

AN INVESTIGATION OF THE POSSIBILITY OF USING A Q-SORT
INSTRUMENT TO IDENTIFY POTENTIALLY SUCCESSFUL TEACHERS

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Chapter 1

THE PROBLEM AND DEFINITIONS OF TERMS USED

An introduction and background to the study, the statement of the problem, the hypothesis, the purpose of the study, the significance of the study, and a summary are contained in this chapter.

INTRODUCTION

The immediate goal of this study was to investigate the possibility of using an instrument to aid in the objective and effective discrimination of teacher education candidates. The theory for the study stemmed from Comb's selection program.¹ He proposed the concept of dividing prospective teachers into the following groups:

1. students ". . . who already possess a considerable measure of perceptual qualities of the good teacher."²
2. those that ". . . have fair degree of these conceptual qualities and seem likely to profit from professional education."³
3. ". . . those who have very little such perceptual organization and would seem likely to change only very slowly."⁴

¹Arthur W. Combs, The Professional Education of Teachers (Boston: Allyn and Bacon, 1965), pp. 73-74.

²Ibid.

³Ibid.

⁴Ibid.

THE PROBLEM

Recently the education field has had more certified teachers than positions for those individuals.⁵ It has become increasingly evident that some attempt should be made to identify objectively individuals with the potential to become successful teachers. This should be as early in their college program as possible. The role of the teacher requires him to accept responsibility for understanding and teaching children from all social, economic, religious, and ethnic backgrounds.⁶ Too many students complete matriculation in college, obtain teaching certificates, and then discover they are not prepared to devote their lives to the occupation of a professional educator.⁷

If an effective instrument could be produced it could be used to help classify beginning students for the selection program previously mentioned.

Statement of the Problem

Is there a significant relationship at the .05 level of significance between a professor's and an objective instrument's rankings when attempting to identify students with the most potential to become successful teachers?

⁵G. D. Fischer, "General Shortage Over," School & Society, 98:70, February, 1970.

⁶Frances F. Fuller, Oliver H. Brown, and Robert F. Peck, Creating Climates for Growth (Austin: University of Texas Press, 1967), p. 5.

⁷N. A., "End of General Teacher Shortage," National Education Association Bulletin, 49:8-10, March, 1971,

Statement of the Hypothesis

There is no significant relationship at the .05 level of significance between the subjective personal opinion of a professor of educational psychology and data obtained with objective Q-sorts in identifying students with potential to become successful teachers.

Purposes of the Study

The primary purpose of this study was to develop an instrument that could help identify potentially successful teachers. In speaking of an outdated concept the teacher held of himself, Hansen stated that teachers are not convinced of their competencies and:

. . . Teachers lamented that they had failed in this and were unsuccessful in that. . . . The best educator was the one capable of the most rhetorical dissent.⁸

Indeed, individuals in the teaching profession operated poorly in their initial development and functioning. Yet with all of its shortcomings and acknowledged failures, education has remained necessary in our society. By recognizing success and admitting failure, "education and the schools might still be the most promising hope for a world demanding greater understanding and mutual recognition" of its members.⁹

A secondary purpose of the study is in line with the hope expressed above. If the instrument is successful, it could result in identifying teachers capable of becoming like the one Wagner mentioned below:

⁸J. Merrel Hansen, "Negativism & the Hand That Feeds Us," Clearing House, 45:205, December, 1970.

⁹Ibid., p. 206.

His tremendous capacity for continued self-renewal, his capacity to learn, is somewhat the key to his remarkable ability to reach out to those he teaches. . . .¹⁰

It is not the purpose of this study to defend or to assail suggested programs; rather it is anticipated that the instrument proposed may be similar to the one that Boardman alluded to below:

. . . the sum of those attributes and traits which we call "personality" is probably highly significant of teaching efficiency, but no means exist at present for measuring it.¹¹

Significance of the Study

Of all students who entered the first grade in Kansas during 1967, sixty-nine percent completed high school. Of this same population that entered grade one, only thirteen percent will graduate from college. Presently eleven percent of the work force in Kansas is professional, requiring a college diploma. A majority of the college graduates and professionals are affiliated with education; thus, it is probable that the present eight and one-half percent of the population of Kansans already holding college degrees will continue to include more educationally affiliated professionals as the population increases.¹²

As more individuals continue to enter college, the teacher-education programs must continually improve. Presently too many college

¹⁰Robert W. Wagner, "Edgar Dale: Professional," Theory into Practice; 9:95, August, 1970.

¹¹Charles W. Boardman, Professional Tests as Measures of Teaching Efficiency in High School, Columbia University Contributions to Education, No. 327 (New York: Teachers College, Columbia University Press, 1928), p. 7.

¹²J. Stanley Laughlin (dir.) and William S. LaShier, Jr. (coor.), State Educational Evaluation of Kansas, Department of Research and Grants (Emporia: Teachers College Press, April 20, 1970), 2:33 and 58, 4:54.

instructors are withdrawing from interacting with their students and are failing to train the students in group functioning.¹³

Combs stated that ". . . teacher-education programs must assist in every way to greater experiences of self-fulfillment."¹⁴ If the teacher-education program is aimed toward student self-actualization, then it should become a goal of the individual to improve regularly at every opportunity, to improve his methods of teaching, and to become an expert in teaching.¹⁵

It is the researcher's belief that by separating the students into the groups of a selection program, similar to one Comb's refers to above, their self-fulfillment could be developed in each group for the specific goals of that group.

DEFINITIONS OF TERMS

The following terms were defined to clarify the content of the study in order for the reader to comprehend more readily the data and conclusions presented in this thesis.

Students

The students used were enrolled in sections A and D of Educational Psychology during the Fall, 1971 semester at Kansas State Teachers College, Emporia, Kansas.

¹³Robert D. Strom, "Education Teachers for Collaboration," Educational Leadership, 28:375, January, 1971.

¹⁴Combs, op. cit., p. 72.

¹⁵Joseph Emory Avent, The Excellent Teacher (Bristol: King Printing Co., 1931), p. 159.

Q-Sort

The Q-Sort is a technique used to rate a particular individual by having the subject sort individual cards, with different statements on each card, into a specific number of groups so that a normal frequency distribution is formed.¹⁶

Teacher-education

Teacher training is a process of professional socialization during which a student is expected to acquire values, attitudes and ways of behaving appropriate to his future status.¹⁷

Professor

The individual responsible for evaluating the selected student is the professor contacted for this study.

LIMITATIONS OF THE STUDY

A very pertinent point concerning the objectivity of the evaluations by professors is the effect that acquaintance may have on the subsequent evaluation. If the individual who was known the longest was rated the highest, and the individual who was known for the least period of time was rated the lowest, then the professor was not being objective in his evaluation.¹⁸

¹⁶Frank S. Freeman, Theory and Practice of Psychological Testing (3d ed.; New York: Holt, Rinehart and Winston, 1962), 528-529.

¹⁷D. R. Gibson, "The Role of the Primary and Secondary School Teacher," Educational Research, 13:20-27, November, 1970.

¹⁸Boardman, op. cit., p. 33.

Rather than restrict the scope of this study, it is preferred that its limitation be acknowledged whenever an attempt is made to generalize the conclusions of this thesis. If this is not possible, then it may be necessary to state that the results may not be generalizable to situations in which the circumstances are not similar to the research situation.

SUMMARY

In the Introduction of this chapter, the basic premise of Comb's selection program was stated and his three groups were defined. The problem of how to effectively identify students with the potential to become successful teachers was given in the Statement of the Problem, and the hypothesis was also mentioned in this section. It concerns the lack of a significant relationship between the professor's and the Q-sorts rankings of the subjects selected for this study.

In the Purposes of the Study, an effort was made to suggest the extremes between which education has fluctuated. Statistics were stated in an effort to establish the significance of the study and to reiterate the premise of the selection program and its groupings of educators.

Definitions were given for those items which could be misinterpreted if they are not given boundaries for this study. A suggestion was made to reveal how this study may be used in other situations.

Chapter II

REVIEW OF THE RELATED LITERATURE

A review of the literature related to this study revealed four major areas of concern: Society, In-the-Field Teachers, the Educational Process, and Teacher Evaluation Instruments already being used. The area of educational process is subdivided into educating for self-concept, educational curriculum, and extrinsic variables. These areas are all discussed in this chapter.

INTRODUCTION

College campuses today are marked with conflict of interest in their purpose, process and products.¹ However, this is not a characteristic peculiar to colleges and universities. This problem is evident in governing bodies, administrative groups, faculty and even student organizations.² It seems that society has learned disagreement during its educational training.

If individuals are taught not to get along with each other, it would be possible to alter their education to produce individuals who understand and communicate with each other. An excellent starting point would be to help students understand themselves and to obtain a

¹Gary C. Fox, "Campus Crisis: A Viewpoint," Journal of Education, 153:28, December, 1970.

²Ibid.

better knowledge of what is expected of them in their profession.³ A student who experiences a program established specifically to enhance student communication stated: "I learn more from the fellows in the program than I do from the courses I am taking."⁴

If the instrument that is used in this study is successful, then it could be used to help place students into the particular level of a selection program that would best meet their immediate needs. As Videbeck stated, "the self-concept is a learned organization of discrete self-ratings unitized by stimulus generalization."⁵ Once students are placed in the proper level, they would be reinforced constantly as they formed a self-concept that suited the objectives of the particular level.

SOCIETY

The major point of this section is to clarify some of the concepts that must be explained in order for members of society to understand better the field of education. "Teachers are the only professional group which comes into contact with all our children."⁶

³Roy D. Menninger, "Introduction" in Creating Climates for Growth, by Frances F. Fuller, Oliver H. Brown, and Robert F. Peck (Austin: University of Texas Press, 1967), p. 2.

⁴Julian A. Plaisted, "Training Teachers of Teachers," American Education, 7:34, January-February, 1971.

⁵R. Videbeck, "Self-Conception and the Reactions of Others," Sociometry, 23:359, 1960.

⁶Frances F. Fuller, Oliver H. Brown, and Robert F. Peck, Creating Climates for Growth (Austin: University of Texas Press, 1967), p. 5.

Accepting this statement as true, it is apparent that it is imperative for society to perceive the educational system accurately.

Gross and Gross mentioned that radical critics were always claiming that society was sick and the schools were to be blamed. They were quick to point out that although these individuals labeled our educational system "miseducation," that term "distinguishes the tone of their writings."⁷ Yet, it is true that today's universities and colleges are having some problems. Although it is difficult to understand and accept the idea, once a President's office is overtaken the students experience ecstasy: "We were part of a group of meaningful action, a sense of purpose and belonging with one another."⁸ These individuals are most likely from the group of misfits who were already developed beyond the operating level of the college when they entered.⁹

Since Chickering acknowledged that these misfits existed at every institution, then there must be something that causes the individual to be affected differently by the institution. One solution concerns the acceleration or retardation of certain types of misfits. Since colleges are selective in their admissions efforts ". . . both the direction and magnitude of change differ within individual colleges and among colleges."¹⁰ It is not the claim of the reported article

⁷Beatrice Gross and Ronald Gross, "Radical School Reform," School & Society, 99:29, January, 1971.

⁸Fox, op. cit., p. 27.

⁹Arthur W. Chickering, "The Best Colleges Have the Least Effect," Saturday Review, 54:50, January 16, 1971.

¹⁰Ibid.

that this is the answer to campus unrest, rather it is possible that this is part of the problem.

The student who attends college is reported to become more flexible, tolerant of ambiguity, intellectually curious and less dogmatic.¹¹ Another of the positive goals of colleges is their perpetuation of society's belief in freedom to inquire, to challenge, to experiment and to develop personal strength and stability.¹² But the most important goal that is set for teachers by colleges is for the individual instructor to have recognized and accepted his own feelings and reactions so he will utilize his understanding ". . . to become increasingly sensitive and responsive."¹³

Thus, the colleges and universities contribute both positively and negatively to the personality of their students. It seems appropriate to investigate further the effects that colleges have on teachers in this section of the study. Again it is evident that the purpose of this section is to reveal some of the concepts that must be explained to society so that its members will have a better understanding of the present education system.

Although many teachers are interested in discipline, they do not regard it as being only ". . . negative and corrective, but positive and constructive as well."¹⁴ The modern teacher is honest with his

¹¹Ibid.

¹²Milton K. Reimer, "Areas of Concern for Comprehensive Community Colleges," School & Society, 99:49, January, 1971.

¹³Menninger, loc. cit.

¹⁴Joseph Emory Avent, The Excellent Teacher, (Bristol: King Printing Co., 1931), p. 23.

students and very ". . . willing to adapt the course to pupils' needs . . ."15 An interesting point concerns the willingness of society to adapt its "course" to meet the needs of younger members. It is the necessity of society to teach group goals and to develop ideas on how they could be changed concurrently.16 One of the most excellent arenas for this type of concurrent education and revision is the present education system. Teachers are trained in groups so they will be able to function effectively in group activities within society.17 In the modern education system, teachers are not frustrated old maids or sadistic young men. Colleges have a tremendous amount of influence in changing this ancient concept, and they continue to help improve the present system.

Some of the concepts that are still in the developmental stages of teacher-education should help to make teachers more aware of their environmental surroundings. One idea attempts to help teachers ". . . develop an awareness of the impact of verbal behavior. . ." and to constructively analyze the actions of other individuals.18 If this concept is successful, it should become easier to make evaluations of teachers. Any attempt to evaluate a teacher must be reasonably free from errors of common rating methods; generally accepted by teachers;

¹⁵Ibid.

¹⁶Harold H. Punke, "Value Change & Education," High School Journal, 54:169, December, 1970.

¹⁷Robert D. Strom, "Educating Teachers for Collaboration," Educational Leadership, 28:375, January, 1971.

¹⁸C. Kenneth Murray, "The Systematic Observation Movement," Journal of Research and Development in Education, 4:7, Fall, 1970.

and developed with the aid of teachers, the immediate society and administrators.¹⁹ By involving members of these three groups, positive growth should continue. But, the real specialists in education, the teachers, must continue to be the leaders in ". . . planning the changes that will make education relevant and meaningful."²⁰

IN-THE-FIELD TEACHERS

This section deals with the teacher after he finishes his bachelor's degree and is actually teaching in the school system. As a whole, this group of professional individuals has ". . . an awesome responsibility for determining the quality of our humanness."²¹ If our children are taught poorly, then it is probable that they will not be equipped with the knowledge and skills necessary to function in our society. One definite area that could help to insure that teachers successfully teach our children is the approach and proper usage of supervisors. The more effective the supervisor is in accurately comprehending the individual teacher's self-awareness, the more likely that each teacher will develop a mature attitude concerning his interactions with students.²²

¹⁹William C. Reavis and Dan H. Cooper, Evaluation of Teacher Merit in City School Systems (Chicago: University of Chicago Press, 1945), p. iv.

²⁰Elizabeth Edwards, "The Dedicated Teacher is the Teaching Profession's Greatest Enemy," Today's Education, 59:54, November, 1970.

²¹Fuller, Brown and Peck, loc. cit.

²²William F. Bruce and A. John Holden, The Teacher's Personal Development, (New York: Hold and Co., 1957), p. 267.

As previously mentioned, the teacher who is concerned with keeping her class quiet does exist.²³ However, as teachers are able to resolve their concerns about extrinsic problems, they not only became more aware of their own potential, but they also create climates for students which might even be called therapeutic.²⁴ The instrument used in this study should help the student become aware of a teacher's attitudes and feelings. Hopefully, this will also be of benefit as the student makes an effort to improve his teaching style and behavior while still in college.

Granted, the professional teacher has a tremendous influence upon how our society continues to function. It seems to become a question of how this functioning could move in a continually positive direction. One rather immediate improvement would be treating each individual student with more respect and dignity in regard to his personal conduct in all situations.²⁵ In order to achieve this ambition it would become necessary to teach a curriculum that is related meaningfully to the specific needs of students. If society does not complete this objective, then society will continue to contribute to the alienation of our students.²⁶

²³Frances F. Fuller, Personalized Teacher Education: An Application of the Teacher Concerns Model, (2d rev.; Education, 1970), p. 32. (Xeroxed.)

²⁴Fuller, Brown and Peck, op. cit., p. 11.

²⁵Fox, op. cit., p. 30.

²⁶Ibid., p. 28.

The student who thinks his education is over once he attains his diploma is wrong.²⁷ All he receives is entrance into the modern world. As our society continues to become more technical and to achieve a higher standard of living, the only positive statement is that society will continue to have an increasingly larger pool of general knowledge that the student must learn.²⁸ McKeachie stated that students would learn what they wanted, but they usually have difficulty with material that does not interest them.²⁹ He implies that teachers must accept the challenge to make the future objectives of education meaningful to the student so he will learn them. Indeed, teachers would become friends of the student, even win the pupil's confidence, and never treat him unfairly or make him aloof.³⁰

It seems the attitudes and objectives of a successful teacher could be achieved through staff collaboration.³¹ When teachers begin to concern themselves with their peers and their students, the education system will be dynamic and very progressive.

Once these roles and obligations of the teaching profession are revealed to the student and incorporated into his education, it will become easier for him to improve himself, his teaching and his profession.

²⁷Terrel H. Bell, "Year 1991," American Education, 7:23, January-February, 1971.

²⁸Punke, op. cit., p. 171.

²⁹W. J. McKeachie, "Research on Teaching at the College and University Level," Handbook on Research on Teaching, ed. N. L. Gage (Chicago: Rand McNally & Co., 1963), p. 1119.

³⁰Avent, op. cit., p. 439.

³¹Strom, op. cit., p. 376.

EDUCATIONAL PROCESS

Society and practicing teachers are just two parts of the present issue. If any real change is to occur, it would be instigated most effectively in the period during which the student is trained. This sections deals with the present educational process.

Gross and Gross mentioned that the excitement of learning shrivels in all schools from the time the student enters until the time that he leaves.³² In colleges, the practice of self-selection and admissions results in the separation of students into discrete groups with varying concentrations in different institutions.³³ Once the groups are formed, the students are usually treated alike with no regard for their differences.

Colleges and universities have usually treated students as though they were billiard balls, all alike in shape, size, and density, all stationary until struck. . . . One problem, of course, is that only some of the students are smooth and well rounded. Others are square or egg-shaped, flat or curvy. Some are ping-pong balls, some are bowling balls. Some look symmetrical, but inside weight is concentrated in peculiar spots so they roll along in irregular and unpredictable fashion.³⁴

Since colleges are selective in their admissions, it is logical that they are looking for the students they believe fulfill the existing program. For this reason, it is unlikely that the graduates are an accurate index of college success. The quality of the institution's dropout is "the most important index of college success and of its social contribution. . . ." ³⁵ Colleges must also change their

³²Strom, op. cit., p. 376

³³Chickering, op. cit., p. 49.

³⁴Chickering, op. cit., p. 54.

³⁵Ibid.

training of supervisors to include more emphasis upon understanding and appreciating the self structure of their associates.³⁶ Completion of this objective should result in honest communication based upon valid observations.

There is little doubt that higher education has a tremendous opportunity to effect changes in the total development of the student in a positive manner; but these positive changes must be the object of the curriculum.³⁷

Educating for Self-Concept

The most important objective for any educational institution is to instill a security in the individual. Proof that this aim is not being met stems from Weber's statement that:

In the school system we actually sit back and permit failure to occur; we accept its inevitability. . . . Teachers will indicate that a youngster is failing (which is an indication of their failure also) and sit by without doing anything to rectify it.³⁸

In the worst of all possible cases, the "teacher" damages, thwarts, and even stifles the child's natural capacity to learn and grow in a healthy manner.³⁹ Menninger stated that the lack of stress in understanding and controlling the feelings and emotions of the self and of

³⁶Bruce, loc. cit.

³⁷Fox, op. cit., p. 30.

³⁸Robert E. Weber, "The Early Warning System and the Zero Failure School: Professional Response to Accountability," Journal of Secondary Education, 45:369, December, 1970.

³⁹Gross, op. cit., p. 28.

others in teacher training is a principal cause for the previously stated problems.⁴⁰

Teachers work in an atmosphere that is overtly charged with emotions, pride, joy, disappointment, and grief.⁴¹ It is not unusual for such difficult conditions to influence the effectiveness of the individual. In talking about the necessity for a transition in the classroom to occur from the needs of the teacher to the needs of the student, Fuller stated that if it does not occur during preparation ". . . the prospective teacher probably receives much less benefit from her preparation than she might have received."⁴² An individual who participated in a situation designed to emphasize the understanding of individuals believed that interacting with the people in the program, the professors, and the students helped him to change his approach to teaching more than any of his classes.⁴³

Obviously there is evidence that the present nature of our colleges has not detracted from the ability of its graduates to survive effectively.⁴⁴ However, it must become the goal of all higher education to urge the pursuit of justice and decency to all members of society. This is one of the most effective ways to challenge the

⁴⁰Menninger, loc. cit.

⁴¹Fuller, Brown and Peck, op. cit., p. 6.

⁴²Fuller, op. cit., p. 33.

⁴³Plaisted, loc. cit.

⁴⁴P. Edward Haley, "Students, Politics and Education: Notes on the Crisis," College and University, 46:64, Fall, 1971.

injustices and mistakes that exist in our society without destroying what is already legitimate and correct.

Educational Curriculum

Research concerning this area revealed three subclasses of curriculum. The initial stage is the junior level courses. These are mainly methods and content classes. The next subclass deals with professional material and how to work with professional problems. These are normally taught in the student's senior year. The final area concerns the self-development of the individual, and how it continued throughout the individual's life.

Self-concept: Method and concept. For this study, the content of junior courses that are discussed is centered on various self-concept programs. A general premise of self-concept development is that "personality has long been held to be a large factor in teaching success."⁴⁵ One of the concepts put forth to help formulate individual self-concept was self-criticism. The student would check up on his methods and experiment with techniques of method and management, constantly evaluating what worked for him, in an effort to discover and correct his own mistakes.⁴⁶

Table 1 is a model of self-concepts. The table and definitions are included in an effort to show how one education department attempts to bring to the teacher's awareness those aspects of herself which she

⁴⁵Boardman, op. cit., p. 66.

⁴⁶Avent, op. cit., p. 450.

is not aware exist, but have an influence upon the students she teaches.⁴⁷ As the instructor becomes adjusted to her own personality, she would be more capable of employing ideas that come from her environment to meet the students' needs.⁴⁸ This adapting of incidental material into the class structure helped to convince the teacher that she must continue to seek the assistance of her colleagues.⁴⁹ She would continue to improve her skills, and she would reach the point where she becomes a true professional and does not hesitate to put the objectives of the school before her own desires.⁵⁰

Figure 1

STAGES OF SELF CONCEPT DEVELOPMENT

OTHERS	KNOWN	PUBLIC	INCONGRUENT
	UNKNOWN	PRIVATE	UNCONSCIOUS
		KNOWN	UNKNOWN
	SELF		

This material can be found in Creating Climates for Growth by Fuller, Brown and Peck, Page 6.

⁴⁷ Fuller, Brown and Peck, op. cit., p. 9.

⁴⁸ Avent, op. cit., 451.

⁴⁹ Avent, op. cit., p. 81.

⁵⁰ Ibid., p. 453.

Fuller, Brown and Peck defined the four inner sections of the table as:

Public--". . . what is known to the person and to those who know him."⁵¹

Private--". . . what is known to a person but not to others."⁵²

Incongruent--". . . what is known to others but unknown to the person."⁵³

Unconscious--". . . what is recognized neither by the person nor by others."⁵⁴

As the individual becomes more comfortable with his self-concept, his Public sector continues to expand vertically and horizontally. As the individual becomes more aware of his own feelings, he decreases the amount that he does not know about himself, the Incongruent sector, and that which he does not allow others to know about him, the Private sector. While these three sectors are definitely involved in any self-concept change, it is probable that the fourth sector, Unconscious, is also involved. The more comfortable the teacher becomes with his self-concept, the less that he hides from himself and those around him. The less that he hides, the more easily he interacts and functions effectively and efficiently.

Education is the basic instrument that exists today to provide for change in social goals without violent revolution.⁵⁵ In order to

⁵¹Ibid.

⁵²Ibid.

⁵³Ibid.

⁵⁴Ibid.

⁵⁵Punke, op. cit., p. 169.

improve the present system, it becomes necessary to increase our study of the art of communication, and the functioning of people.⁵⁶

The dedicated teacher must re-examine his goals, take a hard look at his crowded schedule, and decide that being relevant, creative, and dynamic in the classroom comes first.⁵⁷

By continuing to stress the education of individuals, and by improving the system of education, our society continues to reduce ignorance as knowledge increases.⁵⁸

Self-concept: ethics and conduct. As a finishing touch, teacher-education students must learn that they are to teach the child's heart, body and mind.⁵⁹ If they are confronted with a good example of this type of teaching in their last term, then it would help them to feel more secure prior to their contact with pupil's concerns.⁶⁰ The student continues to bolster his confidence as he learns to believe in his own powers, capacities and limitations.⁶¹ He becomes increasingly able to control his personal feelings and he exhibits thoughtful deliberation pertaining to student problems.⁶²

Once the student of education masters his own feelings and becomes student oriented, he is more receptive toward suggestions from

⁵⁶Leland L. Medsker, The Junior College: Progress and Prospect (New York: McGraw-Hill Book Co., 1960), p. 115.

⁵⁷Edwards, op. cit., p. 53.

⁵⁸Punke, op. cit., p. 169

⁵⁹Fox, op. cit., p. 39.

⁶⁰Fuller, Brown, and Peck, op. cit., p. 2.

⁶¹Avent, op. cit., p. 448.

⁶²Ibid., p. 449.

his supervisor.⁶³ The student develops objective self-appraisal and is increasingly proficient at self-analysis as he learns to be more receptive of criticism.⁶⁴ Finally, the student, as a professional teacher, has no prejudice against self-rating, seeing it as a method of self-improvement.⁶⁵

This new teacher optimistically confronts his problems.⁶⁶ He relies upon his own initiative and good judgment for problems of proper teaching method, discipline and subject matter.⁶⁷ This new type of teacher questions the importance of each new nonteaching function demanded of him, with the resulting effect of improving the profession of teaching.⁶⁸ These points all come in the final stage of the suggested teacher-education program, and they continue to influence the teacher throughout his entire life.

Extrinsic Variables

The major portion of this section deals with the self-concept and how it develops outside the classroom situation. Fuller stated that the individual must resolve his own self prior to attempting to

⁶³Bruce and Holden, op. cit., p. 266.

⁶⁴Avent, op. cit., p. 448.

⁶⁵Ibid., p. 452.

⁶⁶Ibid., p. 17.

⁶⁷Ibid., p. 453.

⁶⁸Edwards, loc. cit.

do anything else.⁶⁹ Fuller outlined the following three phases for accomplishing a total self-concept as a teacher:

1. Phase of Concerns about Self—They just don't know what to be concerned about, or even whether they should be concerned about any aspect of teaching at all. They do have concerns though, mostly about themselves.⁷⁰
2. Phase of Concerns about Self as a Teacher--They are still concerned about themselves as they were before teaching, but the actual teaching experience adds a new set of concerns on top of the old ones.⁷¹
3. Phase of Concerns about Pupils--Much later, after concerns about their own adequacy are resolved, teachers become concerned about pupil learning, about their own effect upon pupil learning, and about changes in themselves and the world which will facilitate pupil growth.⁷²

In discussing the necessity to achieve phase three concerns, Fuller commented that more experienced teachers are more likely to express concerns about their pupils than new teachers.⁷³ In a more recently written article, Fuller stated:

Our experience suggests that concerns with self must be resolved before concerns with pupils appear. In fact concerns with pupils are unlikely to appear at all if self concerns are very strong and unresolved.⁷⁴

Professional teachers continue to be concerned with improving their self-concept throughout their careers and their lives.

⁶⁹Frances F. Fuller, Relevance for Teacher Education: A Teacher Concerns Model (Austin: Personal-Professional Development Systems Division, Research and Development Center for Teacher Education, 1970), p. 10. (Xeroxed.)

⁷⁰Ibid., p. 13.

⁷¹Ibid., p. 14.

⁷²Ibid.

⁷³Ibid., p. 29.

⁷⁴Fuller, Personalized Teacher Education: An Application of the Teacher Concerns Model, loc. cit.

Extrinsic development: problems. Too often the entrance requirements of the institution separate the students into distinct groups. The students at any particular college or university fit into the program of that school in such a manner that the students do not upset the college and it does not upset them.⁷⁵ Chickering stated:

Students ride out the four-year gestation period in a comfortable womb, bathed by a continual flow of self-appreciation and self-gratification, nourished by the illusion of achievement resulting from a diet of grades, and well insulated from disrupting outside influences.⁷⁶

The institution must also instill in the student the idea of respect and support for governmental justice, and government must grant reciprocal respect and support for the university, in order to insure objective learning situations.⁷⁷

Colleges place a tremendous number of stressful situations in the experiences of the student, which result in an often terrifying identity crisis as he seeks his own place in life.⁷⁸ If this initial conflict is not resolved, then it manifests itself later in envy for peer roles and perhaps even attempts to displace the envied person.⁷⁹ The student finds it extremely difficult to alter his concept of the role

⁷⁵Chickering, op. cit., p. 48.

⁷⁶Ibid.

⁷⁷Haley, op. cit., p. 64.

⁷⁸Alan S. Waterman and Caroline K. Waterman, "The Relationship Between Ego Identify Status and Satisfaction with College," Journal of Educational Research, 64:168, December, 1970.

⁷⁹Avent, op. cit., p. 91.

of a teacher. Yet, all that is essential is his readiness to change and accept the suggestions of the people he interacts with daily.⁸⁰

Weber argued that too much interest is placed upon scheduling, staff, and other administrative problems.⁸¹ He continued by clarifying the necessity to change present memorization of facts from its present role as absolute learning to a role where it is a small part of learning.⁸² When students are taught how to learn, then it becomes evident that they teach themselves, allowing the instructor to assist them as they require his help. If schools continue to allow instructors to fail in the classroom and if they also continue to use outdated or poor material, or both, it will be impossible to make allowances for differential abilities, interest variances, individual learning rates and styles of learning.⁸³ Although this is a dire prediction for the future, it is darkened further by the teacher who makes snap judgments after observing a student for a short while and refuses to alter his decision.⁸⁴ Fox, in commenting on the problem, pointed out that it is mandatory for education to cease stressing daily problems of the administration prior to actively improving the situation in the classroom.⁸⁵ If this redirecting is not achieved, then education will

⁸⁰Thomas F. Green, Work, Leisure, and the American School (New York: Random House, Inc., 1968), p. 40.

⁸¹Weber, op. cit., p. 370.

⁸²Ibid., p. 371.

⁸³Ibid., p. 372.

⁸⁴Weber, loc. cit.

⁸⁵Fox, op. cit., p. 29.

continue to achieve only a modest change in the most progressive institutions, and little or no change in less progressive universities.⁸⁶

Extrinsic variables: solutions. As previously stated, this section deals with concepts that must be worked upon constantly in an effort to improve the present system. They are not merely problems and solutions that are relegated to the classroom, rather they must be considered constantly.

If institutions are to improve their programs and increase the contribution they make to society, then it is advisable for them to become more lenient in their admissions practices to insure a more representative sample of society.⁸⁷ This would result in exposing the students and the traditions of the school to a new and challenging viewpoint. Toward achieving respect and support of the government, the university must encourage learning, dissent, and free inquiry.⁸⁸ Once these methods are accepted, more honest and effective communications would become a reality for the administration, faculty, students, and governing organizations.⁸⁹

Rather than attempting to lower the number and the degree of crisis situations, colleges must make and attempt to direct the efforts of the student toward ". . . an atmosphere which facilitates the student's successful resolution of his identity crisis."⁹⁰ Once the

⁸⁶Ibid.

⁸⁷Chickering, op. cit., p. 54.

⁸⁸Haley, op. cit., p. 65.

⁸⁹Ibid., p. 66.

⁹⁰Waterman and Waterman, loc. cit.

student accomplishes the idea of discovering his role, he understands other viewpoints and will more readily share his own feelings with his fellow teachers.⁹¹ As he continues to be involved with interpersonal interactions it becomes increasingly easier and more comfortable for him to deal with the individual opinions of those around him. This results in an increasing effort to contact and to communicate with individuals he confronts each day.⁹² Weber suggested that the instructor become oriented to making conscious efforts to instill feelings of learning potential in the student rather than disregarding him after an initial observation.⁹³ He further recommended that one particular individual accept the task of simultaneously trying ". . . to infuse in the faculty the philosophy of not giving up on a single student and the spirit of personal responsibility. . ." ⁹⁴ Although these two ideas may not remove the entire problem of classroom conflict, it is indeed worthy of an experimental attempt.

If the interpersonal dialogue developed to a point where students and professors are equals, then active steps could be taken to improve the present situation.⁹⁵ However, it is obvious that such efforts require the professor to abandon his position of superiority over the student and to accept him as a compatriot in the educational process rather than a necessary nuisance.⁹⁶ As Fox stated: "Subjecting what is done in the classroom to open and honest dialogue would demand

⁹¹Avent, op. cit., p. 417.

⁹³Weber, op. cit., p. 375.

⁹⁵Fox, op. cit., p. 31.

⁹²Bell, op. cit., p. 26.

⁹⁴Weber, loc. cit.

⁹⁶Ibid.

very secure, honest, and capable educators."⁹⁷ It might result in the education of a generation of individuals so secure with themselves and comfortable with their roles that they could interact without fear of reprisal.

PRESENT TEACHER EVALUATION INSTRUMENTS

Reavis and Cooper mentioned that the problem which must be overcome in any additional analysis of the teacher's role is the lack of suggestions concerning how current practices can be improved.⁹⁸ A second problem is the necessity of two different judges attempting to obtain the same results.⁹⁹ Consideration must be made for future instruments to attempt to consider as many factors that contribute to the successful functioning of a teacher as possible.¹⁰⁰

"In the rating of teachers, the important consideration is the variability in the ratings resulting from the use of existing scales."¹⁰¹ Thus, it is not enough to have a new instrument that could be used, it becomes necessary to prove that there is a difference in the results of the existing instruments and the suggested one. Indeed, the most valid measurement of successful teaching is an objective measurement of the changes in the children caused by the teacher.¹⁰² One way of achieving

⁹⁷Ibid., p. 39.

⁹⁸Reavis and Cooper, op. cit., p. 77.

⁹⁹Ibid., p. 82.

¹⁰⁰Edwards, op. cit., p. 47.

¹⁰¹Reavis and Cooper, loc. cit.

¹⁰²Boardman, op. cit., p. 63.

this objective view of the student's comprehension of the teacher's role is to have the student evaluate himself in the manner he believes he is functioning.

The instrument herein proposed represents an effort to incorporate the suggestions of how to improve the existing instruments making a new one to use for identifying successful teachers. If the instrument is successful, it should become easier to instruct future teachers in achieving specific goals for various levels of the teacher-education program. As each of these levels are completed, the student should become more aware of himself and better able to function in society. If he is better able to function, then he might be able to help other individuals learn to become effective and understanding in their interactions with other individuals. ¹⁰³

SUMMARY

This chapter dealt with concepts that must be presented to our society so it will be exposed to modern education. The goals and responsibilities of instructors presently teaching, the teaching of self-concept, and the incorporation of this style of teaching into the present teacher-education system were discussed. The problems and solutions concerning the lifetime teaching of self-concept were outlined.

¹⁰³C. Galloway, "Nonverbal Communication," Theory Into Practice, 8:174, December, 1968.

Chapter III

PROCEDURE

The subsections of this chapter are Preliminary Arrangements, and Evaluating Individual Responses.

PRELIMINARY ARRANGEMENTS

The Q-sorts used in this study were adaptations of a group originally created for use with counselors. By changing the wording from counselor and counseling to teacher and teaching, the Q-sorts were adapted for use with potential teachers.

To obtain the population used in this study, arrangements were made by letter, telephone, and personal conversation. Once the population was selected, sections A and D of Educational Psychology at Kansas State Teachers College, a random sample of the 130 members was made to determine the sample of forty potential teachers to be used in the study.

The students were told that they should arrange the Q-sorts into the groups indicated on the record form. By following each step of the instruction sheet, the students arranged the Q-sorts into the prescribed groups.

Examples of the Q-sorts, instructions given, and record form used during the study are included in the appendix. To assure accuracy, transparent overlays and an overhead projector were used to visually explain the instructions and the recording process to the subjects.

EVALUATING INDIVIDUAL RESPONSES

To arrive at values for each subject, the researcher arbitrarily assigned ten points to the extreme left column, and increased the value of each column by ten points so the extreme right column had a value of seventy points. Each of the positive items was assigned one positive point, and each of the negative items, one negative point. It was possible to determine the weight of each column by noticing if it had more positive or more negative items in it. By multiplying the resultant positive or negative weight by the value of each column, it was possible to get a numerical score. After adding the relative scores of each column, a total raw score was derived for each of the subjects. The subjects were then ranked according to their raw scores.

After the professor completed his ranking, a statistical analysis was done to determine the coefficient of correlation. Rather than use the correlation coefficient by itself, rho was used to determine the significance of the relationship of the rankings at the .05 level. The results of this analysis are in Chapter IV.

Chapter IV

RESULTS

In this chapter, the statistical design that was used is stated. The section concerning the analyzed data is complemented by a section mentioning Additional Data evident to the researcher.

STATISTICAL DESIGN

The statistic used to derive the level of significance of the rankings involved in this study was Spearman's Rank Order Correlation, or rho. After rho was determined, a second test was used to derive the level of relationship and determine if it was significant. There is a table in the appendix, Table 1 on page 45 that contains the rankings by the Q-sort instrument and by the professor.

ANALYSIS OF DATA

Rho was determined to be 0.5333. In general a rho value of .53 is interpreted as a moderate degree of relationship between the rankings of the Q-sort instrument and the professor.

To test the null hypothesis at the .05 level of significant relationship, the Z test was used. Z was computed to be 3.3304. Consequently, since Z was greater than ± 1.96 , rho was significant at the .05 level of a two-tailed test. Ninety-five times out of one hundred opportunities, analysis of the Q-sorts and the professor's rankings would have revealed a significant relationship.

ADDITIONAL DATA

The researcher also noticed the subjects were not anxious about evaluating themselves in this manner. Their self-evaluations with a Q-sort instrument were more objective than an evaluation by some other means. It is apparent that the professor involved in this study had successfully acquired a knowledge and understanding of his students. This concentrated effort to learn about each student as an individual was reflected in the similarity of the student's self-evaluation using the Q-sorts and the professor's evaluation using his own knowledge and perception.

Chapter V

DISCUSSION, APPLICATIONS, AND RECOMMENDATIONS

This chapter consists of a general discussion of the experimental results, some possible applications that might be made to other situations, and recommendations for further study.

DISCUSSION

This study revealed two major points. Assuming the professor involved does not have an exclusive insight into individual analysis, it would be possible for other educational personnel to learn about their subordinates. This knowledge would allow the evaluator to analyze individual difficulties and to help the individual find the group in which he belonged. Once in the group, the subject would be given the maximum help he could possibly get to deal with his problem. The entire program rests upon the ability of the evaluator to work with individual subjects.

The second major point is the ability of students to effectively and objectively evaluate their teaching potential. This is quite evident from the similarity of the rankings of the Q-sorts and the professor.

Possibly this instrument could be analyzed item by item. Once this is accomplished, specific items would be identified that normally indicate a successful teacher. This might lead to revision of the instrument so that it could be administered to entering freshmen in an effort to determine the probability of their becoming successful teachers.

APPLICATIONS

The success of this study suggests the possibility of using Q-sorts or other instruments to obtain objective self-analysis of individuals. If this could be accomplished, then a method could be created to assist individuals in the selection of a career or a program of study.

A second possibility would be using an instrument of this type to train administrators and supervisors. By comparing the rankings of the Q-sorts to those of the person in training, it would be possible to determine how well that person knew his subordinates. Hopefully all personnel in training would be as successful as the professor in this study.

RECOMMENDATIONS

In the researcher's opinion, the major issue of further studies is to determine if other educational personnel could be as successful in identifying the potential of their subordinates as the professor in this study. Perhaps it would be possible to train instructors to use a similar instrument to improve their ability to analyze and to assist students with their individual problems. Obviously such an instrument would give more objective information to base a decision upon than a mere opinion of the professor. If successful, possibly instruments of this type could be created to analyze and subsequently assist the individual in his search for an occupation.

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APPENDIX

October 5, 1971

Timothy Paul
2119 Potomac Drive #7
Topeka, Kansas 66611

Dear Mr. Shepard:

When my graduate committee met last semester we settled upon a population for my study of forty (40) subjects. During our last meeting we discussed the sample size of your classes as being one hundred and ten (110) potential subjects. We also determined that listing the individual names on cards and drawing until the requisite population is reached would be the most efficient method of obtaining a random sample.

Some class session around Thanksgiving vacation, I will come down with the Q-sorts and record sheets for the subjects. I will also have the evaluation form for you to fill out. It is imperative for me to have a room with a screen and an overhead projector to explain the sorting process and recording to the subjects.

In order to maintain as much anonymity as possible, I will number the subjects. The record forms that you complete will have the subject's name on it so you will be able to identify him. In this manner it should be possible for only me to be aware of the ratings of the subjects by both of us.

Once you notify me of the specific date, I am prepared to come to Emporia and complete my study.

I am awaiting your response,

Timothy Paul

Q-SORTS

1. He thinks he is a warm person.
2. It doesn't bother him when a student disrupts his style of teaching.
3. He will not deal with personal problems during school.
4. He is stimulated to do his best when others put pressure on him.
5. He is a warm and friendly person.
6. He is usually uncertain about himself when he faces new situations.
7. He is not always sure when to be completely honest with a student.
8. People feel free to come to him with a personal problem.
9. He would consult his superior on every decision before trying anything different.
10. He is not altogether satisfied with himself.
11. He feels that he can handle a student who tries to dominate the class situation.
12. An angry student upsets his classroom routine.
13. He believes that any confidential revelation from an individual is a personal trust.
14. It makes him angry when someone else tries to tell him what to do.
15. He seldom lets things bother him.
16. In teaching, he does not tell the student just what to do.
17. He is at a loss when a student refuses to talk in a class situation.
18. He seldom seeks the advice of more experienced people in making decisions.
19. He shows his real self to others.
20. His greatest problem is himself.
21. He is sometimes inclined to become emotionally involved with an individual.
22. He considers people capable of solving their own problems with proper guidance.
23. He believes all people should adhere to a moral code as strict as his.

24. He always adheres to his standards of what he thinks is right.
25. He feels uncomfortable when he is not doing something constructive.
26. He structures classroom activities so there will be no variation in his style of teaching.
27. He usually conforms to the expectations of society.
28. He is able to face the truth about himself.
29. He prefers that others make his decisions for him.
30. It bothers him when responsibilities are placed upon his shoulders.
31. He enjoys teaching.
32. He doesn't think a hostile student should be sent to his class.
33. Supervision improves his style of teaching.
34. He sees people as individuals with personal needs.
35. He finds it difficult to accept some people, because of their prejudiced personalities.
36. He believes that male-female relationships detract from communication.
37. He frequently learns new things about himself.
38. He is secure in the classroom situation.
39. He believes that he must always defend his point of view.
40. He is seldom disturbed when he has to make unexpected changes in his plans.
41. He can accept hostility from other people even when it is directed toward him.
42. He feels that sponsoring social clubs would waste his time and ability as an educated person.
43. He feels that techniques are very important to his success as a teacher.
44. He thinks that a person should be punished every time he breaks a rule.
45. When a student needs encouragement, he gives it to him.

STEPS IN ADMINISTERING

TEACHER Q-SORTS

1. Sort the 45 cards into three piles of 15 cards each.

Place the cards that do not identify you as a teacher in the pile on the left.

Place the cards that do identify you as a teacher in the pile on the right.

The middle pile contains those cards which you are not certain about.

2. Out of the middle pile, select the three cards that least describe you as a teacher and put them in the pile on your left.

Now select the three cards from the 12 remaining in the middle pile that best describe you as a teacher and place them in the pile on the right.

You now have three piles of cards in the following order:

Unlike Me	Uncertain	Like Me
18	9	18

3. With the pile of cards on your left, divide them into two groups--one that is very much unlike you and one that is unlike you.

Very Much Unlike Me	Unlike Me	Uncertain	Like Me
9	9	9	18

4. With the cards in the Very Much Unlike Me pile, make one final division placing 3 cards that are extremely unlike you to the left of the 6 that remain.
5. Repeat step #3 with the cards on your right, but move the new pile to your right also.
6. Repeat step #4 with the new pile of cards, again placing the new pile to the right.

You now have 7 piles of cards and are ready to record them.

Subject's Name and Number

REMEMBER: You are to record the number of each item in each pile placing it in ascending order with the highest numbered item in the top square and the lowest numbered item in the bottom square!

DISAGREE

UNCERTAIN

AGREE

Table 1

Two Sets of Ranks in Educational Psychology Class, Fall,
1971, One Determined by Students Using A-sort (x)
And One Assigned by Administrator (y)
Regarding Teaching Potential

Student Number	Q-sort Rank (x)	Administrator's Ranking (y)
1.	4	5
2.	17	14
3.	6	25
4.	1	6
5.	22	8
6.	32	23
7.	17	18
8.	20	39
9.	36.5	16
10.	4	13
11.	10.5	4
12.	30.5	36
13.	12.5	26
14.	4	1
15.	24	29
16.	8	20
17.	28.5	35
18.	12.5	3
19.	26	7
20.	2	15
21.	26	34
22.	28.5	21
23.	14.5	22
24.	30.5	32
25.	8	27
26.	38	33
27.	33	2
28.	40	37
29.	21	40
30.	14.5	12
31.	8	9
32.	23	17
33.	36.5	38
34.	26	31
35.	17	19
36.	34	30
37.	35	28
38.	39	24
39.	19	11
40.	10.5	10