

TEACHER SELF CONCEPT EVALUATION THROUGH SELF EXAMINATION
AND INTROSPECTION VERSUS A STANDARDIZED RATING SCALE

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We hereby recommend that the Dissertation prepared under
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There have been many days during the course of this study that I have been moody, unpleasant, and discouraged. Flaws in my character surfaced which I was never aware of possessing. If I remember correctly, my marriage vows said nothing about my wife suffering through a dissertation. However, my wife, Fanny, put up with me and my moods in spite of myself. By her just going through this ordeal with me she has helped me more than she will ever know or I will be able to express to her.

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CHAPTER 1

INTRODUCTION

There has been little research addressing the issue of teacher self evaluation of self concept, attitude, and the resultant classroom atmosphere. While little has been done in the area of teacher self assessment, there has been much research in the field of pupil self concept and how the child is affected by the teacher's personality (Baxter, 1948; Boyston, Dugger, & Turner, 1934; Gray, 1956; & Redmount, 1948).

The most crucial years in the development of a positive self concept are the elementary years (Dinkmeyer, Carlson, & Koval, 1975). Jersild (1952) feels that:

if teachers accept the concept that education should help each child to develop his real or potential self, it will be essential for the teachers to seek the kind of self-understanding which they are trying to help their pupils achieve. If a person would help others to understand themselves he must strive to understand himself and he must be willing to accept help in the process. (p. 118)

Since the elementary years are of such importance, the teacher must be able to accept each student as an individual. However, before the teacher can accept the student he must first be able to accept himself (Snygg & Combs, 1949).

If the teacher is to know himself, he must be aware of his self concept and what he believes himself to be. His self concept is the total appraisal of his appearance, background, abilities, attitudes, and feelings which act as a directing force in behavior. An individual's self concept also depends on what he thinks others think of him (Labenne & Green, 1969). Once an individual's self concept is formed, it serves to sort all incoming information and influences the individual's reaction to it (Purkey, 1970). The manner in which an individual views himself is a major force in determining behavior.

In most of the literature concerning the development and assistance of positive student self concept, a most important factor is overlooked, the teacher's self concept. With this point in mind Foster and Jacobs (1970) state:

In the elementary school emphasis on learning to know one's self - the development of an adequate and realistic self concept - is important. Each pupil should be assisted in recognizing his strengths and weaknesses and how to use his strengths to overcome some of the weaknesses. (pp. 21-22)

Nothing was mentioned concerning the teacher's coming to know his strengths and weaknesses or his own state of self concept.

Miel (1962) stated:

The item I have put first in planning a better curriculum at the elementary level is fostering in each child a healthy concept of self. By this I mean that the child feels that he has the worth and dignity, the basic rights, of any human being. (p. 355)

Miel continues for several paragraphs stressing the importance of a positive student self concept, but the state of the teacher's self concept is not mentioned.

Morse (1964) deals with the child's self concept and how, if the teacher is to understand the meaning of a pupil's behavior, the teacher needs to know the pattern of the child's self concept. He states, "With this knowledge, a teacher has a better chance of dealing appropriately with the moment-by-moment symptomatic behavior in the classroom" (p. 196). Morse goes on to show how, as the child progresses through school, his own self-image as well as the image of the school drops or becomes less positive. The study by Morse (1964) is good but does not include the teacher and his role in self concept development.

Obviously the self concept of the child is of great importance. As discussed by Stenner and Katzenmeyer (1976), the child's self concept becomes firmly established during the early school years. Staines (1965) adds that:

the concept of the self shows it to be learned, growing mainly from comments made by other people and from inference drawn by children out of their experience in home, school, and other social groups. Amongst the people likely to be most influential in the self-picture are teachers. (p. 404)

Because of the teacher's role in the shaping of self concept it is necessary that the teacher be aware of his verbal and nonverbal indicators which reveal his own self concept. The teacher must know and understand his self concept and realize that his actions influence the lives of others. Purkey (1970) states that "the teacher needs to have positive and realistic attitudes about himself and his abilities before he is able to reach out to like and respect others" (p. 45). The teacher must have positive concepts before he can foster positive concepts in his students.

As expressed by Jersild (1955):

The teacher's understanding and acceptance of himself is the most important requirement in any effort he makes to help students to know themselves and to gain healthy attitudes of self-acceptance. (p. 3)

The teacher cannot help others to understand themselves if he does not attempt to understand himself.

Statement of the Problem

The intent of this study is to examine teacher self concept and teacher attitudes which affect classroom atmosphere and student self concept. Areas to be covered are the attitude the teacher conveys, and the atmosphere the teacher creates conducive to developing favorable self images: challenge, freedom, respect, warmth, control, and success (Purkey, 1970).

Statement of the Purpose

The purpose of the study is to determine the extent teachers agree or disagree with the questions asked by William W. Purkey, in Self Concept and School Achievement (1970), concerning teacher attitudes and classroom atmosphere: challenge, freedom, respect, warmth, control, and success with regard to developing favorable student self concept.

The important aspect in building positive student self concept is what the teacher believes about himself and the student. The teacher's behavior and the student's performance are partly determined by these teacher beliefs. In addition, what the teacher does in the classroom, the behavior he displays, and the experiences he provides has a strong impact on the development of student self concept (Purkey, 1970).

This study attempts to discover if Purkey's questions regarding teacher attitude and classroom atmosphere reflect teacher self concept. In addition, this study is an attempt by the researcher to determine to what extent the questions posed by Purkey are relevant to the educator.

Research Questions

This study was designed to answer the following questions:

1. Is there a relationship between the teacher's self-rating on Purkey's statements and the rating of the teacher by a peer on the same statements?
2. Does each statement on Purkey's statements measure what it is intended to measure according to the title of the sub-scale it falls under?
3. Do relationships exist between the sub-scale responses and variables on the Tennessee Self Concept Scale made by the individual concerning his feelings about himself?
4. Does a relationship exist between a subject's responses on the Tennessee Self Concept Scale and the rating given that subject by a peer on Purkey sub-scales?
5. Does a relationship exist between the total self-rated score on Purkey's statements and items on the Tennessee Self Concept Scale?
6. Does a relationship exist between the total other-rated score on Purkey's statements and items on the Tennessee Self Concept Scale?
7. Are there variables from the Tennessee Self Concept Scale which can be used to predict the totals of the

self-rated sub-scale divisions of self understanding, challenge and freedom, respect and warmth, control, and success?

8. Are there variables from the Tennessee Self Concept Scale which can be used to predict the totals of the other-rated sub-scale divisions of self understanding, challenge and freedom, respect and warmth, control, and success?

Limitations of the Study

Due to the design of the research, the study is limited in the following ways:

1. This study is limited to subjects in one school district in a small town in North Central Texas.

2. When referring to teacher attitudes and classroom atmosphere descriptors, only those as described by Purkey (1970) will be used.

3. When referring to self concept scores and resultant self concept, interpretation is based on the results obtained from the Tennessee Self Concept Scale.

Definition of Terms

The major ideas upon which this study concentrates are self concept, teacher attitude, classroom atmosphere, self-rated, and other-rated.

Self Concept. For the purpose of this study, self concept will be defined as what an individual believes himself to be. It is the total appraisal of his appearance, background, abilities, attitudes, and feelings which act as a directing force in behavior. Self concept also depends on what the individual thinks others think of him (Labenne & Green, 1969).

Teacher Attitude. The teacher's attitude is determined by what the teacher believes about himself and his students. Teacher attitude can influence students in a positive or a negative manner and can be expressed either verbally or non-verbally.

Classroom Atmosphere. The classroom atmosphere created by the teacher is a direct result of teacher attitude and self concept. The classroom which challenges the student, allows him freedom of choice, treats him with respect and values him as a person, gives off the warmth of being safe and supportive, controls the student's learning by the teacher being prepared, orderly, clear in giving instructions and explanations as to why tasks are necessary, and provides the student a chance to succeed and to try and fail is a classroom which has an atmosphere "conducive to developing favorable self-images in students" (Purkey, 1970, p. 50). This positive classroom atmosphere can become a negative one

by transposing the positive descriptions of freedom, respect, warmth, control, and success into negative descriptions.

Self-Rated. The results obtained on the Personal Evaluation by the teacher regarding his own self concept, attitude, and classroom atmosphere. An evaluation of self by the individual evaluating his own personal beliefs and actions.

Other-Rated. The results obtained on the Teacher Evaluation by a teacher rating another teacher regarding self concept, attitude, and classroom atmosphere as judged by a peer.

Null Hypotheses

1. There is no significant correlation between the teacher's self-rating on Purkey's statements and the rating of the teacher by a peer on the same statements.

2. When categorized with regard to the sub-scale divisions of: a) self understanding, b) challenge and freedom, c) respect and warmth, d) control, and e) success on the self-rated and other-rated instruments, the Purkey statements will not yield significant factorial validity defined by a loading factor of .40 or better with all items loading on a single factor.

3. There is no significant correlation between sub-scale responses and variables on the TSCS made by the individual regarding his feelings about himself.

4. There is no significant correlation between responses made about a teacher by a peer on Purkey sub-scales and the TSCS made by the teacher.

5. There is no significant correlation between Purkey self-rated totals and items on the TSCS.

6. There is no significant correlation between Purkey other-rated totals and items on the TSCS.

7. Variables from the TSCS are not significant predictors of Purkey sub-scale self-rated responses.

8. Variables from the TSCS are not significant predictors of Purkey sub-scale other-rated responses.

Procedures

The subjects who participated in this study were 48 elementary teachers from three different schools in a small school district located in a suburban area in North Central Texas. The subjects completed the Tennessee Self Concept Scale (Fitts, 1964) and two questionnaires based on Purkey's (1970) questions developed by the investigator.

At each school, on three separate days, the instruments were completed by the subjects.

Explanation and administration of the instruments took 45 minutes at each school. Data were then compiled into one population from the three individual schools and analyzed.

Analysis of Data

The statistical analyses used in testing the significance of the null hypotheses are Pearson correlation, factor analysis, reliability analysis, and multiple regression. The level of significance established for acceptance or rejection of the null hypotheses is .05.

Significance of the Study

The realization that the teacher must attempt to understand himself before he can help others strive to understand themselves is an important aspect of education that cannot be overlooked. Results of this study provide the teacher with information concerning the importance of the nurturing of his own positive self concept. In conjunction with positive teacher self concept development, attitudes of positive student self concept are fostered.

The information is also both relevant and especially timely for the teacher in a school district suffering through the present world economic recession, to assist him in reaching understandings about the condition of his 'self'

and putting his understanding into perspective. Thereby, helping himself through periods of self-doubt, uncertainty, and 'burnout,' and allowing him to enhance and develop positive student self concept by thoroughly knowing his own attitudes, beliefs, and self concept.

CHAPTER II

REVIEW OF LITERATURE

This review of literature will concern itself with definition of self, achievement and self, social interaction and self, educational environment and self, and the Tennessee Self Concept Scale.

Definition of Self

The self as it finally becomes is a composite of thoughts and feelings which make an individual aware of himself through his perceptions of who he is and his feelings about his characteristics and qualities. The self includes a perceptual, a conceptual, and an attitudinal component. The way a person views himself, his appearance, and the way he thinks he impresses others are his perceptual component. How an individual views his own abilities, resources, assets, limitations, his background, and his future make up the conceptual component. A person's attitudinal component has both the perceptual and conceptual components which combine to give him his view if he should see himself with pride or shame, with self-acceptance or self-rejection (Gale, 1969).

Purkey (1970) views the self as "a complex and dynamic system of beliefs which an individual holds true about himself, each belief with a corresponding value" (p. 11). The individual's world exists only as he is conscious of it.

William James, G. W. Allport, S. Freud, G. H. Mead, and Kurt Lewin all had their own ideas as to what made up the self concept. James felt that the self included spiritual, material, and social aspects. The spiritual self is comprised of mental faculties and inclinations. The social self is comprised of the esteem and regard that a person perceives others have of him. The material self is comprised of material possessions. Allport felt that the self governed the personality and was made up of awareness of self and striving activity; it includes bodily sense, self-image, self-esteem, identity, thinking, and knowing. Freud gave the ego a central place in his theory of personality structure. He gave little attention to the self-image as the ego decides what instincts to satisfy as well as in what manner to satisfy them. The ego keeps a balance between the moral demands of the personality and the person's natural impulses. Mead felt that the person responds to himself with feelings and attitudes as others respond to him. The social environment determines how a person views himself. To Lewin the self concept is represented by a life

space region which determines the person's beliefs about his self concept. The person's life space is comprised of goals, evaluations, ideas, perceptions of significant objects, and future plans and events. After looking at these views on self concept, the individual is seen to view himself and his situation at the moment of his action (Labenne & Green, 1969).

Purkey (1970) believes the self concept is what an individual believes himself to be. The self is the center of an individual's personal universe. Everything that is observed, interpreted, and comprehended is done from the personal vantage point of the individual. Lastly, but most important, human motivation is a product of the striving to maintain, protect, and enhance the self.

A good or positive self concept is one in which the person sees himself as capable and important and is able to perform at a normal or superior level. A poor or negative self concept is one in which the person sees himself as incapable or unimportant to such an extent that he is unable to perform at a normal level. A positive self concept is most important for an individual if he is to be a success to himself (Quandt, 1972).

In understanding how self concept evolves, Erikson (1963) makes it easier to grasp this in his "Stages of Socialization":

1. Learning trust versus mistrust. If the child is well nurtured he develops trust and security. If the infant can endure the mother's absence without becoming anxious because he can depend upon his mother's satisfying his needs, he has passed through this stage successfully. But if the child is inadequately handled, he becomes insecure and mistrustful.
2. Learning autonomy versus shame. The second stage is reached during the Freudian's anal stage while the child is being toilet trained. If he is well managed, he comes out of this stage certain, rather than ashamed. During this period, the child learns to assert his will and becomes somewhat autonomous as a person.
3. Learning initiative versus guilt. The next stage is when the healthy child learns to broaden his skills, to cooperate, and to lead as well as to follow. If he is fearful, he will continue to be dependent upon adults and be restricted in the development of social skills and imagination.
4. Learning industry versus inferiority. Entrance into school coincides with this stage. At this time the child learns to win recognition by being productive. If the child does not feel competent in his skills or satisfied with his status among his peers in work skills, then he may develop a sense of inadequacy and inferiority.
5. Learning identity versus role diffusion. This stage is reached at the time of puberty when childhood is left behind and the transition to adulthood begins. The individual has to find a place for himself, an identity, a self-concept, that corresponds with others' ideas of him. He is seeking answers to the question "Who am I?" Role diffusion implies an uncertain confusion of one's place in his world, with an accompanying uncertainty of appropriate behavior.
6. Learning intimacy versus isolation. When the individual has ascertained his identity, he is ready for the sixth stage. He is now capable of experiencing the intimacy of an enduring friendship or marriage. He is sure of his own identity so that he can completely abandon

himself in situations that call for it, without being afraid of losing that identity. Fear of self-abandonment results in a feeling of isolation.

7. Learning generativity versus self-absorption. The seventh stage, in which a conflict occurs, is an outgrowth of the sixth. The goal here is generativity, which has been defined as parental responsibility, the interest in producing as well as guiding the next generation. The individual is able to work productively and creatively. When this interest is lacking and self-absorption becomes the way of life, the individual stagnates or may even regress to an earlier stage.
8. Integrity versus despair. If the previous seven psychosocial crises have been successfully resolved, the mature adult develops the peak of adjustment - integrity. He trusts, he is independent and dares to explore new experiences. He works hard, has found a well-defined role in life, and has developed a self-concept with which he is happy. (pp. 256-258)

From birth to adulthood, the individual's self concept is in a constant state of formation. The influence of the individual's social setting helps to create his self concept (Erikson, 1963).

The self concept provides a unified attitude which serves as a reference for the individual. This reference gives a feeling of security and anything which might disturb it is rejected. Change is difficult because the individual ignores experiences which do not hold with his self concept. The self continually develops toward a goal or ideal, toward an ideal self. The individual will only accept concepts which meet his needs and these will be taken into his personality. His behavior is consistent with his self concept (Bowman, 1974).

When the individual's self is influenced, changed, or threatened, it is reflected in his behavior. No matter how other people view a situation, each individual will interpret it according to his own recollection and experience. He will react to it as he sees it and his future behavior is determined in his view of the situation (Purkey, 1970).

An individual's self concept is affected by his perceptions. He views his accomplishments through his eyes, his level of aspiration. However, the strongest influence is what he feels other people expect of him. This may be taken from indirect comments, statements regarding other people, as well as things directly said to him (Lee, 1960). The self concept, according to Fox, Luszki, and Schmuck (1966), develops through the individual's interaction with the important people in his environment. "As the child grows the other members of his family and later his peer group, his teachers, and other members of the community contribute further to the formation of his self-concept" (p. 90).

Samuels (1977) expounds on four dimensions of the self concept which are body image, cognitive self, social self, and self-esteem:

1. Body image, which includes the physical and sexual self, plays a major role in psychological growth. Body image is a condensed representation of individuals' current, past, and fantasied experiences of their own bodies. (pp. 24-25)

2. Social self includes the racial, ethnic, cultural, and religious self. The society in which children live affects their self feelings because that group (family, school, church, and society as a whole) confers status and has expectations that children internalize and strive to live up to. These expectations are conveyed to them by significant people in their lives. At first, it is the parents who form the link between social structure and personality. Later, teachers and peers help to define the social self. (pp. 27-28)
3. Cognition is a process by which individuals become aware of and gain meaning from an object or events in their environment. Children's attitudes toward themselves result from their increasing cognitive growth and the attitudes of those around them. In effect, children have within themselves certain organized processes that allow them to move toward greater self understanding in interaction with their environment. (p. 28)
4. Self-esteem is the evaluative sector of the self-concept. An individual who has high self-esteem respects herself and considers herself worthy, feels competent, and has a sense of belonging. If her self-esteem is low, she lacks respect for the self and believes she is incapable, insignificant, unsuccessful, and unworthy. (pp. 33-34)

To summarize these four dimensions of the self concept, Samuels (1977) states that,

People's internalized body images start at birth as they begin the process of separation of self from nonself. They need consistent, loving care for this separation to be successful. As they interact with their environments, individuals evaluate their bodies based on these interactions. These individuals may have many social selves formed in each significant social situation that they encounter. The cognitive self develops as a result of growth and development as children interact with their environments. Self-esteem is the evaluative sector of the self-concept, which is theorized as being affected by childrens' interaction with 'significant others' and their success and failure experiences. (p. 37)

Various self concept definitions have been discussed in an attempt to reach an awareness of the many positions held concerning self concept definition and development. Self concept is how the individual views his world and his position in it. All subsequent behaviors are initiated as a result of this view held by the individual.

Achievement and Self

Labenne (1969) feels low academic achievement is often due to the child viewing himself as a nonlearner. These conceptions of not being able to learn act as self-fulfilling prophecies. Instead of obtaining more practice the student avoids any further experiences with the subject. As a result, his low ability in the subject is continued. Quandt (1972) states that:

low self-concepts which lead to reading disabilities are caused either by the child's evaluation of his failure to learn reading during his initial attempts or by the reactions of parents, peers, and teachers prior to or during his attempts to learn reading.
(p. 8)

It may be, as stated by Purkey (1970), that positive self concept as a person is not only more important than striving to get ahead but it is an important and major factor when considering scholastic performance. The low achiever sees himself as being less adequate than his classmates who are

experiencing success. There is a continuous interaction between the self and academic achievement, and each directly influences the other.

Many children unconsciously reinforce their own poor self concepts. An individual decides how competent and how important he is by judging his past experiences. As long as this conception of self remains unchanged he will view himself in the same light. Children who come to school believing that they cannot learn to read may become victims of a self-fulfilling prophecy. If they believe they cannot learn to read then their behavior and effort during reading class will make their beliefs come true (Quandt, 1972).

After reviewing twenty-one studies where the researchers believed that self concept plays an important part in the education of a student and his academic achievement, Leviton (1975) concluded that "there has been a consistent, moderate correlation between self-concept and academic achievement" (p. 32). He surmises that:

if the concept of human potentiality is related to self-concept, and if the self-concept is acquired by social interaction, then the educational process must incorporate this new direction. The acceptance of the premise that an individual's self-concept emerges from interaction with society, including the educational process which has control over most children in our society for many of their formative years, and the acceptance of the premise that their self-concept influences their behavior and learning rate have significant implications for the educational process. (p. 26)

Educators, according to Leviton (1975), must pay attention to the importance of self concept development by assisting its growth.

Hamachek (1977) considers early school success to be crucial to school achievement and self concept development because of the following:

1. Subsequent success is not only easier to build onto early success, but it also seems more possible to the student.
2. Early success gives him not only a sense of competence and accomplishment, but also establishes a precedent with which he can strive to be consistent.
3. Early school success makes any later school failures more bearable because they are more likely to occur within a consolidated self-system buttressed by achievement and fortified by personal accomplishment. (p. 744)

School success, an individual's belief that he is the cause of success, and the cause of failure is due to other factors beside himself increase the individual's self concept in a positive direction. A negative self concept is caused by failure and feeling guilty for failure (Johnson, 1981).

Scheirer and Draut (1979) make an important point that must not be overlooked in that educators should not blindly take for granted that by enhancing an individual's self concept academic achievement will always follow. They state that "little direct evidence exists in either psychological or sociological literature that self concept has an

independent influence on behavior" (p. 132). This is affirmed by Hamachek (1977) that "it takes more than a positive self-concept in order for there to be high academic achievement" (p. 750).

In trying to explain the relationship between self concept and school achievement Felker (1974) states that:

achievement and self-concept interact. The low self-concept could produce lower performance, which in turn would feed the low self-concept, which in turn would produce lower performance. (p. 12)

He believes that educators should notice "the positive relationship between self-concept and achievement, reading, and self-responsibility for success and failure and the negative relationship between self-concept and anxiety and prejudice" (Felker, 1974, p. 22). If the student views himself in a negative manner then he will view all experiences in that same negative fashion. Felker (1974) states that "there is no action that a teacher can take that a child with a negative self-concept cannot interpret in a negative way" (p. 9).

Four reasons why the teacher should be concerned with the self concepts of the students, as stated by Fox, Luszki, and Schmuck (1966), are:

1. The self-concept, the way a person sees himself, is a good indication of the condition of his mental health. In the process of growing up, a major goal for the child is the development of a sense of personal worth-recognition and respect for himself as an individual.

2. The way a person feels about himself is an important determinant of his behavior toward others. The child or adult who holds negative feelings about himself tends to hold negative feelings toward others. The child who constantly criticizes and finds fault with others may feel, perhaps subconsciously, that he himself is not much good.
3. The pupil with a low level of self-esteem in a particular area is likely to consider himself a failure in that area...Pupils whose school self-esteem is low, or for whom self-esteem is unrelated to school achievement, are on the road to becoming dropouts unless corrective action is taken.
4. The self-concept is rather easily accessible to normal change and planned alteration. The self-concept is learned and the teacher and others associated with the child participate in this learning and changing process. (pp. 90-91)

In a classroom where the self concept is to be developed in a positive direction and the child, as a result, will achieve then the teacher must see to it that "realistic standards of excellence, elimination of excessive failure experiences, creation of conditions that maximize success, and intrinsic motivation all lead to positive self-concept and allow the child to be open to new experiences" (Samuels, 1977, p. 111).

This section has attempted to show that how an individual views himself and his capabilities influence his efforts and desire to achieve. The manner in which the individual views his capability to achieve determines his efforts to strive or to be dormant. An individual with a

positive self concept will strive to achieve while an individual with a negative self concept will not strive to succeed because he believes that he will fail.

Social Interaction and Self

The prevention of negative self concepts is an important first step in teaching. Once a child has formed a negative image of himself, this concept is hard to change. However, changes do occur in the child's self concept as an outcome of the learning situation. Teaching methods should be adapted to insure the enhancement of a positive self concept (Purkey, 1970). Labenne (1969) states:

A person's self-concept is learned through interpersonal encounters with significant others. Whether planned or unplanned, the influence of the school or, more specifically, the teachers, has a great deal to do with the developing self-concept. (p. 27)

It is important that the school provide experiences for the child at which he can succeed and thereby view himself as being able to deal with school experiences. With the development of a self concept such as this, he will do better in school. Each child needs some experiences of success and social approval. The child does not have to be successful at everything he attempts but there should be some areas where he can be successful. As a result he will

be able to tolerate failure in other areas. If the child believes he is a failure in every area his self concept is damaged and is very hard to change (Lee, 1960).

When children have the security that the teacher accepts them for just being themselves then there is no need for false praise. Teachers should be honest with their students to help them recognize their weaknesses as well as their strengths. Labenne (1969) feels that "confrontation with reality in an atmosphere of warmth and acceptance is imperative for an accurate view of self" (p. 28).

In determining the importance of a positive self concept, self concept and its development must be explored. Patterson (1961) stated the central ideas of Carl Rogers' theory of the self as follows:

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. The self-concept becomes the most significant determinant of response to the environment. It governs the perceptions or meanings to the environment. Whether learned or inherent, a need for positive regard from others develops or emerges with the self-concept. A need for positive self-regard . . . is learned through internalization or introjection of experiences of positive regard by others . . . When positive self-regard depends on evaluation by others, discrepancies may develop between the needs of the organism and the needs of the self-concept for positive self-regard. (pp. 7-8)

Burton (1974), with regard to Rogers' Client-Centered Theory, stated:

The person reacts to his reality as he perceives and defines it, guided by his concept of himself. An individual may see himself as strong or weak, intelligent or stupid, beautiful or homely. The way he sees himself affects, in turn, his perception of reality and therefore his behavior. (p. 218)

To describe the self as discussed in the Interpersonal Theory of Harry Stack Sullivan, Burton (1974) stated:

The self, then, is not an inborn tendency or a static trait that comes suddenly into existence. It is the dynamic functional capacity to view and deal with others which has developed out of the interaction with significant people. (p. 156)

The self concept is formed through interaction with others and this same self concept might influence this interaction with others (Wylie, 1961). "Self then, develops somehow in people as they live, grow , and learn in the social components and structures of society" (Zurcher, 1977, p. 29).

Coopersmith (1967) listed four major factors which aid in the development of self concept and they follow:

First and foremost is the amount of respectful, accepting, and concerned treatment that an individual receives from the significant others in his life. We value ourselves as we are valued. A second factor contributing to our self-esteem is our history of successes and the status and position we hold in the world. Success and power and attention are not directly and immediately perceived but are filtered through and perceived in the light of personal goals and values. Thus experiences are interpreted and modified in accord with the individual's values and aspirations. The fourth factor is the individual's manner of responding to devaluation. They might reject or discount the right of others to judge them, or, conversely, they might be highly sensitive or aware of other people's judgements. (p. 37)

He stated, self concept or self-esteem is

the evaluation which the individual makes and customarily maintains with regard to himself: it expresses an attitude of approval or disapproval, and indicates the extent to which the individual believes himself to be capable, significant, successful, and worthy. In short, self-esteem is a personal judgement of worthiness that is expressed in the attitudes the individual holds toward himself. (p. 45)

The individual's self concept is expressed by his actions although he may not be aware of his self concept.

According to Myers (1969), "the self is what can initiate changes in the mind and body which it possesses" (p. 16). The self is influenced by others and it affects the individual and those in his environment.

The individual differs from inanimate objects studied in the natural sciences precisely because he possesses self-awareness, a self-consciousness that is affected by and in turn affects the social environment. (Webster, 1974, p. 3)

Webster (1974) stated the following:

Self-concept--who an individual thinks he is and the unique traits he believes himself to possess --is at the core of virtually all issues in social psychology. The individual is acted upon by his environment, and specific effects of the environment are mediated by his interpretation of them and how he thinks they are meaningful to him. The individual also acts on his environment, and his actions are partially determined by the kind of person he thinks he is, or wants to be. (p. 7)

"The self-concept is forged by the pressures exerted upon an individual from the outside" (Felker, 1974, p. 6).

These external influences form the individual's self concept.

He states:

Every human is vitally influenced by those around him. The people who are important to him influence what he thinks of himself. The experiences which an individual has every day indicate to him that he is competent or incompetent, good or bad, worthy or unworthy. As though he were an individual in the center of the arena, he received information and attitudes from all sides at once. (p. 6)

In the development of the self concept, Anderson (1965) believes the first year of life to be the most important, with each succeeding year to be less in importance until the self concept is finally formed. The nature of the child's dependence on significant others in this environment are greatest during his early years. Moreover, Samuels (1977) states:

The influence of healthy or unhealthy parent-child relationships are reflected in children's attitudes toward themselves and are developed from birth onward. During the first year, consistent, loving care leads to a sense of trust, which is the foundation for the development of identity. The healthy relationship with the caretaker enables children to begin the process of separating themselves from the caretaker. This separation-individuation process, if successful, is ideally completed by the time the child is three years old. The development of language and the ability of the child to move in space helps to accelerate the child's sense of autonomy, which aids in the development toward individuation. The child's sense of initiative must be encouraged during the fourth and fifth year. Positive self-concept in all its dimensions will result if trust, autonomy, and initiative are appropriately encouraged. (p. 73)

A person who has developed a low self-esteem and cannot deal adequately with his environment may learn to do so "if they are exposed to persons who are themselves confident and effective" (Coopersmith, 1967, p. 263).

The literature reviewed indicates that the self concept is in a state of perpetual change from birth until death. This change results from the individual's interacting with others in his environment. Whether self concept is positive or negative is determined by the individual as he perceives the view which other people hold of him and actions made by others.

Educational Environment and Self

The child's concept of his self as well as the school and teacher's view of the child's self concept are important factors to school and to personal achievement. Another factor that is often overlooked is that of the teacher's view of his self concept. Samuels (1977) states, "Teachers are 'significant others' in the lives of young children and those who are threatened by feelings of inadequacy are bound to project these feelings onto the children they teach, regardless of how they structure their programs" (p. 96). How the teacher feels about himself is transmitted to the student no matter how he tries to disguise his attitude and behavior.

By developing a positive student self concept the schools could provide something that would benefit the student throughout his life. Education should help to develop a positive self concept and not be concerned with nothing more than academic achievement (Stenner & Katzenmeyer, 1976).

Children (ages 5-8) with positive self-concepts are confident of their ability to meet everyday problems and demands and are at ease in their relationships with other people. They compare themselves favorably with their peers and feel that authority figures are supportive and interested in them as individuals. These children tend to be comparatively independent and reliable and are relatively free from anxiety, nervousness, excessive worry, tiredness, and loneliness. As for their school work, these children tend to be above average in reading and mathematics. They generally attain higher scores on standardized achievement tests than would be predicted from ability tests. They view school as a happy, worthwhile place to be. Children with poor self concepts are insecure and pessimistic about their ability to meet everyday problems and demands and are unsure in their relationships with others. They compare themselves unfavorably with their peers and see authority figures as a threat. Insecure about new experiences, these children report being tired, anxious, and nervous. They tend to be below average in reading and mathematics and to obtain lower scores on standardized achievement tests than would be predicted from ability tests. They regard school as an unhappy place. (Stenner & Katzenmeyer, 1976, p. 356)

Staines (1965) found that the self concept is formed by comments made by other people and from "influences drawn by children out of their experience in home, school, and other social groups. Amongst the people likely to be most

influential in determining the self-picture are teachers" (p. 404). A study conducted by Staines found that "pupils took the teacher's ordinary run-of-the-day comments on their success or failure very much to heart, as they also took it to heart when one child was preferred to another, even on a task that may have seemed to the teacher unimportant" (Gabriel, 1969, p. 46). Staines (1965) stated that "the self can be deliberately produced by suitable teaching methods" (p. 421). Either an improved or an impaired self can be molded.

The self is formed at an early age and the individual's experience modifies the self. The parent is the significant person who first influences the child's feelings about himself and later the teacher becomes the significant influence in shaping the child's self concept (Davidson & Lang, 1965). Gabriel (1969) said that Davidson has shown experimentally that:

The more positively a child judges his teachers' opinion of him, the more favorable is his perception of himself, the better his academic work, and the more co-operative his behavior in class. (p. 46)

Woolfolk and Woolfolk (1974) examined "the effects of verbal and nonverbal dimensions of teacher behavior upon students' perceptions of that teacher's feelings and attitudes toward them" (pp. 297-298). Woolfolk and Woolfolk found that verbal and nonverbal communication has an impact upon students.

"Student perception of, and attraction for, the teacher are clearly influenced by the evaluation behavior of the teacher" (p. 302). "The goal of enhancing self-concept is admirable and should be pursued for its own sake" (Marx & Winne, 1975, p. 31).

It is the responsibility of every teacher to build up students' self concepts. Each teacher influences the students' self concept whether he wants to or not. "The only thing he can control is whether his impact on the student will be positive, negative, or of no account whatever" (Combs, 1965, p. 78). "Self-concept is significantly and positively correlated with the perceived evaluations that significant others hold of the student" (Brookover, Thomas, & Patterson, 1965, p. 484). "People with whom the child interacts . . . exert a pervasive influence on formation and change of the self-concept" (Perkins, 1965, p. 450). Moustakas (1965) stated:

The educational situation which most effectively promotes significant learning is one in which (a) the threat to the self of the learner is at a minimum while at the same time the uniqueness of the individual is regarded as worthwhile and is deeply respected, and (b) the person is free to explore the materials and resources which are available to him in the light of his own interests and potentiality. (p. 46)

Dinkmeyer and Carlson (1975) state that the schools are in a unique position to influence the child's self concept

because the child can be seen interacting within his peer group. The better accepted a child is by his peers, the better adjusted he is. They stated:

The elementary school years are crucial in the development of positive attitudes toward self, others, and society. As the child matures, his attitudes will stabilize and hence, change will be more difficult. (p. 180)

If a teacher is to know his students and to help them, he must first understand and know himself (Jersild, 1955).

According to Jersild (1955):

the teacher's understanding and acceptance of himself is the most important requirement in any effort he makes to help students to know themselves and to gain healthy attitudes of self-acceptance. (p. 3)

Jersild (1952) wrote that:

if teachers accept the concept that education should help each child to develop his real or potential self, it will be essential for the teachers to seek the kind of self-understanding which they are trying to help their pupils to achieve. If a person would help others to understand themselves he must strive to understand himself and he must be willing to accept help in the process. (p. 118)

Teachers should have a desire to understand themselves as fully as possible. Their actions not only determine their own behavior and well-being but those of their students as well (Menninger, 1965). To aid in the development of student self concept the teachers:

must have phenomenal selves adequate enough to enable them to accept other people, particularly their students, as they are without any loss of

self-esteem and without any undue desire to dominate them or to withdraw from contact with students of low prestige value. (Snygg & Combs, 1949, pp. 243-244)

The teacher must know and fully understand his self concept. Combs (1965) stated that:

the giving of self called for in helping professions like teaching is probably possible only in the degree to which the helper himself feels basically fulfilled A self must possess a satisfactory degree of adequacy before it can venture commitment and encounter. (p. 69)

Furthermore, Combs (1965) stated:

The good teacher sees himself as a person of consequence, dignity, integrity and worthy of respect; as opposed to being a person of little consequence who can be overlooked, discounted, whose dignity and integrity do not matter. (p. 71)

Felker (1974) states that "the roles of the school in self-concept development and of the teacher as the main agent of the school are crucial" (p. 63). When the child leaves home and begins school the teacher becomes the "new primary model, feedback agent, and evaluator" (p. 60). For the teacher to be able to enhance the student's self concept Felker (1974) thinks teachers should practice the following 'Five Keys to Better Self Concept'

1. Adults praise yourselves.
2. Help children to evaluate realistically.
3. Teach children to set reasonable goals.
4. Teach children to praise themselves.
5. Teach children to praise others. (p. 65)

The 'Five Keys to Better Self-Concept' are a method "for helping children develop the internal mechanism of language for enhancing and maintaining positive self-concept" (Felker, 1974, p. 90).

In the development of self concept, Howe and Howe (1975) believe that a sense of community within the class must be developed and students need to be able to "make choices that are important to them, and to act on those choices by sharing something of themselves with classmates" (p. 85). Students must also feel that they can accomplish tasks, are of worth, can share with others the good things about themselves, and identify what they value about themselves. This positive self concept development

is perhaps the most important single factor in determining the extent to which he or she becomes a self-actualizing person, to use Abraham Maslow's term for one who has fulfilled his basic needs and is able to live to achieve his human potential. Developing a good self-concept in each student, then, must be a primary focus of personalized education. This strategy helps students and teachers recognize the many ways we unconsciously affect each other's sense of self-worth by the little things we say and do each day. (Felker, 1974, p. 81)

Oldham and Oldham (1978) state that "classroom climate is cited more and more frequently, by both theorists and practitioners, as a vital element in determining how well children learn" (p. 1). The classroom with a positive climate should be a "friendly classroom where there is order

and cooperation: where students respect themselves, each other, and the teacher; and where real learning can take place" (pp. 3-4).

Teachers influence student self concept through their expectations of the student. It makes little difference if the teacher's expectations are realistic or not, these expectations are "communicated to students in ways even the teacher is unaware of" (Johnston & Markle, 1981a, p. 17). They further state, "The way teachers view pupils, and the extent to which they convey those perceptions are likely to have an effect on the pupils' self-concept and subsequently school performance" (p. 17). The school system should have a self concept improvement program. Johnston and Markle (1981b) feel that a few of the benefits of such a program will be "good mental health and a rich emotional life" (p. 24).

In their study of the interactions between teachers and students, Firestone and Brody (1975) suggest that the type of interaction that occurs in the classroom can be a predictor in student performance. They state that:

Repeatedly being treated in a manner that indicates that they are not worth much and that little good is expected from them, might lead students to internalize these expectations and perform in a manner congruent with the teacher's image. Being more frequently exposed to negative reactions from a teacher, one can safely assume, does not aid the child in his efforts to feel worth while and capable in the classroom. (p. 549)

Schofield and Start (1978) state that "teachers' attitudes towards mathematics (and achievement) affect pupils' attitudes and achievement" (p. 80). They feel that although this has not been proven scientifically, it is psychologically plausible.

Bradley (1974) states that a teacher helps improve the child's self concept when he helps the child to:

- (1) find self-expression
- (2) feel his school efforts are appreciated
- (3) believe in the worth-whileness of the task he undertakes
- (4) see that nothing is required that takes away his 'self respect'
- (5) be reasonably free from worry
- (6) find in the classroom environment a satisfying social experience
- (7) look for good points in himself and other people
- (8) experience more success than failure. (p. 29)

However, in order for the teacher to effectively aid in the development of the child's self concept the "teacher should attempt through the use of psychology to improve his insight into his own behavior" (p. 52). It is equally important for the teacher to understand his own 'self' as it is for the students to understand their own 'self'.

Beckner (1978) found that the self concept of the teacher is an aspect that can affect teaching and the student. He states that "educators must be aware of the importance of teachers having the positive self-concept necessary to insure quality educational experiences for children" (pp. 12-13).

The self concept, as indicated by the literature, is influenced by important people in the life of the individual. The teacher is an important influence in self concept development. The child spends a great percentage of his time in school. The school setting and in particular those in it guide the developing self.

The Tennessee Self Concept Scale

According to Reed, Fitts, and Boehm (1981), between early 1965 and July, 1980, there have been 1,350 reported studies which utilized the Tennessee Self Concept Scale (TSCS). The subjects participating in these studies ranked in age from 12 years through 65 plus years. These test populations have been categorized according to the following types: ethnic, foreign studies, occupational, socio-economic status, delinquent/criminal, drug users, alcoholics, mental health status, physical status, educational achievement, sexuality, and studies on the TSCS, or self concept itself.

Dr. William H. Fitts has written a series of seven monographs, either alone or with the assistance of others, in an attempt to discuss and present the findings of these studies. The first monograph, by Fitts and Hamner (1969), The Self Concept and Delinquency, primarily concerns itself with studies which have used the TSCS as a research tool.

The self concepts of delinquents are discussed and compared with nondelinquents as well as other deviant and handicapped groups. Relationships between self concept and other variables are discussed.

In 1970 Fitts wrote Interpersonal Competence: The Wheel Model, which focuses on interpersonal competence and its acquisition through a conceptual scheme for dealing with a person's self, his behavior, and competence. The Wheel Model provides a basis for examining behavior and development. Different relationships are examined such as those between the parent and child, teacher and student, and therapist and client.

Studies which support that self concept serves as a criterion of self-actualization are presented in the third monograph, by Fitts, Adams, Radford, Richard, Thomas, Thomas, and Thompson (1971), The Self Concept and Self-Actualization. These studies show that the self concept is affected by experiences, competence, and self-actualization. A person who has positive experiences will tend to have a positive view of his self and of his abilities.

The fourth monograph, by Fitts (1972a), The Self Concept and Psychopathology, presents research which shows the self concept, as measured by the TSCS, to be a valid measure of mental health. The TSCS also depicts the degree of psychopathology.

Studies which use the TSCS to explore human behavior and implications for rehabilitation are cited in the fifth monograph, by Fitts (1972b), The Self Concept and Performance. Possibilities for predicting behavior from the self concept are explored. It is held that if an individual's self concept is analyzed, his behavior can be predicted.

The sixth monograph, by Thompson (1972), Correlates of the Self Concept, accounts for some of the differences found in TSCS results regarding the variables of age, race, and socioeconomic status within a single sample. Studies attempt to clarify the relationship of age and self concept, age and disadvantage, and self concept and psychological tests. The seventh monograph, by Fitts (1972c), The Self Concept and Behavior: Overview and Supplement, is the author's attempt to review his research program and to report data not included in his previous monographs.

The primary focus of all seven monographs is self concept, its measurement with the TSCS, and how behavior can be predicted with knowledge of the individual's self concept. The development of the Tennessee Self Concept Scale is discussed in addition to numerous studies which utilize the TSCS as a research instrument.

The findings of the seven monographs support the following conclusions:

1. The TSCS provides numerous scores which allow a deeper understanding of people with antisocial, delinquent, and criminal behavior. If behavior change is to occur, the self concept must be changed no matter what types of physical or external pressures are applied.

2. The self concept is an indicator of where the individual is in relationship with his achievement of full human potential. The TSCS results show the individual where he actually is in his striving for self-actualization and his interpersonal competence regarding involvement, responsibility, freedom, understanding, openness, caring, and acceptance.

3. The wide use of the TSCS makes data from the various studies comparable. The TSCS is a valid measure of self concept variables and is reliable.

4. The TSCS reflects the degree of psychiatric disorder but does not reflect a relationship between the disorder and self concept.

5. The individual's self concept is important information for those who want to aid him in his attempt to reach full potential. The TSCS provides this self concept information.

6. Age, race, and socioeconomic standing are important factors in self concept.

In Chapter II, general literature on definition of self, achievement and self, social interaction and self, educational environment and self, and the Tennessee Self Concept Scale was reviewed and reported.

CHAPTER III

PROCEDURES

Sample

The sample consisted of 48 elementary teachers who teach in a small school district located in a suburban area in North Central Texas. These teachers were employed on a full-time basis.

Instruments

The following three instruments were used in this study:

1. The Tennessee Self Concept Survey: Clinical and Research Form (TSCS) was developed by Fitts (1964) to measure self concept. It is a scale which is simple for the subject to complete and is multi-dimensional in the description of the self concept. The TSCS may be given to persons age 12 or older having at least a sixth grade reading level. The test is composed of 100 self descriptive statements which the subject uses to describe his own picture of himself. The subject responds to each statement by putting a circle around one of five responses which best describes his feelings. The time needed to complete the scale is usually between 15 to 20 minutes.

The TSCS was normed on 626 people from all parts of the United States between the age of 12 and 68 years. There were almost equal numbers of both sexes and black and white subjects. Subjects represented all social, economic, and intellectual levels. The educational levels were from sixth grade through the doctorate degree level.

The items which are used in the TSCS were selected from a larger list fathered from literature on self concept and from analyses of individual self-reports. A group of seven clinical psychologists picked the items from this large group and only those items which all seven psychologists were in total agreement on were included in the TSCS (Buros, 1975; Fitts, 1972b). The categories into which these items are grouped for scoring and interpretation are listed and explained in Appendix C. The reliability data on these categories are based on test-retest with 60 college students over a two-week period. The test-retest reliability coefficients of all major scores are listed in Table 1.

Table 1
Reliability Coefficients
Tennessee Self Concept Scale

Score	Reliability	Score	Reliability
Self-Criticism	.75	T/F	.82
Net Conflict	.74	Total Conflict	.74
Total Positive	.94	Row 1	.91
Row 2	.88	Row 3	.88
Col A	.87	Col B	.80
Col C	.85	Col D	.89
Col E	.90	Total Variability	.67
Col Total V.	.73	Row Total V.	.60
D	.89	D5	.88
D4	.79	D3	.77
D2	.71	D1	.88
DP	.90	GM	.87
PSY	.92	PD	.89
N	.91	PI	.90
NDS	.90	Net Conflict Row 1	.70
Net Conflict Row 2	.78	Net Conflict Row 3	.69
Net Conflict Col A	.67	Net Conflict Col B	.73
Net Conflict Col C	.82	Net Conflict Col D	.75
Net Conflict Col E	.65	Total Conflict Row 1	.80
Total Conflict Row 2	.64	Total Conflict Row 3	.74
Total Conflict Col A	.61	Total Conflict Col B	.80
Total Conflict Col C	.77	Total Conflict Col D	.72
Total Conflict Col E	.68		

2. Personal Evaluation (Appendix A) consists of 33 items based on questions posed by Purkey (1970). The subject was asked to indicate his response to the statement on a five-point scale as to how close is the association.

Example of Statement:

By my behavior, I serve as a model of authenticity for the student.

Responses:

Completely False	Mostly False	Partly False & Partly True	Mostly True	Completely True
1	2	3	4	5

The subjects response on a five-point scale indicates not only his response but the strength and direction of the response.

3. Teacher Evaluation (Appendix B) consists of 33 items based on questions posed by Purkey (1970). The subject is to rate a colleague as to how the subject feels the statement represents the teacher being rated on a five-point scale as to how close is the association.

Example of the Statement:

By the teacher's behavior, he/she serves as a model of authenticity for the student.

Responses:

Completely False	Mostly False	Partly False & Partly True	Mostly True	Completely True
1	2	3	4	5

Development of Personal Evaluation and
Teacher Evaluation Instruments

The questions asked by the Personal Evaluation and the Teacher Evaluation were based upon questions posed by William W. Purkey, in Self Concept and School Achievement (1970).

These questions addressed themselves to teacher attitudes and classroom atmosphere: challenge, freedom, respect, warmth, control, and success.

Regarding the attitude the teacher conveys to his student, Purkey feels that although teachers have good intentions the images they project are often distorted. What a person believes can be hidden by negative habits picked up long ago. Therefore, teachers need to ask themselves questions to discover their true feelings. Purkey (1970) suggests that the following questions be answered by the teacher:

1. Am I projecting an image that tells the student that I am here to build, rather than to destroy him as a person?

2. Do I let the student know that I am aware of and interested in him as a unique person?

3. Do I convey my expectations and confidence that the student can accomplish work, can learn, and is competent?

4. Do I provide well-defined standards of values, demands for competence, and guidance toward solutions to problems?

5. When working with parents, do I enhance the academic expectations and evaluations which they hold of their children's ability?

6. By my behavior, do I serve as a model of authenticity for the student?

7. Do I take every opportunity to establish a high degree of semi-private communication with my students?

(pp. 49-50)

These questions allow the teacher to see if he is showing his beliefs in a real or in a hidden fashion. If the teacher can discover his true feelings then he can positively deal with the feelings of his students.

Regarding the classroom atmosphere that the teacher creates, there are six factors which are important to the development of positive self concepts in students. These factors are: (1) challenge, (2) freedom, (3) respect, (4) warmth, (5) control, and, (6) success (Purkey, 1970).

Description of the Personal Evaluation and the Teacher Evaluation Instruments

Based on Purkey's (1970) questions, the investigator developed the Personal Evaluation (Appendix A) and the Teacher Evaluation (Appendix B) instruments to be used in this study. The instruments consist of 33 statements which the subject is to respond to each statement on a five-point scale as to how close is the association.

Responses:

Completely False	Mostly False	Partly False & Partly True	Mostly True	Completely True
1	2	3	4	5

The subjects response on a five-point scale indicates not only his response but the strength and direction of the response.

The responses on the Personal Evaluation indicate the subject's evaluation of how well the statements describe himself and his classroom atmosphere. The subject is to respond to each statement as he feels it represents his feelings about himself and education.

The responses on the Teacher Evaluation are made by a teacher about another teacher's self concept and classroom atmosphere as seen by the rater. The subject is to respond to each statement as he feels it represents the teacher's attitudes and classroom atmosphere created by the teacher he is rating. The subject is responding to statements as he believes they are representing the person being rated.

The statements on the Teacher Evaluation and the Personal Evaluation correspond with Purkey's (1970) questions to reflect self understanding, challenge and freedom, respect and warmth, control, and success. Statements 1-7 address self understanding, 8-13 address challenge and freedom, 14-20 address respect and warmth, 21-26 address control, and 27-33 address success. If the subject was in total agreement with Purkey (1970) he would respond to all items on the Personal Evaluation completely true except items 10, 12, 17, 20, 21, 22, 25, and 30. On these excepted items he would respond completely false. On the Teacher Evaluation if the rater believed the subject being rated was performing as Purkey (1970) believed he should perform, then the rater

would respond to all items completely true except items 10, 12, 17, 20, 21, 22, 25, and 30. On these excepted items he would respond completely false.

Rationale for the Personal Evaluation and
the Teacher Evaluation Instruments

The rationale behind the questions used in the Personal Evaluation and the Teacher Evaluation is concerned with the six factors Purkey (1970) described.

Challenge and Freedom. If the student is challenged and allowed freedom then he will learn if the material is relevant and if he is allowed freedom to explore. The teacher must challenge the student and make the material appropriate to the student's experience and interest. The student must be allowed the freedom to make his own decisions and to make mistakes.

To consider the factors of challenge and freedom and to help the teacher evaluate himself and the classroom climate he creates, Purkey (1970) suggests that the following questions be answered by the teacher:

1. Do I encourage students to try something new and to join in new activities?
2. Do I allow students to have a voice in planning, and do I permit them to help make the rules they follow?
3. Do I permit students to challenge my opinions?

4. Do I teach in as exciting and interesting manner as possible?

5. Do I distinguish between students' classroom mistakes and their personal failure?

6. Do I avoid unfair and ruthless competition in the classroom? (p. 52)

Respect. A factor of major importance to education is that of teacher respect of the student. The teacher must make sure that each student feels that he is important, valuable, and can learn in school. If the teacher respects the student, everything the student does will reflect this respect. When the student is embarrassed or humiliated, disrespect is built both in himself and for others. It is most important that the teacher give the student a feeling of trust, respect, and worth.

Warmth. Another important factor in the development of student self concept is that of teacher warmth. A warm atmosphere is one where the teacher feels that working with children is more than just a job. The teacher makes each student feel that he belongs in school and that the teacher really cares what happens to him. It is one where praise is used instead of sarcasm, and participation instead of dictation.

To insure that an atmosphere of respect and warmth is maintained and to let the student know that he is important, Purkey (1970) suggests that the teacher answer each of the following:

1. Do I learn the name of each student as soon as possible, and do I use that name often?

2. Do I share my feelings with my students?

3. Do I practice courtesy with my students?

4. Do I arrange some time when I can talk quietly alone with each student?

5. Do I spread my attention around and include each student, keeping special watch for the student who may need extra attention?

6. Do I notice and comment favorably on the things that are important to students?

7. Do I show students who return after being absent that I am happy to have them back in class, and that they were missed? (p. 50)

It is in ways such as these that we tell the student he is important to us.

Control. Classroom control is another important factor in the development of student self concept. The teacher must maintain discipline because the type of control a child lives under affects his self concept. It is another way of letting the student know that the teacher cares about him and what he does. Classroom control will be maintained when the teacher is prepared for class, keeps up with the work, explains why some tasks must be done, and strives for consistency, politeness, and firmness.

According to Purkey (1970), for the teacher to maintain control and at the same time build positive self concepts he needs to answer the following:

1. Do I remember to see small disciplinary problems as understandable, and not as personal insults?

2. Do I avoid having favorites and victims?

3. Do I have, and do my students have, a clear idea of what is and what is not acceptable in my class?

4. Within my limits, is there room for students to be active and natural?

5. Do I make sure that I am adequately prepared for class each day?

6. Do I usually make it through the day without punishing students? (p. 55)

Questions such as these help the teacher to estimate his ability to handle students in a way which maintains discipline and, at the same time, builds positive and realistic self concept in students.

Success. The final factor Purkey considers to be important in establishing an atmosphere which fosters the development of positive self concept is that of success. The teacher must provide experiences at which the student can have success and not failure. The teacher should point out accomplishments rather than mistakes. To insure the teacher provides for success, Purkey (1970) feels the teacher should answer the following:

1. Do I permit my students some opportunity to make mistakes without penalty?

2. Do I make generally positive comments on written work?

3. Do I give extra support and encouragement to slower students?

4. Do I recognize the successes of students for their successes?

5. Do I take opportunities to praise students for their successes?

6. Do I manufacture honest experiences of success for my students?

7. Do I set tasks which are, and which appear to the student to be, within his abilities? (p. 56)

A classroom with challenge, freedom, respect, warmth, control, and success develops positive self concepts in students and encourages academic achievement. Without these factors the classroom will probably be a very poor environment for positive self concept development.

Null Hypotheses

1. There is no significant correlation between the teacher's self-rating on Purkey's statements and the rating of the teacher by a peer on the same statements.

2. When categorized with regard to the sub-scale divisions of: a) self understanding, b) challenge and freedom, c) respect and warmth, d) control, and e) success on the self-rated and other-rated instruments, the Purkey statements will not yield significant factorial validity defined by a loading factor of .40 or better with all items loading on a single factor.

3. There is no significant correlation between sub-scale responses and variables on the TSCS made by the individual regarding his feelings about himself.

4. There is no significant correlation between responses made about a teacher by a peer on Purkey sub-scales and the TSCS made by the teacher.

5. There is no significant correlation between Purkey self-rated totals and items on the TSCS.

6. There is no significant correlation between Purkey other-rated totals and items on the TSCS.

7. Variables from the TSCS are not significant predictors of Purkey sub-scale self-rated responses.

8. Variables from the TSCS are not significant predictors of Purkey sub-scale other-rated responses.

Research Questions

It is the investigators intention to answer the following questions:

1. Is there a relationship between the teacher's self-rating on Purkey's statements and the rating of the teacher by a peer on the same statements?

2. Does each statement on Purkey's statements measure what it is intended to measure according to the title of the sub-scale it falls under?

3. Do relationships exist between the sub-scale responses and variables on the Tennessee Self Concept Scale made by the individual concerning his feelings about himself?

4. Does a relationship exist between a subject's responses on the Tennessee Self Concept Scale and the rating given that subject by a peer on Purkey sub-scales?

5. Does a relationship exist between the total self-rated score on Purkey's statements and items on the Tennessee Self Concept Scale?

6. Does a relationship exist between the total other-rated score on Purkey's statements and items on the Tennessee Self Concept Scale?

7. Are there variables from the Tennessee Self Concept Scale which can be used to predict the totals of the self-rated sub-scale divisions of self understanding, challenge and freedom, respect and warmth, control, and success?

8. Are there variables from the Tennessee Self Concept Scale which can be used to predict the totals of the other-rated sub-scale divisions of self understanding, challenge and freedom, respect and warmth, control, and success?

Procedure

The investigator went to three schools on three different days to attend a faculty meeting. The purpose of

the study was explained orally to the teachers present. Those who wished to participate remained seated and the others were allowed to leave. Questions were answered, if clarification was needed, and the subjects were asked to complete three forms: 1) the Tennessee Self Concept Scale, 2) a Personal Evaluation (Appendix A), and 3) a Teacher Evaluation (Appendix B).

On two instruments, the Tennessee Self Concept Scale and the Personal Evaluation, the subjects rated themselves. The Tennessee Self Concept Scale yielded self concept scores on the subject and the Personal Evaluation gave the subject's responses to statements about himself and his classroom atmosphere.

The Teacher Evaluation results were responses to statements by a teacher about another teacher's attitudes and classroom atmosphere created by the teacher he is rating. The subject completing the Teacher Evaluation was assigned a specific teacher to rate, a teacher he had taught with for at least one year.

Upon completion of the tests by the 48 subjects, individual raw scores were recorded, computed, and analyzed. Total time needed for explanation and administration of the instruments was 45 minutes at each of the three schools.

Analysis of Data

To examine the relationships between individual items, sub-scales, and different tests several statistical procedures were used to analyze the data. Pearson correlation was the statistical measure used to test Null Hypotheses: One, Three, Four, Five, and Six. Multiple regression was the statistical measure used to test Null Hypotheses: Seven and Eight. Factor analysis was the statistical measure used to test Null Hypothesis Two. The level of significance for accepting or rejecting the null hypothesis was set at .05.

CHAPTER IV

ANALYSIS OF DATA

The investigation was undertaken to determine if questions posed by Purkey (1970), regarding teacher attitude and classroom atmosphere, reflect teacher self concept and to decide if these questions are relevant to the educator. The results are presented in the following sequence: subjects and examiner, restatement of the hypotheses and the statistical interpretation of the results of the hypothesis testing, and discussion of the results.

The subjects involved in this study were all elementary teachers employed on a full-time basis. They had never taken nor administered the instruments used in this study. The examiner was the investigator, with eight years elementary teaching experience.

Prior to the examination of the hypotheses of this study, the subject's responses from the three different testing sites were combined to form one group population. Pearson correlation was the statistical measure used to test Null Hypotheses: One, Three, Four, Five, and Six. Multiple regression was the statistical measure used to test Null Hypotheses: Seven and Eight. Factor analysis was the

statistical measure used to test Null Hypothesis Two. The eight hypotheses with statistical tables follow.

Null Hypothesis One. There is no significant correlation between the teacher's self-rating on Purkey's statements and the rating of the teacher by a peer on the same statements.

Null Hypothesis One was rejected. The data in Table 2 reveal that a correlation exists between the self-rated scale and the other-rated scale on 19 out of 33 items, at or less than a level of significance of .05. A complete listing of self and other-rated item correlations are in Appendix E.

Table 2
Purkey Items on Self-Rated Scale Correlated
With Other-Rated Scale Using Pearson Correlation
With a Level of Significance at or Below .05

Item #	r	P	Item #	r	P
2	.253	.041	16	.343	.009
3	.328	.011	17	.424	.001
4	.255	.040	21	.568	.000
5	.300	.019	22	.425	.001
6	.320	.013	23	.341	.009
8	.380	.004	24	.315	.015
10	.531	.000	25	.277	.028
11	.278	.028	26	.378	.004
12	.240	.050	30	.289	.023
13	.290	.023			

Null Hypothesis Two. When categorized with regard to the sub-scale divisions of: a) self understanding, b) challenge and freedom, c) respect and warmth, d) control, and e) success on the self-rated and other-rated instruments, the Purkey statements will not yield significant factorial validity defined by a loading factor of .40 or better with all items loading on a single factor.

Null Hypothesis Two results are based on the factorial validity coefficient at or better than .40. Two aspects of the hypothesis (self-rated sub-scales and other-rated sub-scales) were investigated. With regard to self-rated sub-scales, Null Hypotheses 2a, b, c, and d were accepted. Null Hypothesis 2e was rejected. The results are represented in Tables 3, 4, 5, 6, and 7.

Table 3
Factor Analysis of Self-Rated Sub-Scales
for Items Categorized as Self Understanding

Item #	Global Image	Interaction	Communality
1	.680	.375	.603
2	.535	.581	.624
3	.549	.457	.510
4	.861	.101	.752
5	.624	.095	.398
6	.670	.358	.577
7	.065	.684	.472
Eigen Value	3.38	.555	
% of Variance	85.90	14.10	

Items 1-6 measure self understanding but item 7 does not. Items 2 and 3 contribute to the teacher's self understanding, but at a somewhat lower level than items 1, 4, 5, and 6.

Table 4
Factor Analysis of Self-Rated Sub-Scales
for Items Categorized as Challenge and Freedom

Item #	Communality	
8	.773	.447
9	.574	.306
10	.406	.200
11	.594	.295
12	.332	.145
13	.607	.373
Eigen Value	2.539	
% of Variance	42.30	

The factorial validity coefficient indicates that item 12 is not importantly related to challenge and freedom.

Table 5
Factor Analysis of Self-Rated Sub-Scales
for Items Categorized as Respect and Warmth

Item #	Personal Affection	Business-like Affection	Communality
14	.639	.320	.510
15	.632	.300	.489
16	.369	.775	.737
17	.107	.647	.430
18	.618	.459	.592
19	.640	.477	.636
20	.807	.038	.652
Eigen Value	3.441	.605	
% of Variance	85.00	15.00	

This category yielded two factors among the items. Items 14, 15, 18, 19, and 20 measure personal affection. Items 16 and 17, however, measure business-like affection.

Table 6
Factor Analysis of Self-Rated Sub-Scales
for Items Categorized as Control

Item #	General Control	Discipline	Communality
21	- .034	.552	.306
22	.759	- .066	.581
23	.782	- .035	.613
24	.720	- .122	.533
25	.198	- .238	.096
26	.450	.425	.383
Eigen Value	1.95	.056	
% of Variance	77.70	22.30	

Again, two factors were revealed by the analysis. Items 22, 23, 24, and 26 measure general control, with item 26 contributing at a lower level than the others. Items 21 and 25 measure discipline.

Table 7
Factor Analysis of Self-Rated Sub-Scales
for Items Categorized as Success

Item #	Communality
27	.635
28	.841
29	.824
30	.703
31	.792
32	.581
33	.795
Eigen Value	4.298
% of Variance	61.40

The factorial validity coefficient indicates that items 27-33 are importantly related to success.

When the factor analyses as described above, were repeated using data from the other-rated scales, results were similar. That is, for other-rated scales, Null Hypotheses 2a, b, and d were accepted while Null Hypotheses 2c and e were rejected. The results are shown in Table 8, 9, 10, 11, and 12.

Table 8
Factor Analysis of Other-Rated Sub-Scales
for Items Categorized as Self Understanding

Item #	Global Image	Another's Image	Interaction	Communality
1	.765	-.024	.192	.623
2	.717	-.025	.411	.684
3	.671	.540	-.026	.743
4	.579	.339	-.068	.455
5	.067	.763	.194	.625
6	.684	.238	.221	.573
7	.180	.185	.870	.823
Eigen Value	3.045	.762	.720	
% of Variance	67.30	16.80	15.90	

Items categorized by Purkey as self understanding yielded three factors from other-rated data. Items 1, 2, 3, 4, and 6 measure global image. Item 5 assesses another's image. Item 7 rates interaction.

Table 9
Factor Analysis of Other-Rated Sub-Scales
for Items Categorized as Challenge and Freedom

Item #	Teacher Performance	Teacher Attitude	Student Participation	Communality
8	.658	- .263	- .049	.504
9	.126	- .252	.528	.358
10	- .129	.023	.523	.291
11	.581	.209	- .032	.382
12	.131	.651	- .125	.457
13	.787	.252	- .005	.683
Eigen Value	1.501	.763	.411	
% of Variance	56.10	28.50	15.40	

Items categorized by Purkey as challenge and freedom yielded three factors from other-rated data. Items 8, 11, and 13 quantify teacher performance. Item 12 rates teacher attitude. Items 9 and 10 measure student participation.

Table 10
Factor Analysis of Other-Rated Sub-Scales
for Items Categorized as Respect and Warmth

Item #	Communality	
14	.830	.688
15	.550	.302
16	.853	.727
17	.429	.184
18	.763	.582
19	.601	.361
20	.444	.197
Eigen Value	3.042	
% of Variance	100.00	

The factorial validity coefficient indicates that items 14-20 are importantly related to respect and warmth.

Table 11
Factor Analysis of Other-Rated Sub-Scales
for Items Categorized as Control

Item #	General Control	Discipline	Communality
21	-.014	.469	.220
22	.764	.239	.642
23	.748	-.020	.559
24	.612	.115	.388
25	.822	-.102	.687
26	.421	.351	.300
Eigen Value	2.415	.380	
% of Variance	86.40	13.60	

One multi-item factor and one single-item factor were discovered when the control category was analyzed. Items 22-26 assess general control. Item 21 appraises discipline.

Table 12
Factor Analysis of Other-Rated Sub-Scales
for Items Categorized as Success

Item #	Communality	
27	.743	.553
28	.692	.478
29	.744	.554
30	.474	.225
31	.733	.538
32	.577	.333
33	.626	.393
Eigen Value	3.073	
% of Variance	100.00	

The factorial validity coefficient indicates that items 27-33 are importantly related to success.

Null Hypothesis Two was accepted because significant levels of agreement between categories and factor structures were obtained for only 3 of the 10 analyses undertaken. That is when using self-rated data only for the success category and there is a single factor structure to which all of the items contributed. In the other categories (self understanding, challenge and freedom, respect and warmth, and control) either one or more items failed to reach a significant level of contribution or two or more factors were obtained. Similarly when using other-rated data only for the respect and warmth category and the success category was there a single factor structure to which all of the items contributed. In the other categories (self understanding, challenge and freedom, and control) either one or more items failed to reach a significant level of contribution or two or more factors were obtained.

Null Hypothesis Three. There is no significant correlation between Purkey sub-scale responses and variables on the TSCS made by the individual regarding his feelings about himself.

Although there were correlations of 39% of the contributions at or less than the .05 level of significance,

Null Hypothesis Three was accepted due to the small number of significant correlations. Significant correlations are shown in Table 13 and all correlations are shown in Appendix F.

Table 13
Self-Rated Sub-Scale Totals Correlated
with Variables of the TSCS using Pearson
Correlation at or below .05 Significance

Sub-Scale	TSCS Variable	r	P
Self Understanding	TOT P	.291	.022
	ROW 1	.331	.011
	ROW 3	.298	.020
	COL C	.261	.037
	COL D	.323	.013
	DIST D	.315	.015
	DIST 3	-.324	.012
	DIST 2	-.277	.028
	DIST 1	.364	.006
	GM	.317	.014
	PSY	-.244	.048
	N	.280	.027
Challenge and Freedom	TOT P	.244	.047
	ROW 3	.257	.039
	COL D	.250	.043
	DIST D	.307	.017
	DIST 3	-.296	.021
	DIST 2	-.241	.049
	DIST 1	.353	.007
	GM	.241	.050
Respect and Warmth	NET C	-.257	.039
	TOT P	.335	.010
	ROW 1	.394	.003
	ROW 3	.302	.019
	COL C	.306	.017
	COL D	.368	.005
	COL E	.336	.010

Table 13 (Continued)

Sub-Scale	TSCS Variable	r	p
Respect and Warmth (continued)			
	DIST D	.330	.011
	DIST 3	-.349	.007
	DIST 1	.397	.003
	GM	.352	.007
	PSY	-.323	.013
	N	.358	.006
	NDS	-.270	.032
Control	TOT P	.326	.012
	ROW 1	.318	.014
	ROW 3	.344	.008
	COL A	.324	.012
	COL C	.365	.005
	COL D	.244	.047
	DIST D	.457	.001
	DIST 5	.338	.009
	DIST 3	-.496	.000
	DIST 1	.414	.002
	DP	.370	.005
	GM	.350	.007
	N	.279	.027
Success	TOT P	.263	.035
	ROW 1	.252	.042
	COL C	.264	.035
	COL D	.269	.032
	COL E	.243	.048
	DIST D	.292	.022
	DIST 3	-.297	.020
	DIST 1	.321	.013
	GM	.269	.032

Null Hypothesis Four. There is no significant correlation between responses made about a teacher by a peer on Purkey sub-scales and the TSCS made by the teacher.

Null Hypothesis Four was accepted because there were only correlations of 16% of the combinations at or less than the .05 level of significance. Significant correlations are listed in Table 14 and all correlations are shown in Appendix G.

Table 14

Other-Rated Sub-Scale Totals Correlated
with Variables of the TSCS using Pearson
Correlation at or below .05 Significance

Sub-Scale	TSCS Variable	r	P
Self Understanding	TOT P	.293	.021
	ROW 3	.342	.009
	COL C	.279	.027
	COL D	.254	.040
	COL E	.274	.030
	ROWTOTVR	-.259	.038
	DIST D	.276	.029
	DIST 3	-.269	.032
	DIST 1	.273	.030
	GM	.321	.013
Challenge and Freedom	(No correlation exists.)		
Respect and Warmth	GM	.286	.024
Control	TOT P	.245	.047
	ROW 3	.292	.022
	COL C	.281	.026
	COL E	.289	.023
	DIST 1	.244	.048
	GM	.307	.017
	PSY	-.318	.014
Success	TF	-.273	.030
	NET C	-.315	.015
	COL D	.255	.040
	GM	.295	.021
	PD	.251	.043

Null Hypothesis Five. There is no significant correlation between Purkey self-rated totals and items on the TSCS.

Null Hypothesis Five was accepted because at the .05 level of significance there were only correlations of 48% of the possible combinations. Significant correlations are depicted in Table 15 and all correlations are shown in Appendix H.

Table 15
Self-Rated Totals Correlated with Variables
of the TSCS using Pearson Correlation at or
below .05 Level of Significance

TSCS Variable	r	P	TSCS Variable	r	P
TOT P	.322	.013	DIST D	.370	.005
ROW 1	.335	.010	DIST 3	-.382	.004
ROW 3	.315	.015	DIST 2	-.254	.041
COL A	.272	.031	DIST 1	.406	.002
COL C	.310	.016	GM	.337	.010
COL D	.325	.012	PSY	-.252	.042
COL E	.275	.039	N	.297	.020

Null Hypothesis Six. There is no significant correlation between Purkey other-rated totals and items on the TSCS.

Null Hypothesis Six was accepted because at the .05 level of significance there were only correlations of 10% of the possible combinations. Significant correlations are listed in Table 16 and all correlations are shown in Appendix I.

Table 16
Other-Rated Totals Correlated with Variables
of the TSCS using Pearson Correlation at or
below .05 Level of Significance

TSCS Variable	r	P
ROW 3	.277	.028
COL D	.260	.037
GM	.337	.010

Null Hypothesis Seven. Variables from the TSCS are not significant predictors of Purkey sub-scale self-rated responses.

Null Hypothesis Seven was tested through multiple regression analysis. Seven (7) of the TSCS variables proved to be significant predictors of sub-scale responses. Therefore, Null Hypothesis Seven was rejected. The results are shown in Table 17.

Table 17
Multiple Regression (TSCS/Self-Rated)

Variable	Dependent Variable	B
DIST 1	Self Understanding	.175 24.31
DIST 1	Challenge and Freedom	.161 19.19
DIST L	Respect and Warmth	.212 23.97
DIST 3	Control	-.207
PD		-.156 40.22

Table 17 (Continued)

Variable	Dependent Variable	B
DIST 1	Success	.183 24.22
DIST 1	Total	.893 112.08

The variable DIST 1 indicates a positive relationship in predicting the dependent variables of self understanding, challenge and freedom, respect and warmth, success, and total self-rating. The variables DIST 3 and PD indicate a negative relationship in the prediction of the dependent variable, control.

Null Hypothesis Eight. Variables from the TSCS are not significant predictors of Purkey sub-scale other-rated responses.

Null Hypothesis Eight was tested through multiple regression analysis. Seven (7) of the TSCS variables proved to be significant predictors of sub-scale responses. Therefore, Null Hypothesis Eight was rejected. The results are shown in Table 18.

Table 18
Multiple Regression (TSCS/Other-Rated)

Variable	Dependent Variable	B
ROW 3	Self Understanding	.111 17.07
----	Challenge and Freedom	----
GM	Respect and Warmth	.409
N		-.276 12.91
PSY	Control	-.187 34.43
NET C	Success	-.150 29.49
GM	Total	.166
N		-.106 66.18

The variable ROW 3 indicates a positive relationship in the prediction of the dependent variable self understanding. No variable can be used to predict challenge and freedom. The variable GM indicates a positive relationship and the variable N indicates a negative relationship in the prediction of the dependent variables respect and warmth and total other-rating. The variable PSY indicates a negative relationship in the prediction of the dependent variable control. The variable NET C indicates a negative relationship in the prediction of the dependent variable success.

Summary

The subjects of this study completed three instruments: 1) the Tennessee Self Concept Scale, 2) the Personal Evaluation (Appendix A), and 3) the Teacher Evaluation (Appendix B). On the Tennessee Self Concept Scale and the Personal Evaluation the subjects rated their own attitudes and classroom atmosphere. On the Teacher Evaluation, the subject rated another teacher's attitudes and classroom atmosphere.

The individual raw scores were recorded, computed, and analyzed after the subjects had completed the three instruments. These scores were then used to test the Null Hypotheses which follow:

1. There is no significant correlation between the teacher's self-rating on Purkey's statements and the rating of the teacher by a peer on the same statements.

2. When categorized with regard to the sub-scale divisions of: a) self understanding, b) challenge and freedom, c) respect and warmth, d) control, and e) success on the self-rated and other-rated instruments, the Purkey statements will not yield significant factorial validity defined by a loading factor of .40 or better with all items loading on a single factor.

3. There is no significant correlation between sub-scale responses and variables on the TSCS made by the individual regarding his feelings about himself.

4. There is no significant correlation between responses made about a teacher by a peer on Purkey sub-scales and the TSCS made by the teacher.

5. There is no significant correlation between Purkey self-rated totals and items on the TSCS.

6. There is no significant correlation between Purkey other-rated totals and items on the TSCS.

7. Variables from the TSCS are not significant predictors of Purkey sub-scale self-rated responses.

8. Variables from the TSCS are not significant predictors of Purkey sub-scale other-rated responses.

Statistical measures used to test the null hypotheses and subsequent test results are noted in Table 19.

Table 19
Results of Hypotheses Testing
and Statistical Measure Utilized

Null Hypotheses #	Results	Statistical Measure
1	Rejected	Pearson Correlation
2	Accepted	Factor Analysis
3	Accepted	Pearson Correlation
4	Accepted	Pearson Correlation
5	Accepted	Pearson Correlation
6	Accepted	Pearson Correlation
7	Rejected	Multiple Regression
8	Rejected	Multiple Regression

CHAPTER V

SUMMARY, CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

Summary of Procedures

This investigation was carried out to determine the relationships between statements made by Purkey (1970) concerning teacher attitude, self concept, and classroom atmosphere, and with the self concept as measured by the TSCS. Elementary teachers from a small school district in North Central Texas were studied. The subjects responded to three instruments: 1) a personal evaluation, 2) an evaluation of a peer, and 3) the TSCS.

This study was designed to accept or reject eight hypotheses. Of the eight hypotheses, three were rejected (hypotheses one, seven, and eight) and the remaining five were accepted (hypotheses two, three, four, five, and six). The research questions posed by the three rejected null hypotheses and their responses are:

1. Is there a relationship between the teacher's self-rating on Purkey's statements and the rating of the teacher by a peer on the same statements? The findings suggest that such a relationship does exist on 19 out of 33 responses. The self and the other-rater appear to interpret these statements in the same fashion.

2. Are there variables from the TSCS which can be used to predict the totals of the self-rated sub-scale divisions of self understanding, challenge and freedom, respect and warmth, control, and success? The findings indicate that self-rated dependent variables of self understanding, challenge and freedom, respect and warmth, success, and the overall total may be predicted by using the variable from the TSCS of DIST 1 (a summary of "1" responses). The dependent variable of control may be predicted by using two variables from the TSCS of DIST 3 (a summary of "3" responses) and of PD (personality disorder scale). When using DIST 3 and PD as predictors of control it should be noted that a negative correlation exists.

3. Are there variables from the TSCS which can be used to predict the totals of the other-rated sub-scale divisions of self understanding, challenge and freedom, respect and warmth, control, and success? The findings show that the TSCS variable of ROW 3 (positive behavior) may be used in predicting self understanding, GM (adjustment-maladjustment index) and N (neurosis) may be used in predicting respect and warmth, PSY (psychosis) may be used to predict control, NET C (net conflict) may be used to predict success, and GM (adjustment-maladjustment index) and N (neurosis) may be used to predict the total score.

The research questions posed by the five accepted null hypotheses and their responses are:

1. Does each statement on Purkey's statements measure what it is intended to measure according to the title of the sub-scale it falls under? With regard to self-rated sub-scales the findings indicate that two sub-scales, success and challenge and freedom, appear to measure what the sub-scale title intends to measure. Under the sub-scales of self understanding, respect and warmth, and control two factors are being measured under each of these sub-scales. The responses, under self understanding, appear to measure the factors of 'self' in relationship with global image and how it interacts with others. The responses, under respect and warmth, indicate that a personal affection as well as a business-like affection are being measured. The responses, under control, indicate that the factors being measured are a general control factor and a discipline factor. Regarding other-rated responses, the findings indicated that under the sub-scales of self understanding and challenge and freedom, three factors are being measured. Under the sub-scale of control two factors are being measured. The sub-scales of respect and warmth and success appear to measure what the sub-scale title intends to measure. The responses, under self understanding, appear to

measure the factors of 'self' in relationship with global image, how it interacts with others, and how the 'self' deals with another individual's self concept. The responses, under challenge and freedom, show the factors of teacher performance, teacher attitude, and student participation being measured. The responses, under control, seem to measure the factors of general control of the classroom and of discipline of students. Both in self-rated and other-rated responses, two out of five sub-scales appear to measure what their title infers.

2. Do relationships exist between the sub-scale responses and variables on the TSCS made by the individual concerning his feelings about himself? Although relationships do exist, there are only correlations of 39% of the possible combinations. Therefore, only a small number of correlations occur and no relationship can be established. However, due to the percentage of correlation, further study may indicate a greater relationship.

3. Does a relationship exist between a subject's responses on the TSCS and the rating given that subject by a peer on Purkey sub-scales? A relationship between responses could not be established because the findings indicate that there were only correlations of 16% of the possible combinations.

4. Does a relationship exist between the total self-rated score on Purkey's statements and items on the TSCS? Because there were too few significant correlations, no relationship was found.

5. Does a relationship exist between the total other-rated score on Purkey's statements and items on the TSCS? The findings indicate only a correlation of 10% of the possible combinations. Therefore, no relationship was found.

Conclusions

Eight null hypotheses were tested concerning Purkey statements and the TSCS. The responses were examined and significant relationships indicate that:

1. With Purkey statements there is a relationship between teacher self-evaluation and a peer-rating teacher observed performance.

2. The sub-scale division totals of Purkey's statements (self understanding, challenge and freedom, respect and warmth, control, and success) reflect what they purport to measure.

3. Purkey's sub-scale totals can be predicted by variables from the TSCS.

The findings indicate that:

1. Individual items on Purkey's statements do not measure what the sub-scale titles (self understanding, challenge and freedom, respect and warmth, control, and success) appear to describe. There are other dimensions which are being rated.
2. There is no relationship between Purkey sub-scale item response and responses on the TSCS.
3. There is no relationship between the Purkey total test score and variables on the TSCS.

Discussion

Possible reasons for these findings may be that:

1. As each individual views Purkey's statements he interprets their meaning to fit his own gestalt and will respond in that manner when reacting to Purkey self evaluation, evaluation of a peer, or the TSCS.
2. Purkey probably has his own intended statement interpretation. The closer the subject responds to Purkey's view, the more significant the relationship.
3. The subject was not willing to be completely truthful when responding to statements about his own self concept and behavior on the self evaluation.

4. The subject was reluctant to accurately respond to the peer-rating for fear of telling too much about an associate's habits.

5. The TSCS may not have been the best suited self concept instrument to see if significant relationships could be established between Purkey (1970) statements and measurable self concept variables.

The findings in this study indicate that the statements made by Purkey (1970) are significant to the teacher as a means of self discovery about self concept, teaching attitudes, and climate of the classroom established by the teacher. There is also an indication of a possible relationship between measurement of self concept on the TSCS and with Purkey's statements. By responding to Purkey's statements in an honest fashion, the teacher may reach a higher plateau of self understanding without the aid of a published self concept inventory. This enlightenment of self concept can be directly applied to the classroom environment as the questions concern educational matters.

Recommendations for Further Research

Based upon these findings, the following recommendations appear pertinent for further investigation and action:

1. This study should be repeated with teachers during the first six weeks of school and then again during the fourth six weeks of school. A comparison could be made to determine the extent of self concept change. The subjects should be expanded to include all teachers instead of just elementary teachers.

2. Various instruments, in addition to, or substituted for, the TSCS, should be used to correlate with Purkey's statements. Other instruments are recommended to see if different degrees of relationship can be established.

3. It is necessary that all fear the subject possesses in regard to revealing too much of his 'self' or identity be dissipated. Without fear, the subject will draw a more accurate 'self' picture.

4. Testing should be administered in a group environment and not on a one-to-one, subject-examiner basis.

This study indicates the overall generalization to be that teacher self concept is one of the most important factors of teacher and student success. The key to this success is teacher awareness of his own perpetually changing self concept and his ability to shepherd his self concept and be its master. The findings of this study suggest that further investigation into the significance of Purkey's (1970) statements and their relationship with self concept needs to be pursued.

Summary of Results

The major predictions of this study, of which eight null hypotheses were made, were: a) if questions posed by Purkey (1970) reflected teacher attitude and classroom atmosphere and, b) if these questions reflected teacher self concept. The eight null hypotheses were concerned with the questions raised by Purkey (1970), two instruments designed from these questions, and an established self concept instrument, the Tennessee Self Concept Scale developed by Fitts (1964). The subjects were given the three instruments to complete.

The findings suggest that an important relationship exists between questions raised by Purkey (1970) and self concept as measured by the TSCS. Pertaining to the instances of nonsignificant findings, the aspect of individual interpretation of statements on the three instruments must be weighed. The level of significance or nonsignificance may have depended upon the approximation of the subject's response with the interpretation of the statement as intended by Purkey (1970).

The results appear to indicate that the statements made by Purkey (1970) are significant to the teacher as a means of reflecting self concept and classroom atmosphere

and teacher attitude. However, self interpretation varies among individuals and to find a true self concept measure a published self concept instrument should be utilized.

APPENDICES

APPENDIX A
PERSONAL EVALUATION

Personal Evaluation

Instructions:

There are thirty-three statements which may or may not represent your beliefs about education.

Select one of the five responses to each statement. Put a circle around the response you chose. Respond to each statement as you feel it represents your feelings about yourself and education.

Remember to circle only one response to each statement and to respond to every statement.

There are no right and no wrong responses.

Responses:

Completely False	Mostly False	Partly False & Partly True	Mostly True	Completely True
1	2	3	4	5

Personal Evaluation

1. By my actions and words I project an image that tells the student that I am here to build him as a person.
2. I let the student know that I am aware of and interested in him as a unique person.
3. I let the student know that he can accomplish work, can learn, and is competent by letting him know my expectations of him and confidence in him.
4. I provide well-defined standards of values, demands for competence, and guidance toward solutions to problems.
5. When working with parents, I enhance the academic expectations and evaluations which they hold of their children's ability.
6. By my behavior, I serve as a model of authenticity for the student.
7. I take every opportunity to speak with each student on a one-to-one basis.
8. I encourage students to try something new and to join in new activities.
9. I allow students to have a voice in planning, and I permit them to make the rules they follow.
10. I do not permit students to challenge my opinions.
11. I teach in as exciting and interesting manner as possible.

12. I do not distinguish between student's classroom mistakes and their personal failure.
13. I avoid unfair and ruthless competition in the classroom.
14. I learn the name of each student as soon as possible, and I use that name often.
15. I share my feelings with my students.
16. I practice courtesy with my students.
17. I do not arrange some time when I can talk quietly alone with each student.
18. I spread my attention around and include each student, keeping special watch for the student who may need extra attention.
19. I notice and comment favorably on the things that are important to students.
20. I seldom show students who return after being absent that I am happy to have them back in class, and that they were missed.
21. I view disciplinary problems as personal insults to me and as not understandable.
22. I have students who are my favorites and those who are victims who seem to often get into trouble.
23. I have, and my students have, a clear idea of what is and what is not acceptable in my class.

24. Within my limits, there is room for students to be active and natural.
25. I do not always make sure that I am adequately prepared for class each day.
26. I usually make it through the day without punishing students.
27. I permit my students some opportunity to make mistakes without penalty.
28. I make generally positive comments on the student's written work.
29. I give extra support and encouragement to slower students.
30. I recognize the successes of students in terms of what they do in comparison with other student's work and not in terms of what the student did earlier.
31. I take special opportunities to praise students for their successes.
32. I manufacture honest experiences for my students.
33. I set tasks which are, and which appear to the students to be, within their abilities.

APPENDIX B
TEACHER EVALUATION

Teacher Evaluation

Instructions:

There are thirty-three statements for you to evaluate _____ on as you believe he/she reacts to them during the school day.

Respond to each statement as you feel it represents the teacher's attitudes and classroom atmosphere created by the teacher you are rating. You are responding to these statements as you believe they represent the person being rated.

Select one of the five responses to each statement. Put a circle around the response you chose.

Remember to circle only one response to each statement and to respond to every statement.

There are no right and no wrong responses.

Responses:

Completely False	Mostly False	Partly False & Partly True	Mostly True	Completely True
1	2	3	4	5

Teacher Evaluation

1. The teacher's actions and words show that he/she projects an image that tells the student that he/she is here to build him as a person.
2. The teacher lets the student know that he/she is aware of and interested in him as a unique person.
3. The teacher lets the student know that he can accomplish work, can learn, and is competent by letting him know the teacher's expectations of him and confidence in him.
4. The teacher provides well-defined standards of values, demands for competence, and guidance toward solutions to problems.
5. When working with parents, the teacher enhances the academic expectations and evaluations which the parents hold of their children's ability.
6. By the teacher's behavior, he/she serves as a model of authenticity for the student.
7. The teacher takes every opportunity to speak with each student on a one-to-one basis.
8. The teacher encourages students to try something new and to join in new activities.
9. The teacher allows students to have a voice in planning, and permits them to make the rules they follow.

10. The teacher does not permit students to challenge his/her opinions.
11. The teacher teaches in as exciting and interesting manner as possible.
12. The teacher does not distinguish between the student's classroom mistakes and their personal failure.
13. The teacher avoids unfair and ruthless competition in the classroom.
14. The teacher learns the name of each student as soon as possible, and uses that name often.
15. The teacher shares his/her feelings with the students.
16. The teacher practices courtesy with the students.
17. The teacher does not arrange some time when he/she can talk quietly alone with each student.
18. The teacher spreads his/her attention around and includes each student, keeping special watch for the student who may need extra attention.
19. The teacher notices and comments favorably on the things that are important to students.
20. The teacher seldom shows students who return after being absent that he/she is happy to have them back in class, and that they were missed.
21. The teacher views disciplinary problems as personal insults to him/her and as not understandable.

22. The teacher has students who are his/her favorites and those who are victims who seem to often get into trouble.
23. The teacher has, and his/her students have, a clear idea of what is and what is not acceptable in class.
24. Within the teacher's limits, there is room for students to be active and natural.
25. The teacher does not always make sure that he/she is adequately prepared for class each day.
26. The teacher usually makes it through the day without punishing students.
27. The teacher permits his/her students some opportunity to make mistakes without penalty.
28. The teacher makes generally positive comments on the student's written work.
29. The teacher gives extra support and encouragement to slower students.
30. The teacher recognizes the successes of students in terms of what they do in comparison with other student's work and not in terms of what the student did earlier.
31. The teacher takes special opportunities to praise students for their successes.
32. The teacher manufactures honest experiences for his/her students.
33. The teacher sets tasks which are, and which appear to the students to be, within their abilities.

APPENDIX C

TENNESSEE SELF CONCEPT SCALE

NATURE AND MEANING

OF SCORES

Tennessee Self Concept Scale

Nature and Meaning of Scores

1. Self Criticism (SC). High scores generally indicate a normal, healthy openness and capacity for self-criticism. Extremely high scores indicate that the individual may be lacking in defenses and may in fact be pathologically undefended. Low scores indicate defensiveness, and suggest that the Positive Scores are probably artificially elevated by this defensiveness.

2. True-False Ratio T/F. This is a measure of response set or response bias, an indication of whether the subject's approach to the task involves any strong tendency to agree or disagree regardless of item content. The actual meaning of T/F can be approached in three ways: a) Considered solely as a measure of response set and interpreted in terms of the findings about the meaning of deviant response sets, b) can be treated purely as a task approach or behavioral measure which has meaning only in terms of empirical validity, or c) can be considered from the framework of self theory. High T/F Scores indicate the individual is achieving self definition or self description by focusing on what he is and is relatively unable to accomplish the same thing by eliminating or rejecting what he is not. Low T/F Scores would mean the exact opposite, and scores in the middle

ranges would indicate that the subject achieves self definition by a more balanced employment of both tendencies, affirming what is self and eliminating what is not self.

3. Net Conflict (NET C). These scores are highly correlated with the T/F Score. They measure the extent to which an individual's responses to positive items differ from, or conflict with, his responses to negative items in the same area of self perception.

4. Total Conflict (TOT C). High scores indicate confusion, contradiction, and general conflict in self perception. Low scores have the opposite interpretation, but extremely low scores have a different meaning. The person with such a low score is presenting such an extremely tight and rigid self description that it becomes suspect as an artificial, defensive stereotype rather than his true self image. Disturbed people generally score high on this variable, but some also have deviantly low scores depending on the nature and degree of their disorder. The conflict scores are reflections of conflicting responses to positive and negative items within the same area of self perception.

5. Total Positive (TOTAL). This is the most important single score on the Counseling Form. It reflects the overall level of self esteem. Persons with high scores tend to like themselves, feel that they are persons of value and worth,

have confidence in themselves, and act accordingly. People with low scores are doubtful about their own worth; see themselves as undesirable; often feel anxious, depressed, and unhappy; and have little faith or confidence in themselves.

6. Row 1, Positive-Identity (ROW 1). These are the "what I am" items. Here the individual is describing his basic identity - what he is as he sees himself.

7. Row 2, Positive-Self-Satisfaction (ROW 2). This score comes from those items where the individual describes how he feels about the self he perceives. In general this score reflects the level of self satisfaction or self acceptance.

8. Row 3, Positive-Behavior (ROW 3). This score comes from those items that say "this is what I do, or this is the way I act". This score measures the individual's perception of his own behavior or the way he functions.

9. Column A Positive-Physical Self (COL A). Here the individual is presenting his view of his body, his state of health, his physical appearance, skills, and sexuality.

10. Column B Positive-Moral-Ethical Self (COL B). This score describes the self from a moral-ethical frame of reference--moral worth, relationship to God, feelings of being a "good" or "bad" person, and satisfaction with one's religion or lack of it.

11. Column C Positive-Personal Self (COL C). This score reflects the individual's sense of personal worth, his feelings of adequacy as a person and his evaluation of his personality apart from his body or his relationships to others.

12. Column D Positive-Family Self (COL D). This score reflects one's feelings of adequacy, worth, and value as a family member. It refers to the individual's perception of self in reference to his closest and most immediate circle of associates.

13. Column E Positive-Social Self (COL E). This is another "self as perceived in relation to others" category but pertains to "others" in a more general way. It reflects the person's sense of adequacy and worth in his social interaction with other people in general.

14. Total Variability (V TOT). This represents the total amount of variability (inconsistency) for the entire record. High scores mean that the person's self concept is so variable from one area to another as to reflect little unity or integration. High scoring persons tend to compartmentalize certain areas of self and view these areas quite apart from the remainder of self. Well integrated people generally score below the mean on these scores but above the first percentile.

15. Column Total Variability (V COL). This score measures and summarizes the variations within the columns.

16. Row Total Variability (V ROW). This score is the sum of the variations across the rows.

17. Distribution Scores (DST D), (DST 5), (DST 4), (DST 3), (DST 2), (DST 1). This score is a summary score of the way one distributes his answers across the five available choices in responding to the items of the Scale. It is also interpreted as a measure of still another aspect of self perception: certainty about the way one sees himself. High scores indicate that the subject is very definite and certain in what he says about himself while low scores mean just the opposite. Low scores are found also at times with people who are being defensive and guarded. They hedge and avoid really committing themselves by employing "3" responses on the answer sheet. Extreme scores on this variable are undesirable in either direction and are most often obtained from disturbed people. For example, schizophrenic patients often use "5" and "1" answers almost exclusively, thus creating very high D Scores. Other disturbed patients are extremely uncertain and noncommittal in their self descriptions with a predominance of "2", "3", and "4" responses and very low D Scores.

18. Defensive Positive (DP). This is a more subtle measure of defensiveness than the SC Score. One might think of SC as an obvious defensiveness score and DP as a subtle defensiveness score. The DP Score stems from a basic hypothesis of self theory: that individuals with established psychiatric difficulties do have negative self concepts at some level of awareness, regardless of how positively they describe themselves on an instrument of this type. With this basic assumption, Fitts collected data on 100 psychiatric patients whose Total P Scores were above the mean for the Norm Group. The item analysis then identified 29 items which differentiated this DP Group from the other groups. The DP Score has a significance at both extremes. A high DP Score indicates a positive self description stemming from defensive distortion. A significantly low DP Score means that the person is lacking in the usual defenses for maintaining even minimal self esteem.

19. General Maladjustment (GM). This scale is composed of 24 items which differentiate psychiatric patients from nonpatients but do not differentiate one patient group from another. Thus it serves as a general index of adjustment-maladjustment but provides no clues as to the nature of the pathology.

20. Psychosis (PSY). Based on 23 items which best differentiate psychotic patients from other groups.

21. Personality Disorder (PD). The 27 items of this scale are those that differentiate this broad diagnostic category from the other groups. This category pertains to people with basic personality defects and weaknesses in contrast to psychotic states of the various neurotic reactions.

22. Neurosis (N). As with the other inverse scales, high T-Scores on the Profile Sheet still mean high similarity to the group from which the scale was derived--in this case neurotic patients.

23. Personality Integration (PI). The scale consists of the 25 items that differentiate the PI Group from other groups. This group was composed of 75 people who, by a variety of criteria, were judged as average or better in terms of level of adjustment or degree of personality integration.

24. Number of Deviant Signs (NDS). The NDS Score is a purely empirical measure, and is simply a count of the number of deviant features on all other scores. This score is based on the hypothesis that individuals who deviate sharply from the norm in minor behaviors are likely to be deviant in more major aspects of behavior. The findings

with the NDS Score substantiate this hypothesis. Disturbed persons often obtain extreme scores on either end of the continuum. Consequently, a system which sets appropriate cut-off points for each score on the scale will identify disturbed persons with considerable accuracy. The NDS Score is the Scale's best index of psychological disturbance. This score alone identifies deviant individuals with about 80% accuracy. (Fitts, 1970, pp.3-5)

APPENDIX D
PERMISSION TO QUOTE REQUEST
AND LETTER OF APPROVAL

Ansbach American Elementary
School, APO N.Y. 09177
November 14, 1979

Mr. William Purkey
c/o Prentice-Hall, Inc.
Englewood Cliffs, New Jersey 07632

Reference: Self Concept and School Achievement

Dear Mr. Purkey:

Your book has caused me pleasure and anguish. I enjoyed reading it and I have read it several times since I first picked it up. I keep returning to the section on the attitude the teacher conveys and the classroom atmosphere created by the teacher. I think that the questions posed by these sections should be answered by everyone in education.

The reason for my writing is to ask your approval to use these questions as part of my research for my dissertation. It is my contention that how a person answers these questions will reveal as much about his self concept as would a personality test. In fact, it would be more relevant toward his attitude toward education than would a personality test.

I hope that how I plan to use your questions meets with your approval.

Sincerely,

Donald E. Lackey



Prentice-Hall, Inc.
Englewood Cliffs, N.J. 07632

112
Telex No. 13-5423

December 4 1979

Mr. Donald E. Lackey
Ansbach American Elementary School
APO N.Y. 09177

Dear Mr. Lackey:

We are very glad to give you permission to quote from our book(s),
SELF CONCEPT AND SCHOOL ACHIEVEMENT, by Purkey,

in accordance with the conditions outlined in your letter of Nov. 14th.

For this one time use only.

Please give credit to the author(s), the title(s), and the publisher
with copyright year date(s). ~~xxxxxx credit line appears below~~

Please add: By permission.

Sincerely,

(Mrs) Marjory H. Mooney, Asst.
Permissions Editor
9.1-2088

APPENDIX E

PEARSON CORRELATION COEFFICIENTS

SELF-RATED SCALE CORRELATED

WITH OTHER RATED SCALE

Purkey Items on Self-Rated Scale
Correlated with Other-Rated Scale

Item #	r	P	Item #	r	P
1	.156	.142	18	.049	.370
2	.253	.041	19	.210	.076
3	.328	.011	20	-.023	.439
4	.255	.040	21	.568	.000
5	.300	.019	22	.425	.001
6	.320	.013	23	.341	.009
7	.150	.156	24	.315	.015
8	.380	.004	25	.277	.028
9	.213	.073	26	.378	.004
10	.531	.000	27	.173	.120
11	.278	.028	28	.204	.082
12	.240	.050	29	.223	.064
13	.290	.023	30	.289	.023
14	.134	.182	31	.021	.444
15	.126	.196	32	.180	.110
16	.343	.009	33	.153	.150
17	.424	.001			

APPENDIX F

PEARSON CORRELATION COEFFICIENTS

SELF-RATED SUB-SCALE TOTALS

CORRELATED WITH TENNESSEE

SELF CONCEPT SCALE VARIABLES

Purkey Sub-Scale Self-Rated Totals Correlated with Items
on the Tennessee Self Concept Scale

Sub-Scale	TSCS Variable	r	P
Self Understanding	TF	.078	.300
	SC	.016	.456
	NET C	-.084	.285
	TOT C	.001	.497
	TOT P	.291	.022
	ROW 1	.331	.011
	ROW 2	.184	.105
	ROW 3	.298	.020
	COL A	.237	.053
	COL B	.099	.252
	COL C	.261	.037
	COL D	.323	.013
	COL E	.229	.059
	TOTVAR	.103	.243
	COLTOTVR	.096	.258
	ROWTOTVR	.063	.336
	DIST D	.315	.015
	DIST 5	.183	.107
	DIST 4	.074	.308
	DIST 3	-.324	.012
	DIST 2	-.277	.028
	DIST 1	.364	.006
	DP	.198	.088
	GM	.317	.014
	PSY	-.244	.048
	PD	.147	.159
	N	.280	.027
	PI	.001	.495
	NDS	-.196	.091
Challenge and Freedom	TF	-.137	.463
	SC	.056	.353
	NET C	-.137	.176
	TOT C	.185	.104
	TOT P	.244	.047
	ROW 1	.218	.068
	ROW 2	.198	.089
	ROW 3	.257	.089
	COL A	.239	.051
	COL B	.136	.179

Sub-Scale	TSCS Variable	r	P
	COL C	.219	.067
	COL D	.250	.043
	COL E	.126	.196
	TOTVAR	.104	.242
	COLTOTVR	.089	.273
	ROWTOTVR	.078	.312
	DIST D	.307	.017
	DIST 5	.204	.082
	DIST 4	-.017	.454
	DIST 3	-.296	.021
	DIST 2	-.241	.049
	DIST 1	.353	.007
	DP	.155	.146
	GM	.241	.050
	PSY	-.169	.126
	PD	.033	.412
	N	.202	.084
	PI	-.216	.070
	NDS	-.050	.369
Respect and Warmth	TF	-.075	.306
	SC	.015	.459
	NET C	-.257	.039
	TOT C	.026	.431
	TOT P	.335	.010
	ROW 1	.394	.003
	ROW 2	.226	.061
	ROW 3	.302	.019
	COL A	.235	.054
	COL B	.074	.309
	COL C	.306	.017
	COL D	.368	.005
	COL E	.336	.010
	TOTVAR	.076	.305
	COLTOTVR	.159	.141
	ROWTOTVR	-.074	.308
	DIST D	.330	.011
	DIST 5	.163	.134
	DIST 4	.050	.368
	DIST 3	-.349	.007
	DIST 2	-.218	.069
	DIST 1	.397	.003
	DP	.183	.106
	GM	.352	.007
	PSY	-.323	.013

Sub-Scale	TSCS Variable	r	P
Control	PD	.165	.131
	N	.358	.006
	PI	-.140	.171
	NDS	-.270	.032
	TF	.146	.161
	SC	.051	.365
	NET C	.073	.312
	TOT C	.180	.111
	TOT P	.326	.012
	ROW 1	.318	.014
	ROW 2	.233	.055
	ROW 3	.344	.008
	COL A	.324	.012
	COL B	.159	.141
	COL C	.365	.005
	COL D	.244	.047
	COL E	.203	.083
	TOTVAR	.121	.206
	COLTOTVR	.136	.178
	ROWTOTVR	.042	.389
	DIST D	.457	.001
	DIST 5	.338	.009
	DIST 4	.041	.392
	DIST 3	-.496	.000
	DIST 2	-.226	.062
	DIST 1	.414	.002
	DP	.370	.005
	GM	.350	.007
	PSY	-.146	.161
Success	PD	.034	.408
	N	.279	.027
	PI	-.192	.095
	NDS	-.102	.246
	TF	-.020	.446
	SC	.059	.345
	NET C	-.127	.195
	TOT C	.033	.412
	TOT P	.263	.035
	ROW 1	.252	.042
	ROW 2	.226	.061
	ROW 3	.239	.051
	COL A	.217	.069
	COL B	.033	.412

Sub-Scale	TSCS Variable	r	P
	COL C	.264	.035
	COL D	.269	.032
	COL E	.243	.048
	TOTVAR	.045	.380
	COLTOTVR	.054	.359
	ROWTOTVR	.012	.467
	DIST D	.292	.022
	DIST 5	.187	.102
	DIST 4	.007	.482
	DIST 3	-.297	.020
	DIST 2	-.195	.092
	DIST 1	.321	.013
	DP	.188	.100
	GM	.269	.032
	PSY	-.229	.058
	PD	.072	.314
	N	.220	.067
	PI	-.091	.268
	NDS	-.140	.171

APPENDIX G
PEARSON CORRELATION COEFFICIENTS
OTHER-RATED SUB-SCALE TOTALS
CORRELATED WITH TENNESSEE
SELF CONCEPT SCALE VARIABLES

Purkey Sub-Scale Other-Rated Totals Correlated with Items
on the Tennessee Self Concept Scale

Sub-Scale	TSCS Variable	r	P
Self Understanding	TF	-.112	.224
	SC	.047	.376
	NET C	-.130	.190
	TOT C	.073	.310
	TOT P	.293	.021
	ROW 1	.221	.066
	ROW 2	.229	.059
	ROW 3	.342	.009
	COL A	.232	.056
	COL B	.127	.195
	COL C	.279	.027
	COL D	.254	.040
	COL E	.274	.030
	TOTVAR	-.201	.085
	COLTOTVR	-.087	.279
	ROWTOTVR	-.259	.038
	DIST D	.276	.029
	DIST 5	.219	.067
	DIST 4	-.117	.215
	DIST 3	-.269	.032
	DIST 2	-.086	.279
	DIST 1	.273	.030
	DP	.201	.086
	GM	.321	.013
	PSY	-.149	.157
	PD	.118	.211
	N	.207	.079
	PI	-.057	.350
	NDS	-.109	.230
Challenge and Freedom	TF	-.055	.356
	SC	-.034	.408
	NET C	-.143	.166
	TOT C	.210	.076
	TOT P	.083	.288
	ROW 1	.113	.223
	ROW 2	.015	.460
	ROW 3	.091	.269
	COL A	.048	.372

Sub-Scale	TSCS Variable	r	P
	COL B	.093	.265
	COL C	.128	.193
	COL D	.101	.247
	COL E	-.020	.448
	TOTVAR	-.031	.417
	COLTOTVR	.015	.459
	ROWTOTVR	-.079	.298
	DIST D	.064	.334
	DIST 5	.010	.473
	DIST 4	-.003	.493
	DIST 3	-.058	.348
	DIST 2	-.064	.332
	DIST 1	.113	.222
	DP	-.025	.434
	GM	.185	.104
	PSY	-.043	.386
	PD	.095	.261
	N	-.003	.493
	PI	.026	.430
	NDS	-.091	.270
Respect and Warmth	TF	-.146	.161
	SC	.154	.147
	NET C	-.211	.075
	TOT C	.132	.186
	TOT P	.196	.091
	ROW 1	.202	.085
	ROW 2	.103	.244
	ROW 3	.223	.064
	COL A	.110	.229
	COL B	.071	.316
	COL C	.171	.123
	COL D	.237	.053
	COL E	.196	.091
	TOTVAR	-.059	.345
	COLTOTVR	.029	.422
	ROWTOTVR	-.150	.154
	DIST D	.161	.137
	DIST 5	.107	.235
	DIST 4	-.049	.371
	DIST 3	-.169	.126
	DIST 2	-.027	.427
	DIST 1	.166	.129
	DP	-.010	.472
	GM	.286	.024
	PSY	-.187	.101

Sub-Scale	TSCS Variable	r	P
Control	PD	.122	.205
	N	.071	.317
	PI	-.029	.424
	NDS	-.181	.110
	TF	-.224	.063
	SC	-.067	.326
	NET C	-.222	.065
	TOT C	.136	.178
	TOT P	.245	.047
	ROW 1	.154	.148
	ROW 2	.210	.076
	ROW 3	.292	.022
	COL A	.118	.213
	COL B	.066	.328
	COL C	.281	.026
	COL D	.224	.063
	COL E	.289	.023
	TOTVAR	-.101	.248
	COLTOTVR	-.028	.424
	ROWTOTVR	-.150	.155
	DIST D	.238	.052
	DIST 5	.180	.111
	DIST 4	-.181	.110
	DIST 3	-.233	.055
	DIST 2	.023	.438
	DIST 1	.244	.048
	DP	.228	.060
	GM	.307	.017
	PSY	-.318	.014
Success	PD	.175	.117
	N	.128	.193
	PI	-.011	.471
	NDS	-.040	.395
	TF	-.273	.030
	SC	-.124	.201
	NET C	-.315	.015
	TOT C	.061	.340
	TOT P	.174	.118
	ROW 1	.157	.143
	ROW 2	.103	.243
	ROW 3	.209	.077
	COL A	.061	.340
	COL B	.009	.476
	COL C	.155	.147

Sub-Scale	TSCS Variable	r	P
	COL D	.255	.040
	COL E	.208	.078
	TOTVAR	-.084	.286
	COLTOTVR	.005	.486
	ROWTOTVR	-.164	.133
	DIST D	.126	.197
	DIST 5	.057	.351
	DIST 4	-.144	.165
	DIST 3	-.126	.198
	DIST 2	.075	.306
	DIST 1	.169	.126
	DP	.033	.413
	GM	.295	.021
	PSY	-.175	.117
	PD	.251	.043
	N	.076	.303
	PI	.110	.229
	NDS	-.092	.268

APPENDIX H

PEARSON CORRELATION COEFFICIENTS

SELF-RATED TOTALS CORRELATED WITH

TENNESSEE SELF CONCEPT SCALE VARIABLES

Purkey Self-Rated Totals Correlated with
Tennessee Self Concept Scale Variables

TSCS Variable	r	P	TSCS Variable	r	P
TF	.017	.455	ROWTOTVR	.021	.443
SC	.043	.385	DIST D	.370	.005
NET C	-.129	.191	DIST 5	.230	.058
TOT C	.085	.282	DIST 4	.034	.410
TOT P	.322	.013	DIST 3	-.382	.004
ROW 1	.335	.010	DIST 2	-.254	.041
ROW 2	.237	.053	DIST 1	.406	.002
ROW 3	.315	.015	DP	.235	.054
COL A	.272	.031	GM	.337	.010
COL B	.104	.240	PSY	-.252	.042
COL C	.310	.016	PD	.104	.241
COL D	.325	.012	N	.297	.020
COL E	.257	.039	PI	-.137	.177
TOTVAR	.096	.259	NDS	-.173	.120
COLTOTVR	.116	.216			

APPENDIX I

PEARSON CORRELATION COEFFICIENTS

OTHER-RATED TOTALS CORRELATED WITH

TENNESSEE SELF CONCEPT SCALE VARIABLES

Purkey Other-Rated Totals Correlated with
Tennessee Self Concept Scale Variables

TSCS Variable	r	P	TSCS Variable	r	P
TF	-.201	.086	ROWTOTVR	-.192	.096
SC	-.006	.484	DIST D	.206	.080
NET C	-.248	.044	DIST 5	.137	.177
TOT C	.137	.176	DIST 4	-.121	.205
TOT P	.237	.052	DIST 3	-.204	.082
ROW 1	.202	.085	DIST 2	-.254	.041
ROW 2	.159	.141	DIST 1	.406	.002
ROW 3	.277	.028	DP	.235	.054
COL A	.134	.182	GM	.337	.010
COL B	.082	.291	PSY	-.252	.042
COL C	.239	.051	PD	.104	.241
COL D	.250	.037	N	.297	.020
COL E	.234	.055	PI	-.137	.177
TOTVAR	.113	.222	NDS	-.173	.120
COLTOTVR	-.015	.460			

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