instruments by teachers during the spring of 1975.

Instruments

The instruments used in this study, in whole or in part, were the Self Observation Scales, Metropolitan Achievement Test, Index of Adjustment and Values, and four semantic differential instruments based on the technique of Osgood, Suci, and Tannenbaum. Each instrument is described below.

The Self Observation Scales (SOS), published by the National Testing Service in 1974, is a direct self-report, group administered instrument which requires a yes-no response on the part of the pupil. It is available in two forms, A and B, and at two levels, Primary and Intermediate. All tests must be machine scored by the publishing company.

The SOS, Primary Level, Form A, was used for both the pre and posttest of pupil self-concept in this study. This test is comprised of 50 items designed to measure five dimensions of children's affective behavior: Self Acceptance, (2) Social Maturity, (3) School Affiliation, (4) Self Security, and (5) Achievement Motivation. Descriptions of the scales, as given by the publisher, follow:

Scale I. Self Acceptance. Children with high scores view themselves positively and attribute to themselves qualities of happiness, importance and general competence. They see themselves as being valued by peers, family, and teachers. Children with low scores see themselves as unhappy, lacking in general competence and of little importance to others.

Scale II. Social Maturity. Children with high scores on this scale know how they are supposed to think and feel in a variety of social situations. They have learned the importance of such notions as "fair play," "sharing," "perseverance," "helpfulness," and "generosity." Children with low scores on this scale have not learned these notions and are likely to evidence behaviors that most adults would characterize as selfish, inconsiderate, or immature.

Scale III. School Affiliation. Children with high scores view school as a positive influence in their lives. They enjoy going to school, and they enjoy the activities associated with school. Children with low scores view school as an unhappy place to be. They do not enjoy most school related activities and are negative about the importance of school in their lives.

Scale IV. Self Security. Children with high scores report a high level of emotional confidence or stability. They feel that they are in reasonable control of the factors that affect their lives and spend little time worrying over possible troubles. Children with low scores on this scale worry a great deal. They are concerned that something bad may happen and report feelings of nervousness.

Scale V. Achievement Motivation. This is a special scale, relating achievement and ability to self concept. High scores indicate increased probability that the child will achieve well with relation to ability; low scores indicate increased probability that the child will not achieve as well as might be expected on the basis of his ability. This scale is considered to be experimental; we recommend that its use for individual assessment be deferred pending the results of our current program of confirmatory analyses (SOS, 1975).

The first four scales were factor analytically derived; the fifth was developed using discriminant analysis.

Using data for grades 1 through 3 from the national norming sample for the SOS, Primary Level, Katzenmeyer and Stenner (1975) calculated the coefficients of replicability for the four factor analytically derived scales. These coefficients are given in

Table 1. The coefficient of replicability serves as a method for estimating stability across any number of replications, stating confidence limits concerning the replicability of each factor.

TABLE 1
COEFFICIENTS OF REPLICABILITY OF THE SOS AND THEIR ASSOCIATED
CONFIDENCE LIMITS AS REPORTED BY KATZENMEYER AND JACKSON
(1975, p. 25)

	r_r	Lower Limits		Upper Limits	
		p <.01	p <.05	p <.05	p <.01
Self Acceptance	.96	.84	.89	.99	.99
Social Maturity	.98	.89	.92	.99	.99
Self Security	.97	.86	.90	.99	.99
School Affiliation	.99	.96	.97	.99	.99

In the National Testing Service's SOS--Technical Bulletin No. #3 (1974, p. 1), the following statement is made regarding the adequacy of the SOS as a self-concept measure:

Both the Primary and Intermediate Levels of the SOS have been subjected to extensive structural replicability and invariance checks. The results of these checks demonstrate that the SOS Scales are replicable constructs which measure the same behaviors in boys and girls, in blacks and whites, and in children of high and low socio-economic status. With the replicability and invariance checks completed, the relationships between the SOS and other variables can be considered with increased confidence that the SOS, as a measure of self concept, is adequate to the task.

The Metropolitan Achievement Tests (MAT), published by Harcourt Grace Jovanovich, Inc., are available in the following six levels: Primer, Grades K.7-1.4; Primary I, Grades 1.5-2.4; Primary II, Grades 2.5-3.4; Elementary, Grades 3.5-4.9; Intermediate, Grades 5.0-6.9; Advanced, Grades 7.0-9.5. The Primer level is available in two forms, F and H. All other levels are available in three forms F, G, and H.

Standard score stanine, percentile ranks, and grade equivalent tables are available for score interpretation. Test booklets are available for either hand or machine scoring.

The Primary I level was used in this study. Form F was administered during the time period between September 25 and October 2, 1974. Form G was administered during the time period between May 12 and May 16, 1975. All tests were hand scored using the stencil keys made available by the publisher. The following portions of the achievement battery were used for both testings: Word Knowledge; Reading, Section A--Sentences, Section B--Stories, items #14 through 21.

The MAT was revised in 1970, however, Farr and Anastasiows's (1969, p. 42) evaluative comments regarding the usefulness of the 1959 version as a measure of reading achievement still hold true:

The Metropolitan Test Battery includes a range of levels of reading tests which should be very useful to measure general reading achievement. All tests appear to be very reliable. The Word Knowledge and Discrimination Vocabulary have been carefully controlled and appear to be measures of the content as taught in most basal readers. Validity is not supported by data to insure that the topics presented are actually measured on the Reading subtests. A careful analysis must be made by the teacher to insure that these tests match the program as taught in individual classrooms--a procedure suggested for any achievement test, particularly when data are not available.

Just as each teacher must make his own evaluation of the content validity of the MAT so, it would seem, each researcher must decide whether the content validity of the MAT is sufficient for his purposes. After examining various extant measures of reading achievement it was the decision of this researcher that administration of certain segments of the MAT, Primary I, could provide requisite information concerning pupil reading achievement adequate to the needs and purpose of this study.

The adult form of the Index of Adjustment and Values (IAV) was made available to this researcher in mimeographed form by its author, Dr. R. E. Bills.

The IAV is a self-report instrument which utilizes a self-minus-ideal discrepancy score as well as a direct self-acceptance score to index self-regard. The IAV is comprised of 124 items described as trait adjectives. In short, the subject taking the test is called on to respond, in terms of himself, to three questions and to mark his response in columns 1 through 3, respectively. Wylie's (1974, pp. 150-151) description of these questions and procedures follow:

Column 1: How often are you this sort of person? (to be marked on a 5-point scale from "most of the time" to "seldom:). Column 2: How do you feel about being this way? (to be marked on a 5-point scale from "very much like" to "very much dislike"). Column 3: How much of the time would you like this trait to be characteristic of you? (to be marked on a 5-point scale from "seldom" to "most of the time"). The sum of Column 1 (with negative traits reversed) equals the Self score. The sum of Column 2 is taken as a direct measure of Self-Acceptance. The sum of the discrepancies between Columns 1 and 3 is taken as the Self-Ideal discrepancy, from which self-satisfaction is inferred. (The S also answers these same questions about other people, defined in terms of a relevant peer group. . . .

Only that portion of the IAV referring to Self was utilized in this study. It was not felt that this would have an undue adverse effect on the validity of the results. Edeburn (1973, p. 55), quoting Bills, reports this comment on the subject: "It is, therefore, not too surprising to find that the 'self' and 'others' forms of the IAV are significantly correlated but the low correlations . . . show that the forms are, in a large part, independent measures."

Wylie (1974, pp. 164-165) draws the following conclusions with reference to the usefulness of the IAV:

It is evident that the IAV has been used by many researchers. Reliability is quite high. Evidence for convergent validity includes correlations with many different purported measures of self-regard--a wider range of such instruments than is the case for any other self-regard measure. Although the degree of convergent validity of any of the self-regard scores from IAV is quite moderate, it is probably as good as for any extant instrument which purports to measure global self-regard with the use of numerous items. . . .

Semantic differential (SD) technique, as developed by Osgood, Suci, and Tannenbaum, is a method of observing and measuring the psychological meaning of things, usually concepts. The individual taking a SD test is typically asked to rate one or more concepts on each of a number of 7-point bipolar adjective scales. The first two factor analyses of scale intercorrelations performed by Osgood and his colleagues yielded factors such as evaluation, potency, and activity. These factors were interpreted as basic dimensions of "connotative meaning" or "semantic space."

As numerous studies have used SD instruments to probe self-concept it would seem that many investigators have accepted the opinion of Osgood et al. (1971) that SD is appropriately applicable to self-concept measurement. Wylie takes a rather dim view of the instruments based on this technique, however, and points out that these studies have differed so in measuring techniques that they cannot be used to appraise construct validity. She points out that the sources of the bipolar adjectives used and procedural instructions were not always stated.

In this study the adjective pairs used were taken from those reported by Osgood et al. (1971, pp. 53-57) in their thesaurus

sampling. An example of both the instructions and the instruments used are provided in the Appendix.

Reliability coefficients were calculated for the four concepts, and the three factors within each concept, that were measured by the SD instruments used in this study. These coefficients, and the reliability coefficient for the four instruments combined are reported in Table 2.

TABLE 2
RELIABILITY COEFFICIENTS FOR SD INSTRUMENTS USED IN THIS STUDY

	Evaluative	Potency	Activity	Total
Myself	.4634	.3411	.6671	.6124
Myself as a Teacher	.4596	.5762	.0788	.4214
The Teaching Profession	.6512	.0483	.7044	.7343
Children as Students	.7206	.1555	.6023	.7100
Combined				.7584

It will be noted that the activity factor for "Myself as a Teacher," and the potency factors for "The Teaching Profession," and "Children as Students" show extremely low reliability coefficients. Other individual factors show reliability coefficients ranging from moderately low to moderately high. With the possible exception of "Myself as a Teacher," the reliability coefficients for each complete instrument and for the four instruments combined are quite on a par with those reported for other self-report instruments and are regarded as acceptable.

Kerlinger (1967, pp. 678-680) summarizes his views of the value of SD techniques in behavioral research as follows:

The semantic differential can be applied to a variety of research problems. It has been shown to be sufficiently reliable and valid for many research purposes. It is also flexible and relatively easy to adapt to varying research demands, quick and economical to administer and to score. The main problems, as indicated earlier, are to select appropriate and relevant concepts or other cognitive objects to be judged, and appropriate and relevant analyses. . . . We have here a useful and perhaps sensitive tool to help in the exploration of an extremely important area of psychological and educational concern: connotative meaning.

Statistical Treatment

The statistical procedures used in this study include the related t test, correlational analyses, and residual gain analyses.

The correlation between analyses of change (residual gain) scores for pupil self-concept and change (residual gain) scores for pupil reading achievement were used to test Hypothesis 1.

To test Hypotheses 2, 3, and 4 the technique of partial correlation was employed, that is, the correlation between pupil post-test scores and teacher's scores were calculated, eliminating the potential biasing effect of the pupil pretest scores on the correlation.

Analysis of the data, with tests of hypotheses parenthetically noted, is presented in the following manner:

- I. Examination of the pre and posttest data of pupils using related t tests.
- II. Examination of correlations between pupil self-concept and pupil reading achievement. Comparisons of changes in pupil self-concept and changes in pupil reading achievement through residual gain scores (Hypothesis 1).

III. Examination of correlations between teacher scores and pupil posttest self-concept and reading achievement scores. The technique of partial correlation was used to compare teacher scores to pupil posttest scores after eliminating the effect of the pupil pretest scores on the correlation (Hypotheses 2, 3, and 4).

Summary

The stated purpose of this study was to examine the relationships among teacher and pupil self-concept and pupil reading achievement at the first grade level. In accordance with this purpose four hypotheses were proposed which concerned relationships between changes in pupil self-concept and pupil reading achievement and the relationships between these changes and various teacher measures.

The analyzed data were comprised of the test scores of 239 first grade pupils and 17 first grade teachers of Minnesota Independent School District #318 during the 1974-75 school year.

Self Observation Scales, Primary Level, and certain previously designated segments of the Metropolitan Achievement Test, Primary I, were administered to participating pupils during the time periods between September 25 and October 2, 1974, and between May 12 and May 16, 1975. The Index of Adjustment and Values and four semantic differential instruments were completed by teachers during the spring of 1975.

The related t test, correlational analyses and residual gain analyses were used to facilitate the analysis of the data.

CHAPTER IV

ANALYSIS OF DATA

This study was undertaken in order to investigate relationships existing among teacher self-concept, pupil self-concept, and pupil reading achievement at the first grade level. Relationships existing among pupil self-concept, pupil reading achievement and the following teacher variables were also examined: views of the teaching profession, views of children as students. Particular attention was given to the change in pupil self-concept and reading achievement in relation to teacher data.

Four hypotheses were tested in this study. It should be remembered that in these hypotheses the term "pupil" always refers to a child enrolled in the first grade.

1. No significant relationship will exist between change in pupil self-concept and change in pupil reading achievement.
2. No significant relationship will exist between teacher self-concept and:
 - (a) change in pupil self-concept,
 - (b) change in pupil reading achievement.
3. No significant relationship will exist between teacher's views of the teaching profession and:

- (a) change in pupil self-concept,
 - (b) change in pupil reading achievement.
4. No significant relationship will exist between teacher's views of children as students and:
- (a) change in pupil self-concept,
 - (b) change in pupil reading achievement.

To facilitate analysis of the data these hypotheses were restated within the body of this chapter as necessary. The .05 and .01 levels of significance were chosen a priori for the purpose of testing the hypotheses. Correlations at or above the .10 level of significance were also reported.

Examination of Pupil Pre and Posttest Data
in Self-Concept and Reading Achievement

Pupil self-concept was measured by the Self Observation Scales (SOS), Primary Level, Form A. This test purports to measure five dimensions of children's affective behavior: (1) Self Acceptance, (2) Social Maturity, (3) School Affiliation, (4) Self Security, and (5) Achievement Motivation.

Pupil reading achievement was measured by the Metropolitan Achievement Test (MAT), Primary I level. Form F of the MAT was used for the pretest; Form G for the posttest. The following portions of this test battery were administered during both testings: Word Knowledge; Reading, Section A--Sentences, Section B--Stories, items #14 through 21. The Total Reading score was obtained by adding the number of correct responses for each test section completed.

The results of the t tests comparing pupil pre and posttest mean data are presented in Table 3.

TABLE 3

PRETEST AND POSTTEST MEANS, STANDARD DEVIATIONS AND t VALUES
FOR SOS AND MAT VARIABLES

Variable	Pretest Mean	Posttest Mean	Standard Deviation	t Value
SOS				
Self Acceptance	50.17	50.26	9.09	0.15
Social Maturity	42.79	50.88	10.39	12.04 ^a
School Affiliation	48.92	48.63	11.10	- 0.40
Self Security	48.52	53.13	10.38	6.86 ^a
Achievement Motivation	50.44	49.17	12.43	- 1.20
MAT				
Word Knowledge	15.79	30.28	6.20	36.12 ^a
Reading, A+B	7.93	15.56	5.02	23.46 ^a
A-Sentences	5.45	10.33	3.29	22.95 ^a
B-Stories, #14-21	2.49	5.23	2.54	16.73 ^a
Total Reading	23.72	45.79	9.29	36.72 ^a

^a Probability <.01

Although there was no significant change in the means of some SOS factors this does not preclude the possibility of significant change among the scores of individuals or among the mean scores of particular classrooms.

As would be expected, pupils made significant gains in reading achievement during their first grade year. Significant differences at the .01 level were noted between pre and posttest means of all reading achievement variables.

Differences significant at the .01 level were noted between the pre and posttest means for two SOS factors--Social Maturity and Self Security. The pre and posttest means of the SOS variables of Self Acceptance, School Affiliation, and Achievement Motivation showed no

evidence of significant change. Negative t values are shown in those instances when the pretest means were greater than the posttest means.

Examination of Correlations Between Pupil Self-Concept
and Pupil Reading Achievement

Matrices showing correlations among the various pre and posttest pupil self-concept and reading achievement scores are presented in Table 4.

Examination of Table 4 reveals that all MAT pre and posttest variables were significantly correlated at the .01 level of significance.

Examination of the SOS pre and posttest correlations in Table 4 shows that SOS Achievement Motivation was not significantly correlated with any of the other variables. Achievement Motivation, it should be remembered, was regarded by the test authors as an experimental scale. Among the other sixteen correlations examined, fourteen were significant at the .01 level.

In examining correlations among SOS pretest scores, MAT pretest scores, and MAT posttest scores, it should be noted that SOS Social Maturity and Self Security consistently displayed significant correlations with MAT variables. With the exception of the MAT pretest Reading score, all MAT pre and posttest variables were significantly correlated at the .01 level with Social Maturity and Self Security pretest scores.

No significant correlations among SOS posttest scores and MAT pretest scores were evidenced. However, SOS posttest scores for Social Maturity and Self Security were significantly correlated with all MAT posttest variables at the .01 level of significance.

TABLE 4

CORRELATION MATRIX OF SOS AND MAT SCORES

Variable	SOS PRETEST					SOS POSTTEST					MAT PRETEST		
	Self Acc.	Soc. Mat.	Sch. Aff.	Self Sec.	Ach. Mot.	Self Acc.	Soc. Mat.	Sch. Aff.	Self Sec.	Ach. Mot.	Word Know.	Rdg. A+B	Tot. Rdg.
SOS-Post													
Self. Acc.	.46 ^a	.25 ^a	.24 ^a	.24 ^a	.04								
Soc. Mat.	.27 ^a	.44 ^a	.19 ^a	.33 ^a	-.01								
Sch. Aff.	.34 ^a	.23 ^a	.34 ^a	.08	-.01								
Self Sec.	.23 ^a	.34 ^a	.01	.50 ^a	.06								
Ach. Mot.	.05	-.05	.07	.01	.07								
MAT-PRE													
Word Know.	.07	.22 ^a	-.05	.25 ^a	-.16 ^a	.04	.09	.07	.04	-.01			
Rdg., A+B	-.09	.03	-.17 ^a	.10	-.15 ^a	-.04	.04	.06	-.01	.09			
Tot. Rdg.	.20 ^a	.35 ^a	.07	.34 ^a	.02	.10	.05	.04	.09	.05			
MAT-POST													
Word Know.	.02	.27 ^a	-.01	.27 ^a	-.07	.07	.23 ^a	.08	.19 ^a	.08	.45 ^a	.20 ^a	.43 ^a
Rdg., A+B	.14 ^b	.30 ^a	.06	.26 ^a	-.05	.07	.16 ^a	.06	.13 ^b	.01	.46 ^a	.21 ^a	.44 ^a
Tot. Rdg.	.08	.30 ^a	.02	.29 ^a	-.06	.07	.22 ^a	.08	.18 ^a	.05	.49 ^a	.22 ^a	.47 ^a

^aProbability <.01^bProbability <.05

Hypothesis Number One

No significant relationship will exist between change in pupil self-concept and change in pupil reading achievement.

Correlation coefficients existing among pupil residual gain scores for self-concept and reading achievement, with level of significance indicated when applicable, are presented in Table 5.

TABLE 5

CORRELATIONS AMONG PUPIL RESIDUAL GAIN SCORES FOR SELF-CONCEPT AND READING ACHIEVEMENT

Variable	SOS SCALES				
	Self Acc.	Soc. Mat.	Sch. Aff.	Self Sec.	Ach. Mot.
MAT					
Word Knowledge	.19 ^a	.29 ^a	.08	.26 ^a	-.02
Reading, A+B	.06	.18 ^a	-.04	.18 ^a	.03
A-Sentences	.11 ^b	.23 ^a	-.01	.16 ^a	.09
B-Stories, #14-21	-.02	.07	-.06	.15 ^a	-.07
Total Reading (1+2)	.14 ^a	.26 ^a	.03	.25 ^a	-.01

^aProbability <.01 level

^bProbability <.05 level

The null hypothesis was rejected due to existing significant correlations found among pupil self-concept and reading achievement residual gain scores.

Highly significant positive correlations were found to exist among the SOS scales of Self Acceptance, Social Maturity, Self Security and the MAT variables of Word Knowledge and Total Reading.

No significant correlations were found to exist among the SOS scales of School Affiliation and Achievement Motivation and any of the MAT variables.

Examination of Correlations Between Teacher Scores and
Pupil Scores Using the Technique of Partial Correlation

Table 6 presents the results of the partial correlations analyses of pupil self-concept to teacher data. Table 7 presents the results of the partial correlations analyses of pupil reading achievement to teacher

TABLE 6

PARTIAL CORRELATIONS--PUPIL SELF-CONCEPT AND TEACHER DATA

Variable	SOS SCALES				
	Self Acc.	Soc. Mat.	Sch. Aff.	Self Sec.	Ach. Mot.
IAV					
Self	.25	.30	-.33	.01	.35 ^c
Self Acceptance	.57 ^a	.45 ^b	-.24	.16	.49 ^b
Ideal Self	.14	-.10	-.24	-.27	-.23
Discrepancy Score	-.15	-.39 ^c	.16	-.24	-.59 ^a
SD-Myself					
Evaluative	.30	.37 ^c	.43 ^b	.28	.27
Potency	.06	.06	-.50 ^b	.08	.10
Activity	.26	.11	-.11	-.02	-.06
SD-Myself as a Teacher					
Evaluative	-.12	.33	.59 ^a	.23	.24
Potency	-.21	.03	-.41 ^c	.16	.08
Activity	-.19	-.02	.02	-.19	-.21
SD-The Teaching Profession					
Evaluative	.09	.11	.06	.31	.10
Potency	.13	.27	-.25	-.04	.23
Activity	.19	.05	-.02	.25	.02
SD-Children as Students					
Evaluative	.18	.26	.12	.49 ^b	.14
Potency	.21	.40 ^c	-.41 ^c	.38 ^c	.43 ^b
Activity	.21	.23	.05	.21	.18

^aProbability <.01 level

^bProbability <.05 level

^cProbability <.10 level

data. The technique of partial correlation was employed to calculate the correlations between pupil posttest scores and teacher scores, eliminating the potential biasing effect of the pupil pretest scores on the correlation.

TABLE 7

PARTIAL CORRELATIONS--PUPIL READING ACHIEVEMENT AND TEACHER DATA

Variable	MAT VARIABLES				Tot. Rdg.
	Word Know.	Rdg. A+B	Rdg. A	Rdg. B	
IAV					
Self	.24	.13	-.32	-.05	.10
Self Acceptance	.15	.09	-.46 ^b	.13	.02
Ideal Self	.51 ^b	.57 ^a	.05	.41 ^c	.48 ^b
Discrepancy Score	.18	.33 ^c	.38 ^c	.38 ^c	.31
SD-Myself					
Evaluative	.37 ^c	.48 ^b	.42 ^b	.48 ^b	.39 ^c
Potency	.49 ^b	.20	.46 ^b	.33 ^c	.48 ^b
Activity	.28	.10	-.01	.07	.19
SD-Myself as a Teacher					
Evaluative	.45 ^b	.59 ^a	.36 ^c	.53 ^b	.49 ^b
Potency	.65 ^a	.12	.01	.12	.51 ^b
Activity	.27	.26	.10	.22	.26
SD-The Teaching Profession					
Evaluative	.54 ^a	.24	-.03	.17	.40 ^c
Potency	.49 ^b	.44 ^b	.44 ^b	.49 ^b	.53 ^b
Activity	.23	-.05	-.36 ^c	-.17	.07
SD-Children as Students					
Evaluative	-.46 ^b	.21	-.01	.16	.36 ^c
Potency	-.04	-.17	.16	-.03	.02
Activity	-.15	.17	.43 ^b	.28	.02

^aProbability <.01 level

^bProbability <.05 level

^cProbability <.10 level

Teacher self-concept was measured by the Index of Adjustment and Values (IAV), and by the semantic differential (SD) instruments entitled "Myself" and "Myself as a Teacher."

The IAV provides measures for the following self-concept scales: (1) Self, (2) Self Acceptance, (3) Ideal Self, and (4) Self-minus-Ideal Self discrepancy score.

The SD instruments were equally comprised of adjective pairs representing the evaluative, potency, and activity scales as derived by Osgood et al.

Hypothesis Number Two

No significant relationship will exist between teacher self-concept and: (a) change in pupil self-concept, (b) change in pupil reading achievement.

Hypothesis 2 was rejected due to significant correlations found to exist among change in pupil self-concept, change in pupil reading achievement and certain elements of teacher self-concept.

Examination of Table 6 reveals that IAV Self Acceptance was significantly and positively correlated with change in the following three SOS self-concept scales: Self Acceptance (.01 level), Social Maturity (.05 level), and Achievement Motivation (.05 level).

The fourth IAV scale represented the Self-minus Ideal Self discrepancy score. Examination of Table 6 shows that this discrepancy score was significantly and negatively correlated with the SOS Achievement Motivation scale at the .05 level.

The IAV Self scale showed a positive correlation with SOS Achievement Motivation at the .10 level of significance. Additionally,

the IAV discrepancy score displayed a negative correlation with SOS Social Maturity at the .10 level.

The evaluative scales of the SD instruments "Myself" and "Myself as a Teacher" correlated positively and significantly with SOS School Affiliation at the .05 and .01 levels of significance, respectively. The evaluative scale of "Myself" displayed a positive correlation with SOS Social Maturity at the .10 level of significance.

The potency scale of the SD instrument "Myself" correlated significantly and negatively with SOS School Affiliation at the .05 level. The potency scale of "Myself as a Teacher" showed a negative correlation with SOS School Affiliation at the .10 level.

IAV Self Acceptance was significantly and negatively correlated with Reading, Section A--Sentences, at the .05 level.

Examination of Table 7 reveals that IAV Ideal Self was significantly and positively correlated to changes among the following MAT variables: Word Knowledge (.05 level); Reading, Section A--Sentences, plus Section B--Stories (.01 level); Reading, Section B--Stories (.10 level); Total Reading (.05 level).

The IAV discrepancy score was positively correlated with Reading, Section A--Sentences, plus Section B--Stories, and to the two Reading subscales at the .10 level of significance.

The evaluative scales of "Myself" and "Myself as a Teacher" exhibited several significant positive correlations with changes displayed among the reading achievement scores. The evaluative scale of "Myself" correlated positively with changes in the following MAT scores: Word Knowledge (.10 level); Reading, Section A--Sentences, plus Section B--Stories (.05 level); Reading, Section A--Sentences (.05 level);

Reading, Section B--Stories (.05 level); Total Reading (.10 level). The evaluative scale of "Myself as a Teacher" correlated positively with changes in the following MAT scores: Word Knowledge (.05 level); Reading, Section A--Sentences, plus Section B--Stories (.01 level); Reading, Section A--Sentences (.10 level); Reading, Section B--Stories (.05 level); Total Reading (.05 level).

The potency scales of "Myself" and "Myself as a Teacher" also exhibited several significant positive correlations with changes displayed among the reading achievement scores. The potency scale of "Myself" showed positive correlations with changes in the following MAT scores: Word Knowledge (.05 level); Reading, Section A--Sentences (.05 level); Reading, Section B--Stories (.10 level); Total Reading (.05 level). The potency scale of "Myself as a Teacher" exhibited positive correlations with changes in the following MAT scores: Word Knowledge (.01 level), and Total Reading (.05 level).

Hypothesis Number 3

No significant relationship will exist between teacher's views of the teaching profession and: (a) change in pupil self-concept, (b) change in pupil reading achievement.

Lack of any significant correlations between the SD instrument "The Teaching Profession" and change in SOS pupil self-concept scores caused that portion of the null hypothesis addressing change in pupil self-concept to fail to be rejected.

However, a variety of significant positive correlations among the scales of the SD instrument "The Teaching Profession" caused Hypothesis 3b to be rejected. The evaluative scale of this instrument

correlated positively with changes displayed among the following MAT variables: Word Knowledge (.01 level), and Total Reading (.10 level). The potency scale of this instrument exhibited positive correlations with changes in all MAT variables at the .05 level of significance. The activity scale of this instrument exhibited a positive correlation with Reading, Section A--Sentences, significant at the .10 level.

Hypothesis Number Four

No significant relationship will exist between teacher's views of children as students and: (a) change in pupil self-concept, (b) change in pupil reading achievement.

Significant correlations were found between the scales of the instrument "Children as Students" and changes in pupil self-concept and pupil reading achievement caused Hypothesis 4 to be rejected.

The evaluative scale of "Children as Students" correlated positively and significantly with change in pupil SOS Self Security scores at the .05 level.

The potency scale of "Children as Students" correlated positively and significantly with change in pupil Achievement Motivation scores at the .05 level. Examination of Table 6 reveals that the potency scale of "Children as Students" correlated with change in the following SOS scales at the .10 level: Social Maturity, School Affiliation, and Self Security. The correlation between this potency scale and change in SOS School Affiliation scores was negative; the other two correlations were positive.

The evaluative scale of "Children as Students" correlated negatively with change in MAT Word Knowledge at the .05 level of significance. The activity scale of this instrument correlated positively

with change in MAT Reading, Section A--Sentences, at the .05 level of significance. Additionally, the evaluative scale correlated positively with change in MAT Total Reading at the .10 level.

Summary of Findings

Hypothesis 1. No significant relationship will exist between change in pupil self-concept and change in pupil reading achievement.

Hypothesis 1 was rejected due to the existence of highly significant correlations found among residual gain scores for certain SOS self-concept scales and various measures of reading achievement.

Hypothesis 2. No significant relationship will exist between teacher self-concept and: (a) change in pupil self-concept, (b) change in pupil reading achievement.

Hypothesis 2a and 2b were rejected due to the existence of various significant correlations found to exist among teacher self-concept scores, change in pupil self-concept, and change in pupil reading achievement.

Hypothesis 3. No significant relationship will exist between teacher's views of the teaching profession and: (a) change in pupil self-concept, (b) change in pupil reading achievement.

Hypothesis 3a failed to be rejected due to lack of any significant correlations among the scales of the SD instrument "The Teaching Profession" and change in SOS pupil self-concept scores. However, Hypothesis 3b was rejected when a variety of significant positive correlations were exhibited among the scales of this SD instrument and changes in pupil reading achievement.

Hypothesis 4. No significant relationship will exist between teacher's views of children as students and: (a) change in pupil self-concept, and (b) change in pupil reading achievement.

Hypothesis 4a and 4b were rejected due to the existence of various significant correlations found to exist among teacher's views of children as students and changes in pupil self-concept and change in pupil reading achievement.

CHAPTER V

SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to examine relationships among teacher and pupil self-concept and pupil reading achievement at the first grade level. In order to accomplish this purpose, pupil self-concept and pupil reading achievement were measured on a pre and post basis in the early fall and late spring of the school year. Teacher data were comprised of scores reflecting teacher self-concept, teacher's views of the teaching profession, and teacher's views of children as students. These data were analyzed to determine whether changes in the pupils' levels of self-concept had taken place during the school year, whether any exhibited changes in pupil self-concept correlated to changes in pupil reading achievement, and whether relationships existed among changes in pupil self-concept and/or pupil reading achievement scores and the scores making up the teacher data.

The research was conducted in Minnesota Independent School District #318, with administrative offices based in Grand Rapids, Minnesota. The research population for this study was comprised of 239 first grade pupils of this school district and the 17 teachers assigned to them during the 1974-75 school year.

The following four hypotheses were proposed and tested:

1. No significant relationship will exist between change in pupil reading achievement.
2. No significant relationship will exist between teacher self-concept and:
 - (a) change in pupil self-concept,
 - (b) change in pupil reading achievement.
3. No significant relationship will exist between teacher's views of the teaching profession and:
 - (a) change in pupil self-concept,
 - (b) change in pupil reading achievement.
4. No significant relationship will exist between teacher's views of children as students and:
 - (a) change in pupil self-concept,
 - (b) change in pupil reading achievement.

Pupil self-concept was measured on a pre and post basis by administration of Self Observation Scales (SOS), Primary Level, Form A. Pupil reading achievement was measured on a pre and post basis through the administration of the following segments of the Metropolitan Achievement Test (MAT), Primary I: Word Knowledge; Reading, Section A--Sentences, Section B--Stories, items #14 through 21. Forms F and G were administered as pre and posttests, respectively. Pretests were administered between September 25 and October 2, 1974. Posttests were administered between May 12 and May 16, 1975.

The Index of Adjustment and Values (IAV) served as a measure of teacher self-concept. In addition, four semantic differential (SD) instruments probed teacher views on the following topics: "Myself,"

"Myself as a Teacher," "The Teaching Profession," and "Children as Students." Teacher data were gathered during the spring of 1975.

The statistical procedures used in this study included the related t test, correlational analyses, and residual gain analyses. The .05 and .01 significance levels were used in the interpretation and evaluation of the findings. The .10 level of significance was also reported.

A summary of findings relative to each hypothesis is presented following the restatement of that hypothesis.

Hypothesis Number One

No significant relationship will exist between change in pupil self-concept and change in pupil reading achievement.

Hypothesis 1 was rejected due to the existence of highly significant correlations found among residual gain scores for certain SOS self-concept scales and various measures of reading achievement. Correlations significant at the .01 level were evidenced between residual gain scores for MAT Total Reading and the following SOS scales: Self Acceptance, Social Maturity, and Self Security.

Hypothesis Number Two

No significant relationship will exist between teacher self-concept and: (a) change in pupil self-concept, (b) change in pupil reading achievement.

Hypothesis 2a was rejected due to the existence of various correlations found to exist among teacher self-concept scores and change in pupil self-concept scores. Of the SOS scales, change in

School Affiliation and Achievement Motivation evidenced the greatest number of correlations with teacher data.

Significant positive correlations were found between teachers' IAV Self Acceptance scores and change in the following SOS scales: Self Acceptance, Social Maturity, and Achievement Motivation. Additionally, a highly significant negative correlation between teachers' IAV discrepancy scores and change in SOS Achievement Motivation was noted.

The SD instruments reflecting teacher self-concept were "Myself" and "Myself as a Teacher." The evaluative scales of these instruments correlated positively and significantly with change in SOS School Affiliation. The potency scale of "Myself" correlated negatively and significantly with change in SOS School Affiliation. The potency scale of "Myself as a Teacher" exhibited a negative correlation with change in SOS School Affiliation at the .10 level of significance.

Hypothesis 2b was rejected due to the existence of various correlations found to exist among teacher self-concept scores and change in pupil reading achievement scores.

Teacher IAV Ideal Self scores were significantly and positively correlated with change in all major MAT variables: Word Knowledge; Reading, Section A--Sentences, plus Section B--Stories; Total Reading.

The evaluative scale of "Myself as a Teacher" correlated positively and significantly with the three major MAT reading achievement variables. The evaluative scale of "Myself" correlated positively and significantly with change in MAT Reading, Section A--Sentences, plus Section B--Stories. The potency scale of these two SD instruments showed significant positive correlations with change in the MAT

variables of Word Knowledge and Total Reading.

Hypothesis Number Three

No significant relationship will exist between teacher's views of the teaching profession and: (a) change in pupil self-concept, (b) change in pupil reading achievement.

Hypothesis 3a failed to be rejected due to the lack of any significant correlations between the SD instrument "The Teaching Profession" and change in SOS pupil self-concept scales.

Hypothesis 3b, however, was rejected when significant positive correlations among scales of the SD instrument "The Teaching Profession" and change in MAT reading achievement scores were exhibited. The evaluative scale of "The Teaching Profession" displayed a highly significant positive correlation with change in MAT Word Knowledge. The potency scale of this instrument was found to be positively and significantly correlated with change in all MAT variables.

Hypothesis Number Four

No significant relationship will exist between teacher's views of children as students and: (a) change in pupil self-concept, (b) change in pupil reading achievement.

Hypothesis 4a was rejected due to the existence of significant correlations found among scales of the SD instrument "Children as Students" and change in various SOS pupil self-concept scales.

The evaluative scale of "Children as Students" correlated positively and significantly with change in SOS Self Security. The potency scale of this instrument correlated positively and significantly with change in SOS Achievement Motivation. The potency scale exhibited a

variety of other correlations with change SOS factors at the .10 level, i.e., Social Maturity, School Affiliation, and Self Security.

Hypothesis 4b was rejected on the basis of significant correlations evidenced among the scales of the SD instrument "Children as Students" and change in MAT reading achievement variables.

The evaluative scale of "Children as Students" correlated negatively and significantly with change in MAT Word Knowledge. The activity scale of this instrument exhibited a positive significant correlation with one of the Reading subscales, Section A--Sentences.

Discussion

Based upon the data used to test the hypotheses, the present study found relationships existing among changes in various elements of pupil self-concept and reading achievement at the first grade level, among teacher self-concept and changes in certain elements of pupil self-concept and pupil reading achievement, among teacher's views of children as students and changes in certain elements of pupil self-concept and pupil reading achievement, and among teacher's views of the teaching profession and changes in certain elements of pupil reading achievement.

Numerous highly significant positive correlations were found to exist among SOS Self Acceptance, Social Maturity, Self Security, and changes in MAT Total Reading scores. Findings indicating significant correlations among changes in pupil self-concept and pupil reading achievement at the first grade level are generally in agreement with those reported by Lamy (1965) and Lovinger (1967).

SOS scales of School Affiliation and Achievement Motivation showed no evidence of significant change in relation to change in reading achievement. It should be remembered that Achievement Motivation was regarded by SOS test authors as an experimental scale, and, as such, caution was advised in the interpretation of findings relative to it.

It is interesting to note, however, that change in the SOS scales of School Affiliation and Achievement Motivation showed the most consistent significant correlations with teacher self-concept. IAV Self Acceptance and IAV discrepancy scores were significantly correlated to Achievement Motivation. IAV Self Acceptance was regarded as a direct measure of self-acceptance, while the IAV discrepancy score was regarded as an indirect measure of self-acceptance. The higher the teacher Self Acceptance score, the greater the positive change in pupil Achievement Motivation. The lower the discrepancy score (a low score would be indicative of high self-acceptance), the greater the positive change in pupil Achievement Motivation. The correlation between IAV Self Acceptance and change in SOS Achievement Motivation was positive and significant at the .05 level. The correlation between the IAV discrepancy score and change in SOS Achievement Motivation was negatively significant at the .01 level. Findings indicating a positive relationship between teacher self-acceptance and pupil self-concept are in accordance with findings cited by Edeburn and Landry (1974) with reference to third, fourth, and fifth grade students.

The evaluative scales of "Myself" and "Myself as a Teacher" were positively and significantly correlated with change in SOS

School Affiliation at the .05 and .01 levels of significance, respectively. The potency scales of "Myself" and "Myself as a Teacher" were negatively correlated with change in SOS School Affiliation at the .05 and .10 levels of significance, respectively. These negative correlations imply that the more teachers regarded themselves as "hard," "serious," "tenacious," "opaque," and "strong," the greater the decrease in pupil School Affiliation scores.

These findings seem supportive of the idea that pupil self-concept is an aggregate of many factors. The fact that a variable like teacher self-acceptance correlated with change in one factor of pupil self-concept does not necessarily mean that it correlated with other self-concept factors. It should also be remembered that the factors of pupil self-concept seem to vary with pupil reading achievement were not, for the most part, those exhibiting the greatest number of significant correlations with teacher data.

IAV Ideal Self is most frequently correlated, positively and significantly, to change in pupil reading achievement. This suggests that the higher a teacher's view of what he would like to be, the greater the positive change in pupil reading achievement.

The vast number of positive correlations existing among change in pupil reading achievement and scales of the SD instruments seem to indicate the higher teacher self-concept, the greater the positive change in pupil reading achievement. Likewise, it seems the higher the teacher views of the teaching profession and children as students, the greater the positive change in pupil reading achievement.

Conclusions

The major conclusions emerging from this study were the following:

1. At the first grade level a positive relationship exists among changes in certain elements of pupil self-concept (SOS Self Acceptance, Social Maturity, and Self Security) and changes in pupil reading achievement.
2. Factors of teacher self-concept are related to changes in elements of self-concept of first grade pupils.
3. Elements of pupil self-concept related to reading achievement at the first grade level may not be the same as those elements of pupil self-concept related to teacher self-concept.
4. Teacher self-concept, teacher's views of the teaching profession, and teacher's views of children as students are positively related to change in pupil reading achievement.

Implications

It is this author's opinion that support for the following implications exists within the findings of this study.

1. Self-concept might profitably be considered in evaluations of reading readiness.
2. A teacher's self-concept is related to and involved with the development of healthy self-concepts in his pupils, especially at the primary grade level.

3. Teacher in-service education programs and teacher preparation programs should focus the attention of teachers and teachers-to-be upon the relationship existing between teacher and pupil self-concept, and between pupil self-concept and academic achievement. Additionally, in these settings, opportunities for a teacher to expand his self-knowledge and to assess his probable effect upon pupils should be made available. It is to be hoped that such an approach would tend to make the knowledge acquired both personally meaningful and useful.

Recommendations

The findings of this study have generated five recommendations. The first three recommendations are concerned with further analyses of the data gathered during the course of this study. The other recommendations deal with implications for further research.

1. Analysis of data with reference to sex differences should be performed.
2. Analysis of data with reference to groups exhibiting extremely high and/or low levels of self-concept should be performed.
3. Analysis of data with reference to teacher age and years of teaching experience should be performed.
4. Additional research is needed to verify the relationships among pupil reading achievement, pupil self-concept, and teacher self-concept as displayed in the findings of this study.

5. Further research should be conducted on the relationships among pupil reading achievement, pupil self-concept, and teacher self-concept throughout the primary grades.

APPENDIX

INSTRUCTIONS FOR SEMANTIC DIFFERENTIAL INSTRUMENTS

INSTRUCTIONS FOR SEMANTIC DIFFERENTIAL INSTRUMENTS

The purpose of this study is to measure the meanings of certain things to various people by having them judge them against a series of descriptive scales. In taking this test, please make your judgements on the basis of what these things mean to you. On each page of this booklet you will find a different concept on each of these scales in order.

Here is how you are to use these scales:

If you feel that the concept at the top of the page is very closely related to one end of the scale, you should place your check-mark as follows:

fair X ; ___ ; ___ ; ___ ; ___ ; ___ ; ___ unfair

OR

fair ___ ; ___ ; ___ ; ___ ; ___ ; ___ ; X unfair

If you feel that the concept is quite closely related to one or the other end of the scale (but not extremely), you should place your check-mark as follows:

heavy ___ ; X ; ___ ; ___ ; ___ ; ___ ; ___ light

OR

heavy ___ ; ___ ; ___ ; ___ ; ___ ; X ; ___ light

If the concept seems only slightly related to one side as opposed to the other side (but is not really neutral), then you should check as follows:

excitable ___ ; ___ ; X ; ___ ; ___ ; ___ ; ___ calm

OR

excitable ___ ; ___ ; ___ ; ___ ; X ; ___ ; ___ calm

The direction toward which you check, of course, depends upon which of the two ends of the scale seem most characteristic of the thing you're judging. If you consider the concept to be neutral on the scale, or if the scale is completely irrelevant, unrelated to the concept, then you should place your check-mark in the middle space:

safe ____; ____; ____; X; ____; ____; ____ dangerous

IMPORTANT: (1) Place your check-marks in the middle of spaces,

not on the boundaries:

	THIS	NOT THIS	
____;	____;	____;	____
	<u>X</u>	<u>X</u>	

(2) Be sure you check every scale for every concept--

do not omit any.

(3) Never put more than one check-mark on a single

scale.

Sometimes you may feel as though you've had the same item before on the test. This will not be the case, so do not look back and forth through the items. Do not worry or puzzle over individual items. It is your first impressions, the immediate "feelings" about the items, that we want. On the other hand, please do not be careless, because we want your true impressions.

AN EXAMPLE OF THE SEMANTIC DIFFERENTIAL INSTRUMENT USED
WITH SCALE IDENTITY AND REVERSALS NOTED

The four concepts measured were: Myself, Myself as a Teacher, the Teaching Profession, and Children as Students. The three scales involved were evaluative (E), potency (P), and activity (A). Reversals in adjective order have been noted by asterisks (*).

- (E) 1. harmonious ____; ____; ____; ____; ____; ____; ____ dissonant
- (P)* 2. soft ____; ____; ____; ____; ____; ____; ____ hard
- (A)* 3. slow ____; ____; ____; ____; ____; ____; ____ fast
- (E) 4. complete ____; ____; ____; ____; ____; ____; ____ incomplete
- (P) 5. serious ____; ____; ____; ____; ____; ____; ____ humorous
- (A) 6. hot ____; ____; ____; ____; ____; ____; ____ cold
- (E)* 7. low ____; ____; ____; ____; ____; ____; ____ high
- (P) 8. opaque ____; ____; ____; ____; ____; ____; ____ transparent
- (A) 9. complex ____; ____; ____; ____; ____; ____; ____ simple
- (E)*10. bad ____; ____; ____; ____; ____; ____; ____ good
- (P) 11. strong ____; ____; ____; ____; ____; ____; ____ weak
- (E) 12. believing ____; ____; ____; ____; ____; ____; ____ skeptical
- (P)*13. yielding ____; ____; ____; ____; ____; ____; ____ tenacious
- (A) 14. intentional ____; ____; ____; ____; ____; ____; ____ unintentional
- (A) 15. active ____; ____; ____; ____; ____; ____; ____ passive

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