THE INTERRELATIONSHIP OF SOCIEMPATHIC ABILITY, SELF
CONCEPT, SOCIOMETRIC STATUS AND TEACHING
EFFECTIVENESS OF STUDENT TEACHERS

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THE INTERRELATIONSHIP OF SOCIEMPATHIC ABILITY, SELF CONCEPT, SOCIOMETRIC STATUS AND TEACHING EFFECTIVENESS OF STUDENT TEACHERS

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By

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>LIST OF TABLES</th>
<th>iv</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter</td>
<td></td>
</tr>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td></td>
</tr>
<tr>
<td>Theoretical Framework, Related Literature and Significance of the Study</td>
<td></td>
</tr>
<tr>
<td>The Pilot Study</td>
<td></td>
</tr>
<tr>
<td>Hypotheses</td>
<td></td>
</tr>
<tr>
<td>Basic Assumptions</td>
<td></td>
</tr>
<tr>
<td>Definition of Terms</td>
<td></td>
</tr>
<tr>
<td>Description of Subjects</td>
<td></td>
</tr>
<tr>
<td>Description of Instruments</td>
<td></td>
</tr>
<tr>
<td>Procedures for Treating Data</td>
<td></td>
</tr>
<tr>
<td>II. PRESENTATION AND INTERPRETATION OF DATA</td>
<td>52</td>
</tr>
<tr>
<td>Data Summary</td>
<td></td>
</tr>
<tr>
<td>III. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS</td>
<td>97</td>
</tr>
<tr>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td>Findings</td>
<td></td>
</tr>
<tr>
<td>Conclusions</td>
<td></td>
</tr>
<tr>
<td>Recommendations</td>
<td></td>
</tr>
<tr>
<td>APPENDIX</td>
<td>111</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>116</td>
</tr>
</tbody>
</table>

iii
<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Correlation of Sociempathic Ability and Sociometric Status with Teaching Effectiveness</td>
<td>22</td>
</tr>
<tr>
<td>II. Correlations Between Self Concept, Sociometric Status and Sociempathic Ability</td>
<td>24</td>
</tr>
<tr>
<td>III. Correlations Between Self Concept Ratings and Sociempathic Self Scores of Student Teachers</td>
<td>53</td>
</tr>
<tr>
<td>IV. Correlations Between Self Concept Ratings and Sociempathic Other Scores of Student Teachers</td>
<td>54</td>
</tr>
<tr>
<td>V. Correlations Between Self Concept Ratings and Sociometric Status Scores of Student Teachers</td>
<td>59</td>
</tr>
<tr>
<td>VI. Correlations Between Self Concept Ratings and Teaching Effectiveness Scores of Student Teachers</td>
<td>64</td>
</tr>
<tr>
<td>VII. Correlations Between Sociempathic Ability Scores and Sociometric Status of Student Teachers</td>
<td>66</td>
</tr>
<tr>
<td>VIII. Correlations Between Sociempathic Ability Scores and the Mental Ability of Student Teachers</td>
<td>68</td>
</tr>
<tr>
<td>IX. Critical Ratios Between the Sociempathic Ability Scores of Elementary and Secondary Teachers Before and After Student Teaching</td>
<td>71</td>
</tr>
<tr>
<td>Table</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>X. Correlations Between Sociempathic Ability Scores and Teaching Effectiveness Scores of Student Teachers</td>
<td>72</td>
</tr>
<tr>
<td>XI. Correlations Between Sociometric Status and Teaching Effectiveness Scores of Student Teachers</td>
<td>74</td>
</tr>
<tr>
<td>XII. Significant Differences Between Sociempathic Ability Means of Male and Female Secondary Student Teachers</td>
<td>76</td>
</tr>
<tr>
<td>XIII. Critical Ratios for Differences Between the Means of Sociempathic Ability Scores, Self Concept Ratings, and Mental Ability Scores of Elementary and Secondary Student Teachers</td>
<td>77</td>
</tr>
<tr>
<td>XIV. Analysis of Variance Data for Integrative-Actualizing Self and Detached-Independent Self Concept Ratings Among Major Secondary Teaching Fields</td>
<td>88</td>
</tr>
<tr>
<td>XV. Analysis of Variance Data for Inner-Controlled Self and Somatic-Primitive Self Concept Ratings Among Major Secondary Teaching Fields</td>
<td>89</td>
</tr>
<tr>
<td>XVI. Analysis of Variance Data for Outer-Controlling Self and Submissive-Dependent Self Concept Ratings Among Major Secondary Teaching Fields</td>
<td>90</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

One of many problems with which educators are currently concerned is that of attempting to select early in a teacher education program those students who show promise for becoming competent teachers and those students who are in need of additional assistance in their professional development. Individuals whose emotional maturity is not compatible with success in teaching must be discovered and assistance provided in the establishment of other occupational goals. The screening and selection of students preparing for a career in teaching demands an evaluation program designed to identify the potential of an individual for teaching, as well as to evaluate his growth in competency throughout the professional preparatory program. Adequate procedures for identifying successful teachers would enable educators and student teacher personnel to select with assurance those students who will become capable teachers.
Success in a classroom is related not only to the competency of the teacher in his subject area, but also to his skill in establishing a learning atmosphere. Morale in a classroom is dependent upon the feelings of mutual identification among classmates and between the students and the teacher (9, p. 344). These perceptual feelings of the classroom climate on the part of the teacher are determining factors in the effectiveness of the teacher within the classroom. Thus, success in a classroom is related not only to the skills of the teacher, but also to his social perceptivity. A teacher who responds to a "class feeling" that is non-existent confuses and distorts the meanings of relationships involved in teacher-pupil interactions.

Studies by Bell and Hall (5) and Fey (18) have shown that individuals who are successful leaders are able to assess accurately the interpersonal feelings of group members and that this tends to be to some extent a general ability. Interpersonal relations are basically processes rather than products. Possibly the ability to perceive one's social status as well as the social status of others within a group may be a manifestation of one's self esteem, or sociometric position within a group of which one is a
member. This suggests possible relationships between self concept, perception of self and others' status within a group, and sociometric status. Since the interpersonal relationships existing among students and teachers within a class are important factors in determining the cohesiveness of that class, it would seem important to study the relationship of interpersonal factors within a group and the intrapersonal factors of individuals within the groups to teaching effectiveness of individual group members.

Many techniques have been developed to select potentially successful teachers; however, most of these procedures have proven inadequate. Although differences in the quality of teaching are recognized by all concerned, it has been difficult to agree upon those qualities which enhance the teaching-learning process. This study is concerned with sociopathic ability or social perception, sociometric status, self concept, mental ability and their interrelationships to one measure of teaching effectiveness.

Statement of the Problem

The major problem to be investigated consists of four phases: (1) the investigation of the relationship of sociopathic ability to self concept, sociometric status, mental
ability, student teaching, and teaching effectiveness of elementary and secondary student teachers, and the relationship between sociometric status and self concept; (2) an investigation of the relationship of self concept and sociometric status to the teaching effectiveness of elementary and secondary student teachers; (3) a comparison of elementary and secondary student teachers on the strength of the relationships mentioned above, and on mean scores in self concept, sociopathic ability and mental ability; and (4) an investigation to determine if differences in self concept ratings exist among subject major groups of secondary student teachers, and to determine if there are differences between the sexes with regard to sociopathic ability.

The statements of the major purposes cited above can be specified as follows:

1. To determine if a relationship exists between sociopathic ability and self concept ratings of elementary and secondary student teachers.

2. To determine if a relationship exists between sociopathic ability and sociometric status of elementary and secondary student teachers.
3. To determine if a relationship exists between sociopathic ability and mental ability of elementary and secondary student teachers.

4. To determine if differences in sociopathic ability exist before and after the experience of student teaching.

5. To determine if a relationship exists between sociopathic ability and teaching effectiveness of elementary and secondary student teachers.

6. To determine if a relationship exists between sociometric status and self concept ratings of elementary and secondary student teachers.

7. To determine if a relationship exists between self concept ratings and teaching effectiveness of elementary and secondary student teachers.

8. To determine if a relationship exists between sociometric status and teaching effectiveness of elementary and secondary student teachers.

9. To determine if differences in sociopathic ability exist between male and female secondary student teachers.

10. To determine if there are differences between elementary and secondary student teachers in the mean scores and relationships mentioned above.
11. To determine if differences in self concept ratings exist among subject major groups of secondary student teachers.

Theoretical Framework, Related Literature and Significance of the Study

For many years emphasis has been placed on teacher characteristics and/or teacher personality as related to teaching effectiveness. Most of these studies have concentrated on a trait approach, mental ability, or the college grade point average as predictors of classroom effectiveness. Research reveals conflicting results as to the relationship between teaching success and these types of predictive measures (3, 4, 11, 12, 17, 25, 27, 32, 35). However, in recent years a number of research studies have been conducted to investigate the relationship of teaching success to sociempathic ability and/or social perception. Sociempathy has been defined as a form of social perception which refers to an individual's awareness of his own and of others' sociometric status in a given group of which he is a member. The term "sociempathy" can be found in much of the recent literature concerning social perception (2, 36, 38). This concept has been investigated in such
areas as industrial relations, morale and cohesiveness of groups, peer relations, and teacher-pupil interaction.

Gronlund (20) studied elementary student teachers and concluded that there is a general ability to judge the sociometric status of others. He suggests that further research should be undertaken to determine the relationship between sociometric perception and the role it plays in teaching effectiveness. Schiff (36) studied a group of high school juniors and seniors and came to the conclusion that accuracy in perceiving one's own and others' status are unrelated traits. He suggested further study of personality correlates of groups who have high and low empathic ability.

Ausubel and Schiff (2) found a high positive correlation between measures of actual and predicted sociometric status of elementary and secondary school children. This was related to increased ability with age; however, the results were not definite since groups were not matched. There was a trend for the sociopathic ability of teachers to decrease as the age of their pupils increased.

Gronlund (21) reported that the relationship an individual establishes with his peer group is related to his
ability to judge accurately the sociometric status of group members. However, Singer (38) found a markedly negative and almost significant association between an individual's popularity and his ability to perceive accurately his standing within the group structure. Bonney (10) concluded that teachers were not very accurate in group placement of the number of friends children possessed, even when their ratings were confined to students whom they felt they knew well enough to judge.

Bogan (8) measured teacher perception of pupil status through a sociometric instrument and related his findings to teacher effectiveness as measured by the Wrightstone Pupil-Teacher Rapport Scale. The results showed that a positive relationship existed between good classroom pupil-teacher rapport and the extent to which the teacher is aware of a selected complex of status structures within the classroom group.

Bell and Hall (5) reported a correlation of .25 between an individual's ability to perceive others' needs and his leadership position in college. Leadership position was measured by peer rating while empathic ability was determined by Dymond's Empathy Scale. The authors not only concluded that there is a need for a theory of leadership, but
maintained that it seems appropriate to continue research in the direction aimed toward construction of an effective empathic measure and efforts to identify personal characteristics that make group leaders able to satisfy the needs of the group members.

Burgental and Lehner (14) reported in their study that popular group members were more accurate than leaders in their perception of the popularity of others. However, they found no differences between leaders and popular group members in accuracy of perception of leadership of others. Popular group members did not differ from leaders in accuracy of perception of self on personality variables.

Gronlund (22) found there is a significant variation among teachers in the accuracy of their judgment of the sociometric status of pupils in the classroom. The variation could not be accounted for by the general training and experience of the teacher, size of class, marital status of teacher, length of time the teacher had been in contact with the class, or the freedom pupils felt they had in class.

Another recent emphasis found in psychological literature concerns the relationship between self concept and
interpersonal processes. Each year more personality theorists seem to become supportive of the perceptual theory of self. Many have attempted to relate the problems of self acceptance and acceptance of others. The term "self" has come to have two distinct meanings. It has been defined as the person's attitudes and feelings about himself, and it has been regarded as a group of psychological processes which govern behavior and adjustment (23, 44).

Studies concerning the self concept can be traced back to the writings of James (24); however, it has not been until the last few years that researchers have attempted to bring together theories of the self with experimental evidence.

Rogers states:

As a result of interaction with the environment and particularly as a result of evaluational interaction with others, the structure of the self is found - an organized, fluid, but consistent conceptual pattern of perception of characteristics and relationships of the "I" or the "me," together with values attached to these concepts (31, p. 498).

He goes on further to define the self structure as

"an organized configuration of perceptions of the self which are admissable to awareness" (31, p. 501).

Snygg and Combs declare:

The phenomenal field includes all those aspects of the phenomenal field which the individual experiences as
part or characteristic of himself. It is composed of all the meanings which the individual has about himself and his relation to the world about him. The phenomenal self is the only frame of reference which the individual possesses. It is the only self he knows. Whether other persons would agree to his self-definitions or not, the phenomenal self has the feeling of complete reality to the individual. Wherever it is, whatever he does, the maintenance and enhancement of this self is the prime objective of his existence (39, p. 78).

Mead's conception of the self is that it can be an object to itself, is essentially a social structure, and arises in social experience. He states that after a self has arisen, it in a certain sense provides for itself its social experiences, thus we can conceive of an absolutely solitary self (30, p. 140). Mead goes further to say:

The unity of the self is constituted by the unity of the entire relational pattern of social behavior and experience in which the individual is implicated, and which is reflected in the structure of the self; but many of the aspects or features of this entire pattern do not enter into consciousness, so that the unity of the mind is in a sense an abstraction from the more inclusive unity of the self (30, p. 144).

Mead points out that there are two general states in the development of the self. He states:

The individual's self is constituted simply by an organization of the particular attitudes of other individuals toward himself and toward one another in the specific social acts in which he participates with them. Also the self is constituted not only by an organization of these particular individual attitudes, but also by an organization of the social
attitudes of the generalized other or the social group as a whole to which he belongs (30, p. 158).

Sullivan defines the self system as "an organization of educative experiences called into being by the necessity to avoid or to minimize incidents of anxiety" (40, p. 165).

He points out that the origin of the self-system can be said to rest on the irrational character of culture or, more specifically, society. Sullivan points out the following:

Were it not for the fact that a great many prescribed ways of doing things have to be lived up to, in order that one shall maintain workable, profitable, satisfactory relations with his fellows; or were the prescriptions for the types of behavior in carrying on relations with one's fellows perfectly rational—then, for all I know, there would not be evolved, in the course of becoming a person, any thing like the sort of self-system that we always encounter (40, p. 168).

Allport states:

Personality includes those habits and skills, frames of reference, matters of fact and cultural values, that seldom or never seem warm and important. But personality includes what is warm and important also—all the regions of our life that we regard as peculiarly ours, and which for the time being I suggest we call the proprium. The proprium includes all aspects of personality that make for inward unity (1, p. 40).

According to Allport, the various functions of the proprium are: bodily sense, self-identity, ego-enhancement,
ego-extension, rational agent, self-image, propria striving, and the knower.

Maslow declares that "we know and have, each one of us, an essential inner nature which is intrinsic, given, 'natural' and, usually, very resistant to change" (29, p. 35). He goes further to say:

Capacities clamor to be used and cease their clamor only when they are well used. Not only is it fun to use our capacities but it is also necessary. The unused capacity or organ can become a disease center or else atrophy, thus diminishing the person. This force is one aspect of the "will to health," but urge to grow, the pressure to self-actualization, the quest for one's identity. It is this that makes psychotherapy, education and self-improvement possible in principle. This inner core, or self, grows into adulthood only partly by (objective or subjective) discovery, uncovering and acceptance of what is "there" beforehand. Partly it is also a creation of the person himself (29, p. 83).

Kelly states:

The self consists of the accumulated experiential background, or backlog, of the individual. It is what has been built, since his life began through unique experience and unique purpose, on the individual's unique biological structure. The self is unique to the individual (26, p. 9).

Sarbin says:

The self is empirically derived, not transcendental; it is the resultant of experience, i.e., interaction with body-parts, things, persons, images and so on. The self is subject to continual and progressive change from simple perceptions to complex perceptions (34, p. 11).
Chein asserts, "The self is not identical with the ego. For while each person has knowledge of himself he has no knowledge of ego processes such as repression and sublimation. The self is a content of awareness and the body is physical reality" (15, p. 305).

Lecky states, "The nucleus of the system is the individual's idea or concept of himself. There is a constant compulsion to unify and harmonize the system of ideas by which we live" (28, p. 150).

Blake and Ramsey declare:

The demands are made upon the social environment and the general way this environment is perceived seems to give a better picture, in an indirect, projective way. It would appear that we do not always see ourselves as we are but instead perceive the environment in terms of our own needs. Self perception and perception of the environment actually merge in the service of these needs. Thus the perceptual distortion of ourselves and the environment fulfill an important function in our psychological household (7, p. 379).

Chodorkoff (16) discovered that the more inaccurate and faulty the individual's perception of his environment the more inaccurate and faulty is his perception of himself. His results also indicated that the more inaccurate and faulty the individual's perception of himself and his environment the more inadequate is his personal adjustment.

Fey (18) found that individuals with high self-acceptance scores tended also to accept others, to feel
accepted by others, but actually to be neither more nor
less accepted by others than those with low self-acceptance
scores. Individuals with high acceptance of others' scores
tended in turn to feel accepted by others, and tended
toward being accepted by them. Thus acceptance of self
did not correlate with acceptance by others. However,
Sheerer (37) found that acceptance of self and acceptance
of others were correlated .51, significant at the .01 level.

Brownfain (13) in a study of male undergraduates and
graduate students found stability of self concept to be
associated with knowing and being known by more persons in
one's fraternity and being better liked. He found that
subjects with stable self concepts are better adjusted than
those with unstable self concepts, and these subjects see
themselves more as they believe others see them. The indi-
viduals with stable self concepts show less evidence of
compensating behavior of a defensive kind.

Taguri (42) studied the relational analysis of a soci-
ometric method and group social perception. He found that
individuals have realistic conceptions of who chooses them
and rejects them sociometrically. Taguri states that this
is not surprising since there is more order than chaos in
interpersonal relations. Perceptions of others' responses should be a function not only of the behavior of the stimulus person, but also the needs of the subject himself. The subject's perception of others' positive or negative feelings toward him would be related to the subject's own feelings toward others.

It is evident from the above studies that most writers have a concern for the relationship of self acceptance to different areas of social interaction. One of these areas is the teaching-learning process in the classroom.

The studies concerning adequate measurement of teacher personality structure and potential success in teaching are inconclusive. Trait approaches have been inadequate in this area due to the fact that traits are complexes and have to be seen in relation to the whole individual as perceived by others, and by the individual himself. Also, poor external validity of personality assessment measures have tended to confound many of the results of studies in this area.

There are conflicting results concerning the relatedness of sociometric status in a group and social perception. There is also the question, which needs further explanation,
of the reliability of perception as the age level of the group increases. Furthermore, it seems necessary to study the concept of social perception and the possibility that it is related to one's own self concept. This seems even more important as one views the large range of empathic scores in past studies, and the discrepancy of findings concerning the relatedness of self acceptance and acceptance of others. The studies do not discriminate between elementary and secondary student teachers.

Is there a difference in sociopathic ability between individuals engaged in a specific level of teaching? Sex differences on a college level in sociopathy have not been adequately explored, nor has the influence of mental ability on social perception. The studies involving teacher-pupil relationships as measured by social perception have been done on a teacher-pupil interaction rather than a peer empathic basis.

It seems important for those concerned with teacher education to identify early in a training program the students who have those qualities which predispose them toward successful teaching experiences. If teaching effectiveness can be found to be related to sociopathic
ability, sociometric status, self concept ratings and/or a combination of these variables, then these predictive devices can be utilized early in a teacher education program. Such a study would also furnish possible information pertaining to the influence of self concept on social awareness and the concomitant influence each has on classroom mental hygiene.

The Pilot Study

During the fall semester of 1961, a pilot study was conducted at North Texas State University (6). It originated from a comprehensive survey of literature concerning problems in present teacher education programs. In recent years, numerous articles have appeared which indicate that the validity and predictability of screening devices used by most teacher education institutions are inconclusive and insufficient.

The purpose of the pilot study was to determine the relationship between the level of teaching effectiveness and the factors of sociometric status, sociempathic ability and self concept; and to discover the extent to which these factors were predictive of success in student teaching. A number of hypotheses concerning the interrelationships
among teaching effectiveness, sociopathic ability, sociometric status, and self concept were tested statistically. Many ideas suggested by the result of this pilot study were incorporated in the present study.

Sociometric status was defined as a composite rank order score of each student teacher on the criterion of acceptability of others as a teaching companion. Sociopathic ability was defined as a student teacher's ability to predict his fellow student teachers' sociometric status within a group.

The sociopathic score was a rank order correlation between actual and predicted sociometric status. Self concept was defined as sub-test scores on the Washburn Self Structure Scale (43) administered to each student teacher. A description of this scale is found on page 37 of this chapter.

The subjects for this study consisted of sixteen men and six women enrolled in a social studies senior student teaching course at North Texas State University, during the fall semester of 1961. They were enrolled in a student teaching split block plan consisting of four weeks of concentrated classwork (six hours a day, three days per week)
prior to the actual student teaching experience and a subsequent period of four weeks of campus course work. All tests were administered during the fourth week of school after the students had had time in which to become acquainted. The class was taught by a faculty member and a graduate assistant. The classroom procedure consisted of informal discussion and group work.

Two sociometric tests were administered to the students. Each student was asked (1) to rank in order every other student in the class on the criterion of acceptability as a teaching companion, and (2) to make a prediction, by the rank order method, as to the composite rank order score of each individual in the class. The composite rank order score was derived by totaling for each student the rank assigned to him by all other students and taking the average of that total. The composite scores for all students were then arranged into rank order.

The accuracy of perception of others' sociometric status was determined by correlating for each student, by the method of rank order correlation, the actual sociometric status of each individual against his prediction of the status. The sociopathic ability score was a correlational result, with a high correlational score representing high sociopathic ability.
Each student teacher's teaching effectiveness was measured through the use of a rating scale completed by the coordinating professor, the graduate assistant, and the students' cooperating teacher. For this study the following traits were utilized as criteria in determining the teaching effectiveness of the student teacher: self control, tact, friendliness and understanding, getting along with others, and maintaining appropriate teacher-pupil relationships. Numerical weight values of 5-4-3-2-1 were assigned to the categories of superior, good, average, poor and inadequate. Each rater assigned one weighted value to represent the composite of characteristics described above, and the total score of the three raters was used as a measure of the level of teaching effectiveness.

To determine the consistency of sociometric standing within the class, as well as to determine if a change in sociopathic ability had occurred as a result of student teaching, a second sociometric measurement was administered after the students had completed their teaching and returned to class for the final four weeks. The scale was administered during the first week after their return to class. Sociometric status and sociopathic ability again were
determined. In order to calculate the consistency of sociometric standing prior to and after student teaching, a Pearson product moment correlation was computed between the two sociometric standings. The significance of the difference between sociopathic mean scores was calculated to ascertain any change in the sociopathic ability of the student teachers as a result of student teaching.

The correlations between sociopathic ability scores, sociometric status, and teaching effectiveness of the student teachers are presented in Table I. An examination of Table I reveals that the correlation between sociopathic ability and sociometric status was not suggestive of a predictable relationship.

<table>
<thead>
<tr>
<th>Correlation Variable</th>
<th>Sociometric Status</th>
<th>Teaching Effectiveness</th>
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<tbody>
<tr>
<td>Sociopathic Ability</td>
<td>.04</td>
<td>.22</td>
</tr>
<tr>
<td>Sociometric Status</td>
<td></td>
<td>.25</td>
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</table>
Also found in Table I are the results of the correlations between sociopathic ability, sociometric status and their relationship to teaching effectiveness. A correlation of .22 between sociopathic ability and teaching effectiveness, and a correlation of .25 between sociometric status and teaching effectiveness suggested further investigation. However, neither of these correlations was significant. The low correlation between sociometric status and sociopathic ability and the moderate correlation between both variables and teaching effectiveness indicated that the two processes may be unrelated.

The effectiveness of teaching techniques used by the individual teacher may be determined by his self concept, and the acceptance by others of characteristics revealed by this concept. In an effort to explore these factors, the Washburn Self Structure Scale (43) was administered to the student teachers and correlated with sociopathic ability and sociometric status.

Table II reveals the results of the correlations between each of the sub-tests of the Washburn Self Structure Scale, sociometric status, and sociopathic ability. Inasmuch as there is an inverse linear relationship between
pairs of traits the correlation will be the same, however, in opposite directions.

**TABLE II**

**CORRELATIONS BETWEEN SELF CONCEPT, SOCIOMETRIC STATUS AND SOCIEMPATHIC ABILITY**

<table>
<thead>
<tr>
<th>Sub-test</th>
<th>Sociometric Status</th>
<th>Sociopathic Ability</th>
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<tbody>
<tr>
<td>Integrative-Actualizing Self</td>
<td>.35</td>
<td>-.02</td>
</tr>
<tr>
<td>Inner-Controlled Self</td>
<td>.26</td>
<td>.13</td>
</tr>
<tr>
<td>Outer-Controlling Self</td>
<td>.54</td>
<td>.21</td>
</tr>
<tr>
<td>Detached-Independent Self</td>
<td>-.35</td>
<td>.02</td>
</tr>
<tr>
<td>Somatic-Primitive Self</td>
<td>-.26</td>
<td>-.13</td>
</tr>
<tr>
<td>Submissive-Dependent Self</td>
<td>-.54</td>
<td>-.21</td>
</tr>
</tbody>
</table>

The hypothesis that sociopathic ability is positively related to self concept was supported only on the sub-tests of Detached-Independent Self, Outer-Controlling Self, and Inner-Controlled Self, but none of the relationships was significant. There was a negative, but not significant, correlation between sociopathic ability and the sub-tests of Integrative-Actualizing Self, Submissive-Dependent Self, and Somatic-Primitive Self.
The hypothesis that sociometric status is positively related to self concept was supported only on the sub-tests of Integrative-Actualizing Self, Inner-Controlled Self, and Outer-Controlling Self. The positive correlation between Outer-Controlling Self and sociometric status was significant at greater than .01 level. There was a negative correlation between sociometric status and the sub-tests of Detached-Independent Self, Submissive-Dependent Self, and Somatic-Primitive Self. The negative correlation between sociometric status and the Submissive-Dependent Self was significant at greater than the .01 level.

A problem which concerns many educators in the field of student teaching was also investigated in this study. Does a time lapse of several weeks, during which time the students are doing their student teaching, have an effect on the class structure when the students return as a group for their additional course work?

The null hypothesis that there will be no significant difference in sociometric status, as a result of a time lapse of nine weeks student teaching was tested. A reliability coefficient of correlation was computed between sociometric standings prior to student teaching and after
the students returned. A correlation of 0.60, significant at the .01 level, was obtained between first and second sociometric ratings. This result confirmed the hypothesis that no significant rank in order would occur sociometrically, and thus the null hypothesis was accepted.

The null hypothesis that there will be no significant difference in sociempathic ability of the student teachers as a result of their student teaching experience was tested statistically. The significance of the difference between the means of the student teacher's sociempathic ability scores prior to student teaching and after completion of student teaching was determined. The resultant t value was 0.47, and did not approach significance. Thus, the null hypothesis was supported.

The correlations between sociempathic ability, sociometric status and teaching effectiveness of secondary student teachers were in the predicted direction, but did not reach significance. Thus, the effectiveness of a teacher may be partly dependent upon his ability to perceive the relative sociometric status of others within a peer group. This finding supports the results of the study conducted by Gage and Suci (19). They found that
accuracy of social perception is positively related to the effectiveness of interpersonal relations. As stated previously, Gronlund (20) found that sociometric status in a group is related to social perception. Though the results of this study do not confirm Gronlund’s finding substantially, the difference may be in the variation of subjects and the level of teaching inasmuch as Gronlund’s subjects were elementary student teachers.

The interrelatedness of sociometric status, sociopathic ability, and teaching effectiveness is an important consideration in a teacher education program. The possible value of a sociometric and sociopathic approach to teacher selection is even greater when one considers the fact that researchers have found little relationship between success and measures of teacher personality structure. The correlations of self concept to sociopathic ability and sociometric status lends slight evidence in support of the possibility that this factor may also be influential in the interpersonal and intrapersonal competency of the teacher within a classroom.

Inasmuch as this pilot study tended to open up a new approach to research in the area of teacher selection, it
was decided that a broader study was in order. The expanded study would include a larger sample of student teachers, both elementary and secondary; a more valid and reliable criterion for evaluating teaching effectiveness; a refined scale to measure sociopathy and sociometric status; and an exploration into additional variables which may be involved in the process of teaching.

Hypotheses

Certain hypotheses have been formulated and will be investigated by statistical analysis of the data collected.

1. There will be a positive relationship between self concept ratings on the Integrative-Actualizing, Outer-Controlling and Inner-Controlled sub-tests of the **Washburn Self Structure Scale** and sociopathic ability of elementary and secondary student teachers, their sociometric status and teaching effectiveness. Inasmuch as there is an inverse linear relationship between each pair of sub-test traits, there will be a negative correlation between self concept ratings on the Detached-Independent, Submissive-Dependent, and Somatic-Primitive scales and the factors of sociopathic ability, sociometric status and teaching effectiveness of elementary and secondary student teachers.
2. There will be a positive relationship between sociompathic ability and sociometric status of elementary and secondary student teachers.

3. There will be a positive relationship between sociempathic ability and mental ability of elementary and secondary student teachers.

4. There will be no significant difference in sociempathic ability of elementary and secondary student teachers enrolled in the split block plan before and after the experience of student teaching.

5. There will be a positive relationship between sociempathic ability and teaching effectiveness of elementary and secondary student teachers.

6. There will be a positive relationship between sociometric status and teaching effectiveness of elementary and secondary student teachers.

7. There will be no significant difference in sociempathic ability between male and female secondary student teachers.

8. There will be no significant differences between elementary and secondary student teachers in sociempathic ability, self concept ratings and mental ability.
9. There will be no significant difference between the above correlations as found in the elementary groups and corresponding correlations in the secondary groups.

10. There will be no significant difference in self concept ratings among subject major groups on a secondary student teaching level.

Basic Assumptions

It is assumed that cooperating teachers are able to rate student teachers reliably and objectively on a statistically reliable rating scale. It is also assumed that all student teachers will have a sufficient opportunity to become acquainted with all other students in each class section. It is further assumed that the subjects are a representative sample of student teachers at North Texas State University.

Definition of Terms

1. From the Washburn Self Structure Scale (43) six self patterns listed from the least mature to the most mature are defined as follows:

   a. Somatic-Primitive Self - evaluates all experiences in terms of somatic effects. This individual seeks
fun, relaxation and escape from responsibility. The dominant somatic primitive self fails to relate positively to authority figures. There is suspiciousness of society and negativism. He does not accept social norms as part of the self. This dominant self is uninhibited and perceives environment largely as a source of immediate need gratification.

b. **Submissive-Dependent Self** - perceives criticism as a major threat to self and attempts to avoid any form of conflict or competition. He prefers to follow the directions of others rather than determine his own course of action.

c. **Detached-Independent Self** - dislikes and avoids social relations; prefers to be alone and avoids seeking help from others. He expects the worst and often feels discouraged, particularly with human nature as it is perceived. He regards a display of deep feeling for anything or anyone as a potential threat to the self.

d. **Outer-Controlling Self** - perceives the self in the role of an executive - making decisions, giving directions, and controlling the activities of others. He tends to be toughminded and aggressive in his relations
with others. This person places a high value on success and pictures self in a position of power and strength.

   e. **Inner-Controlled Self** - places a high value on ethical norms stressed by society. He sets high standards of right and wrong for self and others. Carefully he considers the probable consequences before acting. He tends to be inhibited and to show great respect for parents, teachers and other authority figures.

   f. **Integrative-Actualizing Self** - can accept shortcomings in oneself and others; feels no need for pre-tense; sensitive to the feelings of others and has confidence in human nature. He enjoys the company of others and is self confident and unworried. This person is challenged rather than threatened by the unknown. He seeks out new situations and is stimulated rather than discouraged by criticism from others.

2. **Sociometric Status Score** - the mean of all the ratings which each student receives from his classmates. It is his interpersonal position in the class as measured by the criterion of acceptance and rejection as a teaching companion.

3. **Sociopathy** - a form of social perception which refers to an individual's conscious awareness of his own
and of others' sociometric status in a given group of
which he is a member. The ability to perceive own and
others' status in a group was determined by establishing
discrepancy scores between predicted and actual status.
Each person's sociempathic ability was separated into
sociempathic self ability and sociempathic other ability.

4. **Self Concept** - a relatively enduring aspect of
personality - a motive, attitude or value - by means of
which the individual relates himself to his social en-
vironment, as measured by the *Washburn Self Structure*
Scale.

5. **Student** - a person of senior standing enrolled
in either an elementary or secondary student teaching
block plan during the spring semester of 1962 at North
Texas State University, Denton, Texas.

6. **Cooperating Teacher** - an experienced teacher
employed by a local school system to which a student
teacher has been assigned for approximately eight weeks'
duration. The cooperating teacher has the task of guiding,
directing and evaluating the teaching-learning process of
the student under her responsibility.

7. **Teaching Effectiveness** - the evaluation of class-
room behavior of the student teacher based on the results
of observation and subsequent ratings made by the cooperating teacher. The criteria of teaching effectiveness for this study will be the Classroom Observation Record (33) which is an assessment record of teachers' interpersonal behavior. In this study the cooperating teacher is asked to compare the student teacher against beginning teachers as well as student teachers with whom the cooperating teacher has previously worked.

Description of Subjects

The subjects included in this study were senior students enrolled in the student teaching program at North Texas State University, Denton, Texas, during the spring semester of 1962. There were sixty-seven elementary students and sixty secondary students enrolled in the various student teaching sections. In order to be eligible for student teaching the student must have met the following requirements:

(1) an over-all college average of "C" or better; (2) an average of "C" or better in the teaching field in which the teaching is to be done; (3) an average of "C" or better in previous education courses; or (4) approval by a faculty screening committee in those cases in which it is the judgment of the Dean of the School of Education that such committee approval should be obtained.
The elementary student teachers were enrolled in three split block plan sections. The split block plan consists of four weeks of accelerated course work (approximately six hours a day, three days a week) followed by a period of student teaching for nine weeks, and subsequent return to the campus for another four weeks of course work and discussion of teaching experiences. These students devote the entire semester to their professional preparation, and remain in the same group for all coursework.

One secondary student teaching section was also organized under the split block plan, with the students remaining in the same group for all of their coursework. The other secondary student teaching section, known as the regular block plan, consisted of course work on campus for the first nine weeks followed by student teaching for the last nine weeks of the semester. Prior to the administration of the sociometric tests, each student teacher had spent approximately forty-eight to seventy-two hours with the other students in his specific class. Thus, each subject should have had enough time in which to become acquainted with members of the class section. The self
concept scale was administered to an additional 100 secondary student teachers, enrolled in other regular block plans, in order to ascertain self concept differences among subject major fields.

Description of Instruments

The Otis Quick Scoring Mental Ability Test, Gamme Test for High Schools and Colleges, was administered, under the direction of coordinating faculty members, to all student teachers at North Texas State University, and was used to determine the mental ability and the range of intelligence of the subjects. This was administered during the first few weeks of the spring semester of 1962. The Otis combines verbal and non-verbal items to obtain a quick measure of general mental ability. It is administered in thirty minutes and furnishes a short and easily scored indicator of scholastic aptitude. The test has a split half reliability of 0.87 and the predictive validity against school achievement compares favorably with other tests.

The following scales and tests were also administered to the elementary and secondary student teachers during the spring semester of 1962. These scales and tests were, however administered by the investigator.
Washburn's Self Structure Scale (43) was administered during the fourth week of class in order to measure the self concept of each student. This scale measuring self concept was constructed representing the following theoretical formulations: (1) empirical selves hypothesized by Sarbin; (2) the psycho-social stages developed by Erikson; (3) the character traits described by Freud; (4) personality patterns postulated by Fromm; and (5) the interpersonal attitudes developed by Horney. A cluster analysis revealed six self patterns ranking from least mature to most mature. Split half reliability coefficients were above 0.80 for groups from the tenth grade to college graduates. Inter-correlations between sub-tests ranged from -0.86 to 0.21 with negative correlations describing contrasting self concepts. As a result of the inverse linear relationship between pairs of sub-tests, the sub-test scores were obtained by subtracting the scores made on one sub-test from a total score with the resulting sum representing the score made on the paired sub-test. The sub-tests are from most mature to least mature: (1) Integrative-Actualizing Self; (2) Inner-Controlled Self; (3) Outer-Controlling Self; (4) Detached-Independent Self; (5) Submissive-Dependent Self; and (6) Somatic-Primitive
Self. Explanations of these concepts are found in the Definition of Terms. This scale was the criterion of self concept.

Teaching effectiveness was determined by the Classroom Observation Record (33) with each student teacher being rated by his cooperating teacher upon completion of the period of student teaching. A copy of this Record is shown in the Appendix. This scale, constructed by Ryan and his associates for their teacher characteristic study, is an assessment record developed from teacher behaviors frequently cited in the literature and from reports of specific situations. Included with the assessment blank is a glossary describing behaviorally and operationally the dimensions listed on the assessment blank. This form of rating utilizes a seven-point or seven-interval scale. Observers included in Ryan's study were found to be quite capable of making the discriminations required by a seven-category scale, and the increased spread of scale values appeared to increase the reliability of the assessments. The findings of the researchers revealed that it was not only feasible but also desirable to employ a single assessment form for both elementary and secondary teacher groups. The Classroom Observation Record incorporates for the
purpose of this study sixteen behavior dimensions. Twenty-
two behavior dimensions are used on the original form;
however, the six dimensions not used in this study were
student ratings of the teacher. On the seven-point scale,
marked occurrence of behaviors described by one or the
other poles of the dimension were assigned assessments of
one through seven, an assessment of four representing an
average, or neutral assessment on the dimension.

Inter-rater reliabilities of assessments of twenty-
two teacher and pupil behavior dimensions based on corre-
lations of assessments of first and second observers and
conducted on 1,513 elementary teachers and 1,907 secondary
teachers revealed reliability coefficients ranging from
0.43 to 0.67. These correlational coefficients are based
on item analysis which will tend to increase the reliab-
ility of a total score rating. The total score was ob-
tained by summing the ratings of the cooperating teacher
and this was the criterion of teacher effectiveness.

A sociometric perception scale was administered to
all classes after the students had time in which to become
acquainted with one another within the group, as indicated
earlier in this chapter. This scale was similar to those
used in other social perception studies (2, 20, 36). The scale consisted of a preface sheet for identification of name, age, sex, major teaching field and specific teaching block plan. Three attached lists of the names of all students in each class were included. The directions on page one of the booklet were as follows:

Directions: Next to each student’s name you are to place a number from one to five. One means that you do not want this student to be a teaching companion at all. Two means that you would not like to have this student as a teaching companion. Three means that you do not care whether or not this student is a teaching companion. Four means that you would like to have this student as a teaching companion, and Five means that you would like to have this student as one of your closest teaching companions.

The instructions for page two were comparable to those indicated above; however, these concerned perceived ratings expected from others. The text of the statement on page two of the booklet was as follows:

Directions: Next to each student’s name you are to place a number from one to five. One means that you think, "This person does not want me as a teaching companion at all." Two means that you think, "This person would not like to have me as a teaching companion." Three means that you think, "This person does not care whether or not I am his (or her) teaching companion." Four means that you think, "This person would like to have me as a teaching companion," and Five means that you think, "This person would like to have me as one of her (or his) closest teaching companions."
Page three required each student to rate each of his classmates in terms of total acceptance in the class.

This was a composite score representing the total reaction of the group toward each individual. The instructions on page three were as follows:

Directions: You are now to rate each student in terms of his total acceptance in the class. The number designated by you represents the total reaction of the group toward each individual. Next to each student's name you are to place a number from one to five. One means that you think, "This student will be one of the least acceptable students in the class in terms of a teaching companion." Two means that you think, "This student will have less than average acceptance in this class in terms of a teaching companion." Three means that you think, "This student will have average acceptance in the class in terms of a teaching companion." Four means that you think, "This student will have more than average acceptance in this class as a teaching companion," and Five means that you think, "This student will be one of the most acceptable students in this class in terms of a teaching companion.

As a result of this social perception scale a sociometric status score, a score representing the ability to perceive one's status in a group and a score representing the ability to perceive others' status in a group were obtained.

The sociometric status score indicated how each student was actually rated by his classmates. This score was obtained for each student from the data on page two of the booklets where each student rated all other students in
terms of their suitability as a teaching companion. The sociometric status score was the mean of all the ratings which each student received from his classmates. A low mean score indicated a low sociometric status and a high mean score indicated a high sociometric status.

Sociempathic ability was divided into two measures. They were (1) a student's ability to perceive his own sociometric status within the group, and (2) his ability to perceive others' sociometric status within the group. For purposes of this study, the two measures were called sociempathic self ability and sociempathic other ability, respectively.

The sociempathic self ability score was obtained for each student by summing the discrepancies (without regard to sign) between his predictions of how others rated him and the actual ratings given him by the other individuals. In order to control the variation of total group membership, the summed discrepancy scores were divided by \( N-1 \) for each group member. These scores were then rounded to the nearest hundredth and multiplied by 100. Thus, a mean discrepancy score was calculated for each person. Low scores indicated a high degree of accuracy in perceiving one's sociometric status in a group.
The sociempathic ability score was derived for each student by summing the discrepancies (without regard to sign) between all of the individual predictions made by a subject of the sociometric status of the other members of his group and the corresponding sociometric status score of the latter. In order to control the variation of total group membership the summed discrepancy scores were divided by N-1 for each group member. These scores were then rounded to the nearest hundredth and multiplied by 100. Thus, a mean discrepancy score was calculated for each individual. Low scores once again indicated a high degree of accuracy in perceiving the sociometric status of others in the group.

Procedures for Treating Data

The tenability of the hypotheses of the study was determined by examining the data and treating them statistically in the following manner:

Hypothesis 1 was tested by calculating the Pearson's product moment coefficient of correlation between self concept ratings and sociempathic self and other scores, the mean of the sociometric status scores, and the total scores on the teacher rating scale. This was computed for
both elementary and secondary student teachers. These correlations were then tested for significance.

Hypothesis 2 was tested by calculating the Pearson's product moment coefficient of correlation between soci-empathic ability scores (both self and other) and the mean ratings of the sociometric status scores for each individual. This was computed separately for elementary and secondary student teachers. These correlations were then tested for significance.

Hypothesis 3 was tested by calculating the Pearson's product moment coefficient of correlation between soci-empathic ability scores and mental ability scores for each individual. This was computed separately for elementary and secondary student teachers. These correlations were then tested for significance.

Hypothesis 4 was tested by calculating the significance of the difference between the means of sociopathic ability scores of elementary and secondary student teachers, enrolled in the split block plan, before and after the experience of student teaching.

Hypothesis 5 was tested by calculating the Pearson's product moment coefficient of correlation between soci-empathic ability scores (both self and other) and the total
score on the teacher rating scale for each individual. This was computed separately for elementary and secondary student teachers. These correlations were then tested for significance.

Hypothesis 6 was tested by calculating the Pearson's product moment coefficient of correlation between the mean ratings of the sociometric scaled ratings and the total score on the teacher rating scale for each individual. This was computed separately for elementary and secondary student teachers. These correlations were then tested for significance.

Hypothesis 7 was tested by calculating the significance of the difference between the means of self and other empathic ability scores for male and female secondary student teachers.

Hypothesis 8 was tested by calculating the significance of the difference between the means of sociopathic ability scores, self concept scores and mental ability scores of elementary and secondary student teachers.

Hypothesis 9 was tested by calculating the significance of the difference between correlations of the elementary and secondary student teachers on the correlational
variables mentioned in Hypotheses 1, 2, 3, 5, and 6 where both correlations were significant.

Hypothesis 10 was tested by calculating a simple analysis of variance between the means of the self concept scale scores of the various subject major groups.
CHAPTER BIBLIOGRAPHY


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CHAPTER II

PRESENTATION AND INTERPRETATION OF DATA

Data

This chapter is devoted to the presentation of statistical results as they relate to the hypotheses presented in Chapter I. The data will be analyzed and the findings discussed.

It was stated in Hypothesis 1 that there will be a positive relationship between self concept ratings on the Self-Actualization, Outer-Controlling, and Inner-Controlled sub-tests of the Washburn Self Structure Scale (9) and sociopathic ability of elementary and secondary student teachers, their sociometric status and teaching effectiveness.

In order to test the hypothesis it was necessary to calculate a Pearson product-moment coefficient of correlation between the scores on each sub-test and sociopathic ability scores, sociometric status scores, and teaching effectiveness ratings of the student teachers. The Fisher's test was employed to test the significance of the correlations.
The results of the correlations between the Self Structure Scale sub-test scores and sociopathic ability scores of both elementary and secondary student teachers are presented in Table III. As a result of the manner in which the Self Structure Scale was constructed, there is an inverse linear relationship between the pairs of traits on the Scale. Consequently there are corresponding positive and negative correlations for each pair of traits as they relate to the variables being investigated.

**TABLE III**

**CORRELATIONS BETWEEN SELF CONCEPT RATINGS AND SOCIEMPATHIC SELF SCORES OF STUDENT TEACHERS**

<table>
<thead>
<tr>
<th>Self Concept</th>
<th>Elementary</th>
<th></th>
<th>Secondary</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Empathic Self</td>
<td>P</td>
<td>Empathic Self</td>
<td>P</td>
</tr>
<tr>
<td>Integrative-Actualizing Self</td>
<td>-.12</td>
<td></td>
<td>-.19</td>
<td></td>
</tr>
<tr>
<td>Detached-Independent Self</td>
<td>.12</td>
<td>.</td>
<td>.19</td>
<td></td>
</tr>
<tr>
<td>Inner-Controlled Self</td>
<td>.11</td>
<td>.</td>
<td>.10</td>
<td></td>
</tr>
<tr>
<td>Somatic-Primitive Self</td>
<td>-.11</td>
<td>.</td>
<td>-.10</td>
<td>.</td>
</tr>
<tr>
<td>Outer-Controlling Self</td>
<td>.11</td>
<td>.</td>
<td>.13</td>
<td></td>
</tr>
<tr>
<td>Submissive-Dependent Self</td>
<td>-.11</td>
<td>.</td>
<td>-.13</td>
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</tbody>
</table>
As revealed by Table III, only the correlations between the sub-test scores of Outer-Controlling Self and Inner-Controlled Self and sociempathic self ability scores were in the predicted direction. None of the correlations was significant.

The statistical data yielded by the correlations between the self concept sub-test scores and sociempathic other scores are presented in Table IV.

TABLE IV

CORRELATIONS BETWEEN SELF CONCEPT RATINGS AND SOCIEMPATHIC OTHER SCORES OF STUDENT TEACHERS

<table>
<thead>
<tr>
<th>Self Concept</th>
<th>Elementary Empathic Other</th>
<th>P</th>
<th>Secondary Empathic Other</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrative-Actualizing Self</td>
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<td>.03</td>
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<tr>
<td>Detached-Independent Self</td>
<td>.08</td>
<td>.</td>
<td>-.03</td>
<td>.</td>
</tr>
<tr>
<td>Inner-Controlled Self</td>
<td>-.24</td>
<td>.05</td>
<td>.04</td>
<td>.</td>
</tr>
<tr>
<td>Somatic-Primitive Self</td>
<td>.24</td>
<td>.05</td>
<td>-.04</td>
<td>.</td>
</tr>
<tr>
<td>Outer-Controlling Self</td>
<td>.25</td>
<td>.05</td>
<td>.12</td>
<td>.</td>
</tr>
<tr>
<td>Submissive-Dependent Self</td>
<td>-.25</td>
<td>.05</td>
<td>-.12</td>
<td>.</td>
</tr>
</tbody>
</table>
The hypothesis that the scores on the sub-tests of Integrative-Actualizing Self, Inner-Controlled Self, and Outer-Controlling Self will be positively related to sociopathic other scores was supported only on the sub-test of Outer-Controlling Self for elementary student teachers. The correlation between Outer-Controlling Self and sociopathic other was .25, significant at the .05 level.

This finding may indicate that those student teachers who rate themselves as being controlling, dominating, and powerful people, do so because of previous success in being able to assess the group climate and assert their dominant role. Their self image may be reinforced by their ability to perceive the sociometric status of the group membership, as well as by their need to control these members.

There is a question involved in this result which relates to each of the significant relationships found between self concept and sociopathic ability. Does an individual desire to dominate a group because he has the ability to perceive the group structure, or does he have this perceptive ability because he has to some degree a substantiated attitude of social control over the group?
As a result of the inverse linear relationship between Outer-Controlling Self and Submissive-Dependent Self, there was a correlation of -.25, significant at the .05 level, between sociempathic other ability and Submissive-Dependent Self. This finding may indicate that the individual who is threatened by interpersonal relationships, and prefers to follow the direction of others, does so not only because of intrapersonal conflicts, but also because of a lack of ability to be aware of group sociometric patterns. The ability to perceive the sociometric status of others may possibly be dependent upon one's freedom of psychological contact with them, thus increasing the potentiality of greater and broader experiences in coping realistically with one's own environment.

The data in Table IV indicate a correlation of .24 between the Inner-Controlled Self sub-test and sociempathic other scores of elementary student teachers. Washburn (9) found that individuals who scored high on the Inner-Controlled Self sub-test were inhibited and suppressive of their own needs and desires. They tended to show great respect for authority figures. These intrapersonal needs may at the same time retard the individual's sensitivity
towards assessing the interpersonal atmosphere of a group in which he holds membership. The individual who is "inner-controlled" is one who rigidly conforms to the expectations of others and has little room remaining for accuracy of social perception and distinguishing behavior. This finding is in keeping with Bonney (2), who found that a combination of spontaneous aggressive and friendly traits was much more characteristic of socially acceptable and insightful pupils than of those who were low in interpersonal desirability.

The correlation, as revealed in Table IV, between Somatic-Primitive Self scores of elementary student teachers and sociempathic other ability scores was .24, significant at the .05 level. The Somatic-Primitive Self was defined by Washburn (9) as fun-loving, tending toward expression of feelings freely without regard to social consequences, and perceiving the environment as largely need gratifying. It is significant to note that this type of person has, to a moderate degree, the ability to perceive the sociometric status of others within a group. This person seemingly receives much of his "self" nourishment from the group instead of intrapersonally. Consequently, it may be possible that
he has had to develop this social sensitivity to the status of individuals within a group of which he is a member.

Apparently no strong relationship exists between sociempathic other scores and the sub-tests of Integrative-Actualizing Self and Detached-Independent Self for both elementary and secondary student teachers. No significant correlations between self concept sub-tests and sociempathic other ability for secondary student teachers are shown in Table IV. In summary, the hypothesis that sociempathic other ability is positively related to Integrative-Actualizing Self, Outer-Controlling Self, and Inner-Controlled Self was supported only on the sub-test of Outer-Controlling self for elementary student teachers.

It was stated in Hypothesis 1 that there will be a positive relationship between self concept ratings on the Integrative-Actualizing Self, Outer-Controlling Self, and Inner-Controlled Self sub-tests and the sociometric status of elementary and secondary student teachers. The data in Table V indicate the correlations between the self concept sub-tests and the sociometric status of the student teachers.
**TABLE V**

CORRELATIONS BETWEEN SELF CONCEPT RATINGS AND SOCIO-
METRIC STATUS SCORES OF STUDENT TEACHERS

<table>
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<td></td>
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<td><strong>P</strong></td>
<td></td>
<td><strong>P</strong></td>
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<tr>
<td>Integrative-Actualizing Self</td>
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<td>.05</td>
<td>.19</td>
<td>. .</td>
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<tr>
<td>Detached-Independent Self</td>
<td>-.26</td>
<td>.05</td>
<td>-.19</td>
<td>. .</td>
</tr>
<tr>
<td>Outer-Controlling Self</td>
<td>.12</td>
<td>. .</td>
<td>.02</td>
<td>. .</td>
</tr>
<tr>
<td>Submissive-Dependent Self</td>
<td>-.12</td>
<td>. .</td>
<td>-.02</td>
<td>. .</td>
</tr>
<tr>
<td>Inner-Controlled Self</td>
<td>-.09</td>
<td>. .</td>
<td>-.25</td>
<td>.05</td>
</tr>
<tr>
<td>Somatic-Primitive Self</td>
<td>.09</td>
<td>. .</td>
<td>.25</td>
<td>.05</td>
</tr>
</tbody>
</table>

The hypothesis that there is a positive correlation between Integrative-Actualizing Self, Outer-Controlling Self, and Inner-Controlled Self and sociometric status was confirmed only on the sub-test of Integrative-Actualizing Self for elementary student teachers. The correlation between Integrative-Actualizing Self and the sociometric status of elementary student teachers was significant at the .05 level.
It seems evident that self-perceived ideas of mature and integrated personal and social adjustment tend to provide a firm foundation for acceptance by others. An individual who has confidence in himself and his fellow man reduces the need for defensiveness, and he is no longer emotionally or socially bound. On the other hand, a strong sense of self security can arise from appropriate group status. The question arises as to which of these two processes comes first. Does secure group status provide the stabilizing forces of "integrative-actualization," or does a concept built within the force of self adaptation provide one with social assets positively perceived by others? Washburn (9) describes the Integrative-Actualizing Self as an individual challenged rather than threatened by the unknown, and one who can be acutely sensitive to the feelings of others. Thus, it seems probable that the person who perceives himself as self accepting should also possess the qualities which enhance his sociometric stimulus value.

The correlation between Detached-Independent Self and sociometric status of elementary student teachers was -.26, significant at the .05 level. It seems apparent that the individual who dislikes and avoids social relations is
not to be found socially attractive as a teaching companion. This result supports Jennings (7, p. 204) who found that isolates or near isolates are primarily self bound as contrasted with the highly chosen individuals who are characterized by such traits as sensitivity and orientation to the elements of the total situation, and ability to be creative improvers of their situation as well as the situation of others. If one cannot be sure of himself and his abilities in social situations, then this feeling can become infectious and ultimately felt by those who surround him. Avoidance of social relationships does effectively provide a quarantine against acceptance of that individual by others.

Also revealed in Table V is the correlation of -.25 between Inner-Controlled Self and the sociometric status of secondary student teachers. This correlation was significant at the .05 level. This result was in the opposite direction then that which was originally hypothesized. However, it does substantiate the correlation of -.24 between sociopathic other ability and Inner-Controlled Self. This finding seems to indicate that the person who needs his behavior to be structured by the normative standards established by society and who is suppressive and calculating
in his relations with others, is not accepted by his peers as readily as he might like to be. Perhaps one becomes so over-conforming that he loses all sense of personal self-identity, and though he is able to nurture his own self esteem he has very little to offer others.

As a result of the inverse linear relationship between the scores on the Inner-Controlled Self and Somatic-Primitive Self, it follows that the correlation between Somatic-Primitive Self and sociometric status was .25, significant at the .05 level. This result may show that an individual who is more aggressive in his interpersonal relationships, and fails to relate positively at all times to norms established by authority figures, is considered more socially attractive by his peers.

An inspection of the remainder of the table reveals no other significant relationships. The Outer-Controlling Self sub-test for both elementary and secondary student teachers seems to be slightly correlated with sociometric status while the Submissive-Dependent Self sub-test is slightly correlated in a negative direction with sociometric status. In summary, the hypothesis that sociometric status is positively related to Integrative-Actualizing Self, Outer-Controlling Self, and Inner-Controlled Self was significantly
supported only on the sub-test of Integrative-Actualizing Self for elementary student teachers. The correlation between Outer-Controlling Self and sociometric status was in the predicted direction, but not significant.

It was stated in Hypothesis 1 that there will be a positive relationship between self concept ratings on the Integrative-Actualizing Self, Outer-Controlling Self, and Inner-Controlled Self sub-tests and the teaching effectiveness of elementary and secondary student teachers. The correlations between the sub-tests on the Washburn Self Structure Scale and the scores on the teaching effectiveness scale are presented in Table VI, page 64.

The hypothesis that teaching effectiveness is positively related to Integrative-Actualizing Self, Outer-Controlling Self, and Inner-Controlled Self was supported only on the sub-test of Integrative-Actualizing Self for secondary student teachers. This correlation was .39, significant at the .01 level. The resultant correlation between Detached-Independent Self and teaching effectiveness was -.39, significant at the .01 level.

This significant finding lends support to the concept that a person is more able to accept others if he can first accept himself. The student teacher who feels secure in
TABLE VI
CORRELATIONS BETWEEN SELF CONCEPT RATINGS AND TEACHING EFFECTIVENESS SCORES OF STUDENT TEACHERS

<table>
<thead>
<tr>
<th>Self Concept</th>
<th>Elementary Teaching Effectiveness</th>
<th>P</th>
<th>Secondary Teaching Effectiveness</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrative-Actualizing Self</td>
<td>.07</td>
<td>. .</td>
<td>.39</td>
<td>.01</td>
</tr>
<tr>
<td>Detached-Independent Self</td>
<td>-.07</td>
<td>. .</td>
<td>-.39</td>
<td>.01</td>
</tr>
<tr>
<td>Outer-Controlling Self</td>
<td>-.02</td>
<td>. .</td>
<td>-.10</td>
<td>. .</td>
</tr>
<tr>
<td>Submissive-Dependent Self</td>
<td>.02</td>
<td>. .</td>
<td>.10</td>
<td>. .</td>
</tr>
<tr>
<td>Inner-Controlled Self</td>
<td>-.06</td>
<td>. .</td>
<td>-.15</td>
<td>. .</td>
</tr>
<tr>
<td>Somatic-Primitive Self</td>
<td>.06</td>
<td>. .</td>
<td>.15</td>
<td>. .</td>
</tr>
</tbody>
</table>

the face of change, and seeks new and different learning situations is likely to accept threat and criticism constructively. Because of this the student teacher is likely to adjust to and accept pupils and peers as easily as he accepts himself. The individual who adjusts his behavior to meet the changing classroom environment may be actually encouraging the type of social interaction that makes it possible for pupils to realize their potential.
Furthermore, the individual who attempts to remove himself from a new and unstructured situation tends to withdraw into a world of inadequacy. He anticipates the worst of a situation and his behavior substantiates his perception.

The additional slight correlations between the various sub-tests and the factor of teaching effectiveness do not seem supportive of a predictive relationship between self concept and teaching effectiveness. Only that part of Hypothesis 1 in which it was stated that there will be a positive relationship between the Integrative-Actualizing Self sub-test and teaching effectiveness of secondary student teachers is confirmed. The scores on the sub-test Integrative-Actualizing Self were not related significantly to the teaching effectiveness of elementary student teachers.

It was stated in Hypothesis 2 that there will be a positive relationship between sociopathic ability scores and the sociometric status of elementary and secondary student teachers was tested by a Pearson product-moment coefficient of correlation. The results are presented in Table VII.
TABLE VII

CORRELATIONS BETWEEN SOCIOPATHIC ABILITY SCORES AND SOCIOMETRIC STATUS OF STUDENT TEACHERS

<table>
<thead>
<tr>
<th>Correlation Variable</th>
<th>Elementary</th>
<th>P</th>
<th>Secondary</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sociopathic Self Ability and Sociometric Status</td>
<td>.39</td>
<td>.01</td>
<td>.26</td>
<td>.05</td>
</tr>
<tr>
<td>2. Sociopathic Other Ability and Sociometric Status</td>
<td>.06</td>
<td>.</td>
<td>.03</td>
<td>.</td>
</tr>
</tbody>
</table>

The results of the correlations indicate that there is a positive relationship between sociopathic self scores and sociometric status for both elementary and secondary student teachers. The significance of the correlation between these two variables for elementary and secondary student teachers was .01 and .05 respectively.

An examination of Table VII reveals that sociopathic other ability scores did not correlate significantly with sociometric status for either elementary or secondary student teachers. This finding supports the results of Ausubel and Schiff (1) who found a zero relationship between sociometric status and ability to forecast others'
sociometric status, and a correlation of .26, significant at the .05 level, between sociometric status and ability to predict own sociometric status.

The ability to socially perceive the sociometric status of others within a group and the sociometric status of the perceiver do not seem to be related. However, it was found that sociometric status for both elementary and secondary student teachers is a predictive factor for the ability to perceive the sociometric status of one's self. Perhaps the ability to perceive one's own status within a group increases the potential to contribute to that group, which ultimately enhances that person's sociometric position.

It was stated in Hypothesis 3 that there will be a positive relationship between sociopathic ability and mental ability of elementary and secondary student teachers. The results of the correlations are presented in Table VIII, page 68.

As shown in Table VIII, the correlation between sociopathic other ability scores and mental ability was -.27, significant at the .05 level. This finding seems to show that the higher the intelligence of the secondary student
TABLE VIII

CORRELATIONS BETWEEN SOCIEMPATHIC ABILITY SCORES AND THE MENTAL ABILITY OF STUDENT TEACHERS

<table>
<thead>
<tr>
<th>Correlation Variables</th>
<th>Elementary</th>
<th>P</th>
<th>Secondary</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sociempathic Self Ability and Mental Ability</td>
<td>.05</td>
<td>.</td>
<td>.08</td>
<td>.</td>
</tr>
<tr>
<td>2. Sociempathic Other Ability and Mental Ability</td>
<td>.10</td>
<td>.</td>
<td>-.27</td>
<td>.05</td>
</tr>
</tbody>
</table>

teacher the less able he is to accurately perceive the sociometric status of others within a group. Perhaps this result reflects the kind of motivation, interest patterns, and interpersonal needs of the intellectually superior student. This result may indicate that the intellectually superior secondary student teacher has less need to be sensitive to interpersonal relationships. Concomitantly, perhaps the less intelligent secondary student teacher has a greater and more immediate need to acclimate himself to the interpersonal situation. This result may also reflect a difference in the elementary and secondary student teaching training program. It must be recognized
that academic requirements already have eliminated those students of very low ability. Perhaps the homogeneity of the student teacher groups may have affected the correlations.

A number of studies have been concerned with the relationship between sociometric status and intelligence. Where the sociometric status of the individual has been related with their mental ability, low positive correlations have been general obtained. The findings of a negative correlation between sociempathic other and mental ability may be a confirmation of Bonney's (3) study which revealed that there is a greater tendency for a pupil of high intelligence to have low sociometric status than for a pupil of low intelligence to have high sociometric status. A high mental ability does not insure a high sociometric status, and neither does a high mental ability insure ability to predict the sociometric status of others.

In summary, it was stated in Hypothesis 3 that there will be a positive relationship between sociempathic ability and mental ability of elementary and secondary student teachers. While the results were in the predicted direction, with the exception of sociempathic other ability for
secondary student teachers, the degree of relationship was not significant.

It was stated in Hypothesis 4 that there will be no significant differences in sociopathic ability of elementary and secondary student teachers enrolled in the split block plan before and after the experience of student teaching. In order to test this hypothesis a critical ratio was calculated to test the significance between the means of sociopathic scores. The significance of the difference between the means was first computed by combining the empathic ability scores of all elementary and secondary student teachers. Subsequently, a critical ratio was computed separately for differences between the sociopathic ability means of the elementary and secondary student teachers before and after the experience of student teaching. The results of these calculations are found in Table IX, page 71.

The findings of these analyses indicate that there was no significant difference between the test-retest means for sociopathic ability scores of elementary and secondary student teachers, nor a combination of the two levels. The hypothesis of no significant difference is accepted. It is
| Variable       | Elementary |          |          | Secondary |          |          | Combined |          |          |          |          |          |          |          |          |          |
|----------------|------------|----------|----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|          |
|                | Means 1| 70 | 73 | 27 | 22 | .032 | Means 1| 70 | 61 | 26 | 20 | 1.45 | Means 1| 75 | 72 | 25 | 22 | .762 |
|                | S. D.   | 27 | 22 | .032 | 1.45 | 25 | 22 | .762 |
| Sociopathic    | 1* 2**          | 1* 2**    | CR         | Means 1| 70 | 61 | 26 | 20 | 1.45 | Means 1| 75 | 72 | 25 | 22 | .762 |
| Self           | 69 | 60 | 12 | 11 | 1.86 | 56 | 57 | 14 | 14 | .061 | 65 | 62 | 5 | 5 | 1.20 |
| Other          |           |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |

*Before student teaching
**After student teaching
concluded that the ability to perceive the sociometric status of self and others in a peer group is not changed as a result of a student teaching experience.

It was stated in Hypothesis 5 that there will be a positive relationship between sociempathic ability and teaching effectiveness of elementary and secondary student teachers. The correlational results between sociempathic ability scores and teaching effectiveness ratings of the student teachers are shown in Table X.

<table>
<thead>
<tr>
<th>Correlation Variables</th>
<th>Elementary</th>
<th>P</th>
<th>Secondary</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sociempathic Self and Teaching Effectiveness</td>
<td>.06</td>
<td>.</td>
<td>.25</td>
<td>.</td>
</tr>
</tbody>
</table>

The data presented in Table X indicate that the correlations between sociempathic ability and teaching effectiveness were in the predicted direction, but only one was
significant. The correlation of .25 between sociopathic self and the teaching effectiveness of secondary student teachers was significant at the .05 level.

It should be noted that the correlation between the sub-test of Integrative-Actualizing Self and the teaching effectiveness of secondary student teachers was .39, significant at the .01 level. Studies have shown that better adjusted people are more insightful and self accepting, and are more apt to rate themselves and others realistically (6, 10). The self concept scale of Integrative-Actualizing Self is the most mature sub-test and is representative of acceptance of shortcomings in oneself and others. There seems to be the possibility that those student teachers who consider themselves mature and self accepting are perceived by cooperating teachers as effective student teachers. At the same time there seems to be a tendency for those same pupils who have been considered competent student teachers to have the ability to socially perceive their own status in relation to the interpersonal climate of a peer group. The correlation between sociopathic self and Integrative-Actualizing Self was -.19, which was not significant. However, both of these variables correlated significantly with teaching effectiveness ratings.
of secondary student teachers. It seems highly probable
that the perceptual phenomenon of sociempathic self ability
and the degree to which a person rates his maturity on a
self concept test are unrelated variables. In conclusion,
only that part of the hypothesis in which it was stated
that there will be a positive relationship between soci-
empathic self and the teaching effectiveness of secondary
student teachers is confirmed.

It was stated in Hypothesis 6 that there will be a
positive relationship between sociometric status and teach-
ing effectiveness of elementary and secondary student
teachers. The degree of relationship between these vari-
ables was also obtained by the Pearson's product-moment
coefficient of correlation. The resulting coefficients
are presented in Table XI.

TABLE XI
CORRELATIONS BETWEEN SOCIOMETRIC STATUS AND TEACHING EFFECTIVENESS OF STUDENT TEACHERS

<table>
<thead>
<tr>
<th>Correlation Variable</th>
<th>Elementary</th>
<th>P</th>
<th>Secondary</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociometric Status and</td>
<td>.10</td>
<td>.</td>
<td>.29</td>
<td>.05</td>
</tr>
<tr>
<td>Teaching Effectiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
An examination of Table XI reveals that the correlation between the sociometric status and teaching effectiveness of elementary student teachers was in the predicted direction, but no strong relationship exists. The correlation between sociometric status and teaching effectiveness of secondary student teachers was .29, significant at the .05 level. This result supports that part of Hypothesis 6 which states that there will be a positive relationship between sociometric status and teaching effectiveness of secondary student teachers. This finding is consistent with the results already reported, that the sociopathic self ability scores of secondary student teachers has a significant correlation of .25 with teaching effectiveness, and that sociopathic self ability has a significant correlation of .26 with sociometric status of secondary student teachers.

It was stated in Hypothesis 7 that there will be no significant difference in sociopathic ability between male and female secondary student teachers. In order to test the above hypothesis, the significance of the difference between the means for both sociopathic self and sociopathic other was determined through application of the Fisher's $t$-test. The results are presented in Table XII.
TABLE XII

SIGNIFICANT DIFFERENCES BETWEEN SOCIEMPATHIC ABILITY MEANS OF MALE AND FEMALE SECONDARY STUDENT TEACHERS

<table>
<thead>
<tr>
<th>Variable</th>
<th>Male</th>
<th>S.D.</th>
<th>Female</th>
<th>S.D.</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sociopathic Self</td>
<td>72</td>
<td>25.1</td>
<td>70</td>
<td>20.0</td>
<td>.09</td>
</tr>
<tr>
<td>2. Sociopathic Other</td>
<td>38</td>
<td>14.8</td>
<td>22</td>
<td>12.8</td>
<td>1.08</td>
</tr>
</tbody>
</table>

The data in Table XII indicate that the difference between the means of the sociopathic ability scores for male and female secondary student teachers was not significant. The hypothesis of no significant difference is accepted.

It was stated in Hypothesis 8 that there will be no significant difference between elementary and secondary student teachers in sociopathic ability, self concept ratings, and mental ability. In order to test the hypothesis, the significance of the difference between the means of sociopathic ability scores, self concept ratings, and mental ability scores was ascertained for elementary and secondary student teachers by the use of the critical ratio technique. The results are presented in Table XIII.
TABLE XIII

CRITICAL RATIOS FOR DIFFERENCES BETWEEN THE MEANS OF SOCI-EmpATHIC ABILITY SCORES, SELF CONCEPT RATINGS, AND MENTAL ABILITY SCORES OF ELEMENTARY AND SECONDARY STUDENT TEACHERS

<table>
<thead>
<tr>
<th>Variable</th>
<th>Elementary</th>
<th>Secondary</th>
<th>Critical Ratio</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>S. D.</td>
<td>Mean</td>
<td>S. D.</td>
</tr>
<tr>
<td>Sociopathic Other</td>
<td>624</td>
<td>139.8</td>
<td>698</td>
<td>168.5</td>
</tr>
<tr>
<td>Sociopathic Self</td>
<td>78.2</td>
<td>26.4</td>
<td>78.1</td>
<td>23.1</td>
</tr>
<tr>
<td>Integrative-Actualizing Self</td>
<td>79</td>
<td>15.8</td>
<td>78</td>
<td>13.7</td>
</tr>
<tr>
<td>Detached-Independent Self</td>
<td>41</td>
<td>15.8</td>
<td>42</td>
<td>13.7</td>
</tr>
<tr>
<td>Outer-Controlling Self</td>
<td>68</td>
<td>14.6</td>
<td>65</td>
<td>15.1</td>
</tr>
<tr>
<td>Submissive-Dependent Self</td>
<td>35</td>
<td>14.6</td>
<td>38</td>
<td>15.1</td>
</tr>
<tr>
<td>Inner-Controlled Self</td>
<td>83</td>
<td>16.8</td>
<td>80</td>
<td>18.4</td>
</tr>
<tr>
<td>Somatic-Primitive Self</td>
<td>41</td>
<td>16.8</td>
<td>44</td>
<td>18.4</td>
</tr>
<tr>
<td>Mental Ability</td>
<td>110</td>
<td>7.9</td>
<td>115</td>
<td>9.0</td>
</tr>
</tbody>
</table>

The data in Table XIII indicate that the hypothesis of no significant difference between the means of elementary
and secondary student teachers was confirmed for all but the factors of sociopathic other ability and mental ability.

The difference between the mean sociopathic other ability of elementary and secondary student teachers was significant at the .01 level. An inspection of the means reveals that this difference is in favor of more accurate empathic-other ability by elementary student teachers. There may be varied explanations concerning the result. Perhaps the differences in the teacher education curriculum of elementary teachers produces student teachers who are more sensitive to the interpersonal needs of others. It is possible that students who possess certain self concepts enter a specific level of teaching, and this concept is fundamental to the ability to socially perceive the sociometric status of others. This statement is not supported by the results shown in Table XIII of the differences between self concept means for elementary and secondary student teachers. It may be, however, that these differences are not delineated by the Self Structure Scale used in this study.

A critical ratio of 3.16, which was significant at the .01 level, was obtained for the difference between
means of the mental ability scores of elementary and secondary student teachers. This result was in favor of the secondary student teachers, and it supports an earlier study by Nicksick (8) who found that the mean of the G score on the General Aptitude Test Battery for elementary education majors was lower than all other major fields used in his study.

It was stated in Hypothesis 9 that there will be no significant differences between the correlations as found in the elementary groups and corresponding correlations in the secondary groups. A review of the tables in this chapter reveals that only the correlation between sociopathic self ability and sociometric status was significant for both groups of student teachers. The data in Table VII indicate that the correlation between sociopathic self ability and the sociometric status of elementary student teachers was .39, significant at the .01 level. The correlation between sociopathic self ability and the sociometric status of secondary student teachers was .26, significant at the .05 level. In order to test the significance of the difference between these correlations, the correlations were transformed into Fisher's $z$ scores and a critical ratio was calculated to
test the null hypothesis. A critical ratio of 8.58 was obtained which was significant at the .001 level. The hypothesis of no difference in correlations is rejected. This finding supports the studies by Brownfain (4) and Fey (5) which revealed that individuals with high self acceptance tend to accept others and to feel accepted by others. An individual who truly accepts himself and others may enhance his sociometric choice value. The possibility arises that some aspect of the elementary student teaching training program may increase the student's self insight, thus establishing a closer relationship between sociempathic self ability and sociometric status.

The findings as stated in this chapter show that there are correlations significant for one student teacher group and not significant for the other. A significant negative correlation was obtained between Inner-Controlled Self ($r = -.24$), and sociempathic other ability of elementary student teachers. This correlation was significant at the .05 level.

A significant negative correlation was obtained between Submissive-Dependent Self ($r = -.25$), and sociempathic other ability of elementary student teachers. This
correlation was significant at the .05 level. The correlations between Inner-Controlled Self, Submissive-Dependent Self, and sociopathic other ability of secondary student teachers were not significant.

A significant positive correlation was obtained between Somatic-Primitive Self ($r = .24$), and sociopathic other ability of elementary student teachers. This correlation was significant at the .05 level.

A significant positive correlation was obtained between Outer-Controlling Self ($r = .25$), and sociopathic other ability of elementary student teachers. This correlation was significant at the .05 level. The correlations between Somatic-Primitive Self, Outer-Controlling Self, and sociopathic other ability of secondary student teachers were not significant.

A significant negative correlation was obtained between Detached-Independent Self ($r = -.26$), and the sociometric status of elementary student teachers. This correlation was significant at the .05 level.

A significant positive correlation was obtained between Integrative-Actualizing Self ($r = .26$), and the sociometric status of elementary student teachers. This correlation was significant at the .05 level. The correlations between
Detached-Independent Self, Integrative-Actualizing Self, and the sociometric status of secondary student teachers were not significant.

A significant negative correlation was obtained between Inner-Controlled Self ($r = -0.25$), and the sociometric status of secondary student teachers. This correlation was significant at the .05 level.

A significant positive correlation was obtained between Somatic-Primitive Self ($r = 0.25$), and the sociometric status of secondary student teachers. This correlation was significant at the .05 level. The correlations between Inner-Controlled Self, Somatic-Primitive Self, and the sociometric status of elementary student teachers were not significant.

These findings indicate that the elementary student teacher who is inhibited and overly sympathetic is less likely to have the ability to predict the sociometric status of peers. At the same time the elementary student teacher who is fun-loving and dominating has a high degree of ability to predict the sociometric status of others within a peer group. These sub-test characteristics do not seem to be related to the interpersonal perception of
secondary student teachers. The traits of rigidity and criticalness are seemingly predictive of low sociometric position of elementary student teachers, while the traits of self confidence, sociability, and creativity are predictive of high sociometric status. There seems to be a difference in acceptable characteristics within the sociometric groupings of elementary and secondary student teachers. The secondary student teacher who possesses the characteristics of impulsivity, boldness, and interpersonal aggressiveness has a high sociometric status. At the same time there is a decrease in his sociometric value if he possesses the traits of self control, over-politeness, and inhibition.

A significant positive correlation was obtained between the Integrative-Actualizing Self ($r = .39$) and the teaching effectiveness ratings of secondary student teachers. This correlation was significant at the .01 level.

A significant negative correlation was obtained between the Detached-Independent Self ($r = -.39$) and the teaching effectiveness ratings of secondary student teachers. This correlation was significant at the .01 level. Neither of these correlations were significant for the elementary student teachers.
This finding reveals that the teaching effectiveness of a secondary student teacher increases if he can accept shortcomings in himself and others, is un-worried, sociable, and creative. Concomitantly, the teaching effectiveness of a secondary student teacher decreases if he judges people harshly, often feels discouraged, and dislikes social relationships. However, neither of these self concept characteristics seems to have a relationship to the teaching effectiveness of elementary student teachers. Perhaps this implies that effective student teaching on an elementary level involves intrapersonal and interpersonal characteristics other than those measured by the Self Structure Scale. At the same time the characteristics included in the scale may be those approved by the cooperating teacher on a secondary level.

A significant negative correlation was obtained between the mental ability ($r = -0.27$) and sociempathic other ability of secondary student teachers. This correlation was significant at the .05 level. The correlation between these two variables for elementary student teachers was not significant.

The above difference may be a result of the interpersonal needs of the intellectually superior student teacher.
It was previously reported that there was a significant difference in mental ability between elementary and secondary student teachers in favor of secondary students. The result may also be reflected by the personality structure of the student who enters a specific level of teaching.

A significant positive correlation was obtained between the teaching effectiveness ratings ($r = .25$) and sociempathic self ability scores of secondary student teachers. This correlation was significant at the .05 level. Neither of these variables were significantly correlated with the teaching effectiveness of elementary student teachers.

Perhaps this finding may be explained by the differences in the age of the students taught by the elementary and secondary student teacher. The age level of secondary students is closer to the age of the student teacher, whereas the gap between the ages of the elementary school student and the student teacher is very wide. The personal characteristics of the secondary student teacher which have enhanced his sociometric position may tend to carry over to the secondary school classroom and be accepted by the students and the cooperating teacher. The scale used to
measure teaching effectiveness was constructed along the criteria of interpersonal relationships. Thus the co-operating teacher may rate the secondary student teachers on their interpersonal behavior accepted by both their peer group and the secondary school student. The student teacher who teaches on the elementary level may have to adjust his usual behavior to fulfill the needs of the younger children. This sudden change of a behavioral pattern, if this does occur, may alter to some extent the behavior sociometrically accepted by peers. Consequently, the behavioral criteria he is being rated on by the cooperating teacher may not be the behavior accepted by peers.

The difference in the correlation between sociopathic self and the teaching effectiveness of elementary and secondary student teachers may have a similar explanation. The secondary student teacher who has self insight into his own status within a group may tend to transfer the resultant attitude of self confidence and self assurance into a group of students whose ages are only a few years less than the student teachers. These positive attitudes may produce the classroom behavior rated high by the co-operating teacher. Once again the elementary student
teacher may have accurate perception of his sociometric status within a peer group, but may be uncertain of his status within a group of children much younger than himself. This uncertainty may reduce the relationship of sociopathic self ability and teaching effectiveness ratings of elementary student teachers.

The difference in correlations between sociopathic self ability, sociometric status, and the teaching effectiveness ratings of elementary and secondary student teachers may be a function of the cohesiveness of the student teachers' classes on campus. Perhaps the teaching methods used by student teacher personnel influence the atmosphere of the group, and social perception and sociometric status are dependent upon the cohesiveness of the student teacher group when the sociometric instruments are administered.

It was stated in Hypothesis 10 that there will be no significant difference in self concept ratings among subject major groups on a secondary student teaching level. The subject major groups used in the study were: English, Home Economics, Art, Business, Music, Speech, Industrial Arts, Mathematics, Physical Education, Foreign Languages, and
Social Studies. This hypothesis was tested by calculating a simple analysis of variance between the means of the various subject major groups. The results of the analysis for Integrative-Actualizing Self and Detached-Independent Self concept ratings among subject major groups are presented in Table XIV.

**TABLE XIV**

ANALYSIS OF VARIANCE DATA FOR INTEGRATIVE-ACTUALIZING SELF AND DETACHED-INDEPENDENT SELF CONCEPT RATINGS AMONG MAJOR SECONDARY TEACHING FIELDS

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Variance Estimate</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>3966.1</td>
<td>10</td>
<td>396.61</td>
<td></td>
</tr>
<tr>
<td>Within groups</td>
<td>35083.6</td>
<td>161</td>
<td>217.91</td>
<td>1.82</td>
</tr>
<tr>
<td>Totals</td>
<td>39049.7</td>
<td>171</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The F value secured by the analysis was 1.82 while the value of F necessary for significance at the .05 level is 1.94. The hypothesis of no significant difference in self concept ratings of Integrative-Actualizing Self and Detached-Independent Self among major secondary teaching fields is accepted.
A summary of the results of simple analysis of variance among secondary teaching fields for Inner-Controlled Self and Somatic-Primitive Self concept ratings is indicated in Table XV.

TABLE XV

ANALYSIS OF VARIANCE DATA FOR INNER-CONTROLLED SELF AND SOMATIC-PRIMITIVE SELF CONCEPT RATINGS AMONG MAJOR SECONDARY TEACHING FIELDS

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Variance Estimate</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>2319.4</td>
<td>10</td>
<td>251.94</td>
<td></td>
</tr>
<tr>
<td>Within groups</td>
<td>39232.4</td>
<td>161</td>
<td>243.67</td>
<td>1.03</td>
</tr>
<tr>
<td>Totals</td>
<td>41751.8</td>
<td>171</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The F value obtained by the analysis was 1.03 while the value of F necessary for significance at the .05 level is 1.94. The hypothesis of no significant difference in self concept ratings of Inner-Controlled Self and Somatic-Primitive Self among major secondary teaching fields is accepted.

A summary of the results of simple analysis of variance among secondary teaching fields for Outer-Controlling
Self and Submissive-Dependent Self concept ratings is presented in Table XVI.

**TABLE XVI**

ANALYSIS OF VARIANCE DATA FOR OUTER-CONTROLLING SELF AND SUBMISSIVE-DEPENDENT SELF CONCEPT RATINGS AMONG MAJOR SECONDARY TEACHING FIELDS

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Variance Estimate</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>2481.2</td>
<td>10</td>
<td>248.12</td>
<td>.91</td>
</tr>
<tr>
<td>Within groups</td>
<td>43894.6</td>
<td>161</td>
<td>272.63</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>46375.8</td>
<td>171</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The F value obtained by the analysis was .91 while the value of F necessary for significance at the .05 level is 1.94. The hypothesis of no significant difference in self concept ratings of Outer-Controlling Self and Submissive-Dependent Self among major secondary teaching fields is accepted.

It is concluded that no significant differences exist in self concept ratings among subject major groups on a secondary student teaching level. Thus Hypothesis 10 is confirmed.
Summary

The purpose of this chapter was to present and interpret the statistical results as they related to the hypotheses stated in Chapter I. The statistical findings significantly substantiated the following hypotheses:

1. There is a significantly positive relationship between Outer-Controlling Self concept ratings and sociempathic other ability of elementary student teachers.

2. There is a significantly positive relationship between Integrative-Actualizing Self concept ratings and the sociometric status of elementary student teachers.

3. There is a significantly positive relationship between Integrative-Actualizing Self concept ratings and the teaching effectiveness ratings of secondary student teachers.

4. There is a significantly positive relationship between sociempathic self ability and sociometric status of elementary student teachers.

5. There is a significantly positive relationship between sociempathic self ability and sociometric status of secondary student teachers.

6. There is no significant difference in sociempathic ability of elementary and secondary student teachers.
enrolled in the split block plan as a result of the experience of student teaching.

7. There is a significantly positive relationship between sociempathic self ability and the teaching effectiveness ratings of secondary student teachers.

8. There is a significantly positive relationship between the sociometric status and the teaching effectiveness ratings of secondary student teachers.

9. There is no significant difference in sociempathic ability between male and female secondary student teachers.

10. There is no significant difference in sociempathic self ability, and self concept ratings on the Integrative-Actualizing Self, Detached-Independent Self, Outer-Controlled Self, Submissive-Dependent Self, Inner-Controlled Self, and Somatic-Primitive Self sub-tests between elementary and secondary student teachers.

11. There is a highly significant difference between elementary and secondary student teachers on the correlation between sociempathic self ability and sociometric status in favor of the elementary student teacher.

The following relationships were significant for secondary, but not elementary student teachers: Inner-Controlled Self and sociometric status, Somatic-Primitive...
Self and sociometric status, Integrative-Actualizing Self and teaching effectiveness, Detached-Independent Self and teaching effectiveness, sociempathic other ability and mental ability, sociempathic self ability and teaching effectiveness, and sociometric status and teaching effectiveness.

The following relationships were significant for elementary, but not secondary student teachers: Inner-Controlled Self and sociempathic other ability, Somatic-Primitive Self and sociempathic other ability, Outer-Controlling Self and sociempathic other ability, Submissive-Dependent Self and sociempathic other ability, Integrative-Actualizing Self and sociometric status, and Detached-Independent Self and sociometric status.

12. There is no significant difference in self concept ratings among subject major groups on a secondary student teaching level.

The statistical treatment of data has yielded information on the interrelationship of self concept ratings, sociempathic ability, mental ability, and teaching effectiveness ratings of elementary and secondary student teachers. The variables of sociempathic self, sociometric status, and
the self concept Integrative-Actualizing Self, were found to be highly predictive of the teaching effectiveness of secondary student teachers but not for elementary teachers. The final chapter will summarize the study, draw conclusions, and offer recommendations on the basis of the data gathered.


CHAPTER III

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The primary purpose of this study was to investigate the interrelationships among sociempathic ability, socio-
metric status, self concept ratings, mental ability, and teaching effectiveness of elementary and secondary student
teachers. A secondary purpose was to determine if differ-
ences exist between the sexes with regard to sociempathic
ability; to ascertain if differences exist between ele-
mentary and secondary student teachers in sociempathic
ability, self concept ratings, and mental ability; and to
determine if differences in self concept ratings exist
among subject major groups of secondary student teachers.

The hypotheses of this study were as follows:

1. There will be a positive relationship between
self concept ratings on the Integrative-Actualizing Self,
Outer-Controlling Self, and Inner-Controlled Self sub-
tests and sociempathic ability of elementary and secondary
student teachers, their socioemetric status, and teaching
effectiveness.
2. There will be a positive relationship between sociopathic ability and the sociometric status of elementary and secondary student teachers.

3. There will be a positive relationship between sociopathic ability and mental ability of elementary and secondary student teachers.

4. There will be no significant difference in sociopathic ability of elementary and secondary student teachers enrolled in the split block plan before and after the experience of student teaching.

5. There will be a positive relationship between sociopathic ability and the teaching effectiveness of elementary and secondary student teachers.

6. There will be a positive relationship between sociometric status and teaching effectiveness of elementary and secondary student teachers.

7. There will be no significant difference in sociopathic ability between male and female secondary student teachers.

8. There will be no significant differences between elementary and secondary student teachers in sociopathic ability, self concept ratings, and mental ability.
9. There will be no significant difference between the above correlations as found in the elementary groups and corresponding correlations found in the secondary groups.

10. There will be no significant difference in self concept ratings among subject major groups on a secondary student teaching level.

The subjects in this study were senior students enrolled in the elementary and secondary student teaching program at North Texas State University, Denton, Texas, during the spring semester of 1962. Sixty-seven elementary and thirty secondary student teachers were enrolled in a split block teaching plan consisting of four weeks accelerated course work prior to nine weeks student teaching and subsequent return to the campus for an additional four weeks of accelerated course work. An additional thirty secondary student teachers were enrolled in a regular block plan consisting of nine weeks on-campus course work and nine weeks student teaching.

All student teachers were administered a group mental ability test, a scale designed to measure six areas of self concept, and a scale designed to measure sociometric status and sociopathic ability. Each student teacher was
also rated by the cooperating teacher on a scale designed to measure teaching effectiveness. The self concept scale was administered to an additional 100 secondary student teachers in order to obtain self concept differences among subject major fields. The resulting data were treated statistically by the Pearson product-moment coefficient of correlation, the critical ratio technique, and simple analysis of variance.

Findings

Following the collection and tabulation of the data, an analysis of the results of the investigation revealed the following findings:

1. The first hypothesis was partially sustained. The sub-test Outer-Controlling Self was significantly correlated at the .05 level with the sociopathic other ability of elementary student teachers. The sub-test Integrative-Actualizing Self was significantly correlated at the .05 level with the sociometric status of elementary student teachers, and this sub-test was also significantly correlated at the .01 level with the teaching effectiveness of secondary student teachers.

The correlation between the sub-test Integrative-Actualizing Self and the sociometric status of secondary
student teachers was in the predicted direction, and almost reached significance at the .05 level. The following variables were slightly correlated, but not significantly, in the predicted direction: the sub-test Inner-Controlled Self and the sociopathic self ability of student teachers; the sub-test Outer-Controlling Self and the sociopathic self ability of student teachers; the sub-tests Integrative-Actualizing Self, Inner-Controlled Self, Outer-Controlling Self, and the sociopathic other ability of secondary student teachers; the sub-test Outer-Controlling Self and the sociometric status of student teachers; the sub-test Integrative-Actualizing Self and the teaching effectiveness of elementary student teachers; and the sub-test Outer-Controlling Self and the teaching effectiveness of secondary student teachers.

2. The second hypothesis was also partially sustained. A correlation, significant at the .01 level, was obtained between the sociopathic self ability and the sociometric status of elementary student teachers. A correlation which was significant at the .05 level was calculated between the sociopathic self ability and the sociometric status of secondary student teachers. There was also a slight positive relationship, but not significant,
between the sociopathic other ability and the sociometric status of elementary student teachers.

3. The third hypothesis was partially confirmed. There were positive relationships between the mental ability of elementary and secondary student teachers and sociopathic self ability, and a positive relationship between the mental ability of elementary student teachers and sociopathic other ability. None of these correlations reached the .05 level of significance.

4. The fourth hypothesis was also confirmed; that is, there were no significant differences in sociopathic ability of the student teachers enrolled in the split block plan before and after the experience of student teaching.

5. The fifth hypothesis was partially sustained. There was a positive, but not significant, relationship between sociopathic ability and teaching effectiveness of student teachers. Only the correlation between sociopathic self ability and teaching effectiveness of secondary student teachers was significant. This correlation was significant at the .05 level.

6. The sixth hypothesis was partially accepted. There was a positive relationship between the sociometric
status and the teaching effectiveness of student teachers. However, only the correlation between the sociometric status and the teaching effectiveness of secondary student teachers was significant at the .05 level. The correlation between these two factors for elementary student teachers was not significant.

7. The seventh hypothesis was sustained. There was no significant difference in sociopathic ability between male and female secondary student teachers.

8. The eighth hypothesis was partially confirmed; that is, some significant differences were found between the elementary and secondary student teachers in sociopathic other ability and mental ability.

9. The ninth hypothesis was partially sustained. There was a highly significant difference between elementary and secondary student teachers on the correlation between sociopathic self ability and sociometric status. There were also correlations significant for one student teacher group but not significant for the other.

The following relationships were significant for secondary, but not elementary student teachers: Inner-Controlled Self and sociometric status, Somatic-Primitive
Self and sociometric status, Integrative-Actualizing Self and teaching effectiveness, Detached-Independent Self and teaching effectiveness, sociempathic other ability and mental ability, sociempathic self ability and teaching effectiveness, and sociometric status and teaching effectiveness.

The following relationships were significant for elementary, but not secondary student teachers: Inner-Controlled Self and sociempathic other ability, Somatic-Primitive Self and sociempathic other ability, Outer-Controlling Self and sociempathic other ability, Submissive-Dependent Self and sociempathic other ability, Integrative-Actualizing Self and sociometric status, and Detached-Independent Self and sociometric status.

10. The tenth hypothesis was accepted. There was no significant difference in self concept ratings among subject major groups on a secondary student teaching level.

Conclusions

The statistical treatment of data has yielded information concerning the interrelationships of sociempathic ability, sociometric status, self concept ratings, and teaching effectiveness ratings of elementary and secondary
student teachers. Although the data were secured at North Texas State University and the conclusions apply only to this population, generalizations may be drawn for other institutions and similar situations.

It can be concluded that self concept ratings are not significantly related to the student teacher's ability to predict his own sociometric status within a peer group. However, the sub-tests of Somatic-Primitive Self and Outer-Controlling Self are significantly related to the sociopathic other ability of elementary student teachers. It seems evident that the student teacher who evaluates all experiences in terms of pleasure and fun, and the student teacher who perceives himself in the role of an aggressive executive commanding the respect of others, is better able to predict the sociometric status of others within a peer group. At the same time there was a significantly negative relationship between the sub-tests of Inner-Controlled Self and Submissive-Dependent Self and sociopathic other ability of elementary teachers. Thus the conforming, self controlled person, and the passive, non-resistant individual are less able to socially perceive the sociometric status of others.
It may be inferred from the findings that the sociometric status of elementary student teachers was significantly related to the Integrative-Actualizing Self sub-test. If an elementary student teacher is sociable, creative, and accepting, he is likely to have a high sociometric position within a group of peers. The sociometric status of secondary student teachers was found to be significantly related to the Somatic-Primitive Self sub-test. This indicates that a secondary student teacher is likely to be highly chosen sociometrically if he is fun loving and lacks rigid inner controls. There were significantly negative relationships between the Detached-Independent Self sub-test and the sociometric status of elementary student teachers, and Inner-Controlled Self sub-test and the sociometric status of secondary student teachers. The withdrawn and rigid elementary student teacher and the inhibited and over-pleasing secondary student teacher are not highly chosen sociometrically.

According to self concept ratings, the teaching effectiveness of secondary student teachers can be significantly predicted from the most mature sub-test; that is, the Integrative-Actualizing Self sub-test. No other self
concept sub-test significantly correlated with teaching effectiveness for either elementary or secondary student teachers.

Furthermore, there was a predictive relationship between the student teacher's sociometric status and the ability to predict their own sociometric status within a group of peers. There was, however, a strong tendency for the ability to predict the sociometric status of others to decline with increased mental ability of secondary student teachers.

As a result of the statistical findings, it may further be concluded that the experience of student teaching has no significant effect on the social perception of one's own and others' sociometric status within a student teaching peer group. As a group, the factors of sociopathic self ability, sociometric status, and the self concept sub-test of Integrative-Actualizing Self were found to be highly predictive of secondary student teaching effectiveness.

Based on the statistical results it was apparent that no significant difference in sociopathic ability existed between male and female secondary student teachers.
The mental ability of the secondary student teachers was significantly greater than that of the elementary student teachers. It was concluded that students who enter specialized subject matter teaching on a secondary level are better equipped mentally than students who enter the elementary field of teaching at this university. The ability to predict the sociometric status of others was significantly higher for elementary student teachers than for secondary student teachers. This suggests that the curriculum for elementary student teachers may be more conducive to the development of awareness of the interpersonal needs of others.

The correlation between sociometric status and sociopathic self ability was significantly higher for elementary student teachers than the correlation between sociometric status and sociopathic self ability for secondary student teachers. Concomitantly, correlations between some of the variables were significant for one group of student teachers, but not significant for the other. It may be inferred that differences in personality structure, mental ability, and student teacher training tend to produce differences in correlational results.
between these interpersonal and intrapersonal processes
of elementary and secondary student teachers.

Finally, it was indicated that according to self
collection ratings, no major teaching field on a secondary
teaching level has a significantly different and more
mature concept of self. In general, both student teaching
programs are turning out student teachers with ap-
proximately the same self concepts, as measured by the
Self Structure Scale.

Recommendations

On the basis of the findings, it is recommended that:

1. Further studies be conducted into the nature of
empathic ability and to investigate factors underlying
the variations in sociempathic ability existing among
individuals, such as temperament factor, mental ability,
socio-economic background, other personality variables,
the structure of group membership, the time in group, and
age levels.

2. Further studies be carried out to determine why
sociempathic self and sociempathic other abilities are
seemingly unrelated traits.
3. Subsequent research investigate the factors underlying the differences in social stimulus value of the self concepts as they related to the sociometric position of elementary and secondary student teachers.

4. Further research investigate if the sociopathic ability of an individual can be developmentally trained during a teacher education program.

5. Further research investigate personality and/or self concept factors as they relate to the vocational selection of specific teaching levels.

6. That teacher education personnel utilize the predictive factors of sociopathic other ability, sociometric status, and self concept scores on the Integrative-Actualizing Self sub-test, in the selection and counseling of secondary student teachers in a professional program.
APPENDIX

CLASSROOM OBSERVATION RECORD

Student Teacher

Class or Subject

Date

Number of pupils in class

School and City

Cooperating Teacher

DIRECTIONS:

Please circle for each dimension of teacher behavior the numerical value which best approximates the student teacher's behavior throughout the period of student teaching. The "teacher behavior" represents attitudes and/or behavior shown by the student teacher in the classroom.

a. Please use the numbers at the extreme, "1," "2," "6" or "7," to represent a high degree and/or frequency of behavior along the dimension.

b. Please use the numbers adjacent to the center, "3" or "5," to represent a noticeable degree and/or frequency of behavior along the dimension.

c. Please use the number "4" to represent the average or typical degree and/or frequency of behavior along the dimension.

The glossary defines the behavior representing the extremes as designated by the numbers "1" and "7." Using these descriptions of extreme behavior as reference points mark along the dimension the number which most adequately represents the degree and/or frequency of behavior indicated by the student teacher under your supervision. Arriving at your judgment please think of the beginning teachers you have known as well as the student teachers you have worked with.
It will be appreciated if you will MARK ALL DIMENSIONS.

TEACHER BEHAVIOR

1. Partial 1 2 3 4 5 6 7 Fair
2. Autocratic 1 2 3 4 5 6 7 Democratic
3. Aloof 1 2 3 4 5 6 7 Responsive
4. Restricted 1 2 3 4 5 6 7 Understanding
5. Harsh 1 2 3 4 5 6 7 Kindly
6. Dull 1 2 3 4 5 6 7 Stimulating
7. Stereotyped 1 2 3 4 5 6 7 Original
8. Apathetic 1 2 3 4 5 6 7 Alert
9. Unimpressive 1 2 3 4 5 6 7 Attractive
10. Evading 1 2 3 4 5 6 7 Responsible
11. Erratic 1 2 3 4 5 6 7 Steady
12. Excitable 1 2 3 4 5 6 7 Poised
13. Uncertain 1 2 3 4 5 6 7 Confident
14. Inflexible 1 2 3 4 5 6 7 Adaptable
15. Pessimistic 1 2 3 4 5 6 7 Optimistic
16. Immature 1 2 3 4 5 6 7 Integrated

TEACHER BEHAVIOR

1. Partial  
   a. Corrected or criticized certain pupils repeatedly.
   b. Expressed suspicion of motives of a pupil.

5. Expressed suspicion of motives of a pupil.
   a. Treated all pupils approximately equally.
   b. Based criticism or praise on factual evidence, not hearsay.
<table>
<thead>
<tr>
<th>2. <strong>Autocratic</strong></th>
<th>3. <strong>Aloof</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Interrupted pupils although their discussion was relevant.</td>
<td>a. Stiff and formal in relations with pupils</td>
</tr>
<tr>
<td>b. Always directed rather than participated.</td>
<td>b. Routine and subject matter only concern; pupils as persons ignored.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4. <strong>Restricted</strong></td>
<td>5. <strong>Harsh</strong></td>
</tr>
<tr>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>a. Recognized only academic accomplishments of pupils; no concern for personal problems</td>
<td>a. Hypercritical; fault-finding</td>
</tr>
<tr>
<td>b. Was impatient with a pupil.</td>
<td></td>
</tr>
<tr>
<td>6. <strong>Dull</strong></td>
<td>7. <strong>Responsive</strong></td>
</tr>
<tr>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>a. Uninteresting, monotonous explanations.</td>
<td>a. Approachable to all pupils.</td>
</tr>
<tr>
<td>b. Failed to capitalize on pupil interests.</td>
<td></td>
</tr>
<tr>
<td>8. <strong>Understanding</strong></td>
<td>9. <strong>Kindly</strong></td>
</tr>
<tr>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>a. Showed awareness of a pupil's personal emotional problems and needs.</td>
<td>a. Went out of way to be pleasant and/or to help pupils; friendly</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>10. <strong>Stimulating</strong></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>a. Highly interesting presentation; got and held attention without being flashy.</td>
<td>a. Highly interesting presentation; got and held attention without being flashy.</td>
</tr>
<tr>
<td>b. Took advantage of pupil interests.</td>
<td></td>
</tr>
</tbody>
</table>
7. **Stereotyped**
   a. Would not depart from procedure to take advantage of a relevant question or situation.
   b. Not resourceful in answering questions or providing explanations.

8. **Apathetic**
   a. Seemed listless, languid, lacked enthusiasm.
   b. Passive in response to pupils.

9. **Unimpressive**
   a. Inappropriately dressed.
   b. Possessed distracting personal habits.

10. **Evading**
    a. Avoided responsibility; disinclined to make decisions.
    b. Assignments and directions indefinite.

11. **Erratic**
    a. Impulsive; uncontrolled; temperamental; unsteady.
    b. Inconsistent.

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**Original**

a. Used what seemed to be original and relatively unique devices to aid instruction.

b. Resourceful in answering questions; had many pertinent illustrations available.

**Alert**

a. Appeared buoyant; wide-awake; enthusiastic about activity of the moment.

b. Prompt to "pick up" class when pupils' attention showed signs of lagging.

**Attractive**

a. Well-groomed; dress showed good taste.

b. Free from distracting personal habits.

**Responsible**

a. Assumed responsibility; made decisions as required.

b. Gave definite directions.

**Steady**

a. Calm; controlled.

b. Stable, consistent, predictable.
12. **Excitable**

a. Hurried in class activities; spoke rapidly using many words and gestures.
b. Was "jumpy"; nervous.

13. **Uncertain**

a. Seemed unsure of self; faltering, hesitant.
b. Disturbed and embarrassed by mistakes and/or criticism.

14. **Inflexible**

a. Rigid in conforming to routine.
b. Impatient with interruptions and digressions.

15. **Pessimistic**

a. Skeptical
b. Frowned a great deal; had unpleasant facial expressions.

16. **Immature**

a. Appeared naive in approach to classroom situations.
b. Self-pitying; complaining; demanding.
c. Boastful; conceited.

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**Poised**

a. Unruffled by situation that developed in classroom; dignified without being stiff or formal.
b. Unhurried in class activities; spoke quietly and slowly.

**Confident**

a. Seemed sure of self; self-confident in relations with pupils.
b. Undisturbed and unembarrassed by mistakes and/or criticism.

**Adaptable**

a. Flexible in adapting explanations.
b. Met an unusual classroom situation competently.

**Optimistic**

a. Genial
b. Looked on bright side; spoke optimistically of the future.

**Integrated**

a. Maintained class as center of activity; kept self out of spotlight; referred to class's activities, not own.
b. Emotionally well controlled.
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Bulletin


Unpublished Materials
