SOCIAL MOBILITY OF THE TEACHER: A POSSIBLE DETERMINANT OF ANXIETY AND ACADEMIC PROGRESS OF LOWER SOCIO-ECONOMIC BOYS

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SOCIAL MOBILITY OF THE TEACHER: A POSSIBLE DETERMINANT OF ANXIETY AND ACADEMIC PROGRESS OF LOWER SOCIO-ECONOMIC BOYS

DISSERTATION

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By

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CHAPTER I

INTRODUCTION

When one contemplates the educational program of a society, he must consider the structure of that society. Of particular concern are (1) those to be educated, (2) those responsible for educating, and (3) the interaction of those to be educated with the educators. Regarding those to be educated, the pupils of lower socio-economic status probably comprise more than 60 per cent of the elementary public schools' membership in the United States (2, p. 277; 17, p. 458). Of those responsible for educating, it was indicated in an extensive study by Ward S. Mason (15, p. 12) in 1956 and a later study in 1965 by the Research Division of the National Education Association (20, p. 15) that more than 60 per cent of the public school teachers had social status above that of their origin. As for the interaction of those to be educated with the educators, it has been posited that although forward looking educators have done considerable thinking, talking, and writing about the problem, there seems to be a paucity of reliable research concerning the improvement of relations between lower class children and teachers generally (17, p. 476). This study was an effort to gain insight into the
effect of the teacher's upward social mobility as a factor influencing anxiety and academic progress of lower socio-economic boys.

Statement of the Problem

The problem of this study was the effect of social mobility of teachers on the anxiety and academic progress of lower socio-economic boys in spelling and arithmetic skills.

The problem was divided into the following sub-problems:

1. How do socially mobile and socially non-mobile teachers compare on the California “F” Scale measure of personality authoritarianism?

2. How do lower socio-economic boys taught by socially mobile teachers change on a manifest anxiety measure in comparison with lower socio-economic boys taught by socially non-mobile teachers?

3. How do lower socio-economic boys taught by socially mobile teachers compare in the academic progress of spelling skills with lower socio-economic boys taught by socially non-mobile teachers?

4. How do lower socio-economic boys taught by socially mobile teachers compare in the academic progress of arithmetic skills with lower socio-economic boys taught by socially non-mobile teachers?
Purpose of the Study

The purpose of this study was to isolate upward social mobility as a teacher characteristic and to investigate the contribution of this phenomenon to the following:

1. authoritarianism in teacher personality
2. high anxiety on the part of lower socio-economic boys
3. the learning of simple and complex academic skills on the part of lower socio-economic boys.

Hypotheses

The following hypotheses were tested statistically:

1. The socially mobile teachers will score significantly higher on the California \( F \) Scale measure of personality authoritarianism than will the socially non-mobile teachers.

2. The anxiety increase of lower socio-economic boys taught by socially mobile teachers will be significantly greater than the anxiety increase of lower socio-economic boys taught by socially non-mobile teachers.

3. The academic progress in spelling skills of the lower socio-economic boys taught by the socially mobile teachers will be significantly greater than the academic progress in spelling skills of the lower socio-economic boys taught by the socially non-mobile teachers.

4. The academic progress in arithmetic skills of the lower socio-economic boys taught by the socially mobile
teachers will be significantly less than the academic progress in arithmetic skills of the lower socio-economic boys taught by the socially non-mobile teachers.

Background and Significance of the Study

The theoretical and empirical framework of this study was developed from the incorporated ideas and studies of authorities indicating (1) that socially mobile teachers are more authoritarian, especially toward lower socio-economic pupils, (2) that authoritarian leadership causes anxiety on the part of the follower, and (3) that high anxiety abets the learning of simple tasks but inhibits the learning of complex tasks. This study was an effort of inquiry regarding the interrelationship and effects of these aspects as they apply to the interaction of the socially mobile teachers and lower socio-economic boys in the classroom.

Authoritarianism: A Characteristic of Socially Mobile Teachers

Many authors (4, 5, 10, 11, 17, 23, 24, 27) present evidence that socially mobile teachers are more authoritarian, especially toward the lower socio-economic pupils. McCandless states that there is tenuous evidence of a relationship between lower class socio-economic status and authoritarianism, and he gives possible reasons for this relationship. Lower class status and authoritarianism may be related because of
(1) child-rearing practices, (2) less love-oriented disciplinary methods, (3) the vulnerability to threat from authoritarian figures (such as the police and the boss), (4) being more directly in contact and competition with minority groups, and (5) because of social threat, and other general educational-cultural factors characteristic of the lower socio-economic class milieu (17, p. 395).

The dominating teacher is essentially a socially insecure person. Social insecurity may result from general appearance, failure in heterosexual adjustment, low social status of family (a high proportion of teachers are from the upper-lower and lower-middle classes), failure to be accepted socially in high school, etc. (4, p. 4). A recent investigation by G. W. Willingham (25, p. 94) indicates that prospective elementary teachers from a lower socio-economic background have personality liabilities that imply social insecurity. The study pointed out that socio-economic background seemed a most important factor relating to mental health adjustment. The prospective elementary teachers from lower socio-economic backgrounds were more emotionally unstable, were bothered more with feelings of inadequacy, and were more concerned with physical defects than were prospective elementary teachers from middle and upper socio-economic backgrounds (25, p. 95).
If lower socio-economic status, feelings of insecurity, and authoritarianism are generally personality concomitants, and if rather permanent personality attitudes are formed early in life, then it follows that socially mobile teachers who were reared in a lower socio-economic milieu would be authoritarian unless their attitudes were changed (11, p. 37).

The socio-economic status of the pupil and the teacher seems to be an important factor in determining the type of interaction they will experience in the classroom. Although socially mobile as well as socially non-mobile teachers act more authoritarianly toward lower socio-economic pupils, the socially mobile teachers are considerably more domineering.

A study by J. W. Hart indicated that socially mobile and socially non-mobile teachers (1) were not significantly different in their interactions (integrative-dominative) with high socio-economic status pupils; (2) were both more domineering toward the lower socio-economic status pupils; but (3) that the socially mobile teachers were significantly (5 percent level) more domineering in their interactions with lower socio-economic status pupils.

Conjectural syndromes have been presented in an effort to explain the authoritarianism of the socially mobile teacher, especially toward the lower socio-economic status person. Research indicates that the socially mobile teacher tends to be
afraid of people of lower social status (5, p. 139). They remind him of his social origins and of the possibility of failure (11, p. 368). Lower socio-economic status persons keep him aware of the consequences of the loss of status (23, p. 20). The usual reaction to threat seems to be to resort to authoritarian techniques in an effort to maintain status (27, p. 189). A power-oriented person views the world as hostile and feels that he must control others in order to protect himself (24, p. 254). Many socially mobile teachers are dominating essentially as a result of their social insecurity (4, p. 4).

Authoritarian Leaders: Anxiety for Followers

If teachers in general and socially mobile teachers specifically are more authoritarian in their interaction with the lower socio-economic status pupils, one becomes concerned over the physical, mental, social, and emotional state of these pupils. One ponders on the possible resulting attitudes, cognitive processes, emotional, and physical reactions of these pupils to such persistent teacher domination. According to John Withall, a sustained domimative pattern was consistently disliked by pupils generally; it reduced their ability to recall the material studied, and produced disruptive anxiety as indicated by galvanic skin responses and changes in the heart-beat rates (26, p. 347). One's attention is directed to the
physical evidence of anxiety as measured by the pulse rate and skin galvanometer due to the sustained dominative (authoritarian) pattern. The inferior teacher attempts to dominate and therefore creates an atmosphere of tension, fear, hostility, and mutual distrust (4, p. 3).

An observational study of the classroom behavior of pupils taught by a dominative teacher as compared with the behavior of pupils taught by an integrative teacher revealed that pupils of the former exhibited significantly greater frequencies of the following behavior: (1) looking up, (2) undetermined child-child verbal contacts, (3) playing with foreign objects, (4) conforming to teacher domination, and (5) not conforming to teacher domination. Pupils of the more dominative teacher were less frequently observed (1) making voluntary social contributions, (2) voluntarily indicating that they wished to do something or say something, (3) voluntarily expressing appreciation, and (4) telling experiences or making suggestions in response to the teacher's open invitation or question (1, p. 81). For this study it was inferred that such pupil behavior can be interpreted as being due to anxiety resulting from the interaction with the dominative (authoritarian) teacher.

Perhaps the best known studies comparing the effects of laissez faire, democratic, and autocratic leadership on group behavior are those conducted by Lewin, Lippitt, and White (14).
Trained leaders in their respective roles worked with clubs composed of young boys. The tension was greater in the autocratic atmosphere than it was in either the laissez faire or democratic situations (14, p. 99). According to these authors, the greater degree of tension and hostility in the autocratic-led groups adversely affected the children's feelings of security (13, p. 271).

If teachers in general—and socially mobile teachers specifically—interact in a more authoritarian manner toward the lower social status pupils, and if authoritarian interaction begets anxiety proportionately, it follows that the lower social status pupils of the socially mobile teachers will experience more anxiety. One is reminded that according to the galvanic skin responses and change in heartbeat rates (26), observed pupil behavior (1), and the tension in groups under various types of leadership (13, 14) the relationship of authoritarian leadership and anxious followership seems feasible.

**High Anxiety Abets Simple Learning, But Inhibits Complex Learning**

Many studies indicate that level of anxiety influences the level of learning possible (3, 6, 8, 9, 16, 19, 21). The Hullian theory suggests that a high level of anxiety facilitates simple learning, but beyond an optimal point hampers complex learning (21, p. 183). Excessive anxiety hinders learning; a great body of evidence shows that extreme, persistent
anxiety hinders at least certain types of learning in both sub-human species and man. Yet some data suggest that anxiety facilitates very simple forms of learning (8, p. 496).

It seems that pupils who measure high on an anxiety measure learn simple tasks somewhat better than pupils who measure low on an anxiety measure. On the learning of difficult tasks, however, pupils who measure high on an anxiety measure do significantly less well than the low-anxious pupils. In a study by Castaneda et al., concerning fifth-grade children in a learning task as a function of their scores on the Children's Manifest Anxiety Scale, adapted from Taylor's Adult Form, the high-anxious group's performance on the complex components of the task was significantly inferior, with a tendency to superior performance on the less difficult components in comparison with the low-anxious group's performance (3, p. 328). One should note that the low-anxious group's performance was significantly superior on the more difficult task components, but inferior on the simple task components.

A study by E. K. Montague (16) involving the learning of three lists of nonsense syllables of varying degrees of difficulty suggests how anxiety level plays a role in learning to spell. Three separate nonsense syllable lists of verbal learning tasks were made to vary in their relative number of correct and incorrect response tendencies by the manipulation
of intralist similarity and association value. The three lists to be learned were given to independent groups of anxious and non-anxious subjects. The anxious subjects performed less well than the non-anxious subjects on the difficult task, showed greater improvement of performance as the task became easier, and surpassed the non-anxious subjects on the task with the least number of incorrect response tendencies (18, p. 91).

In a study by Ned Flanders (7) it was found that student achievement in mathematics was higher in classes taught by teachers using the "indirect influence" method of teaching in comparison with teachers using the "direct influence" method. If one accepts the "direct influence" method as being more authoritarian and infers higher anxiety on the part of the pupils, then the Flanders study serves analogously for this study. Explanation of some of the contrasting characteristics of the "direct" and "indirect" influence methods should lend credence to this position. The teachers whose interactions with the pupils were characterized by the "direct influence" method were teachers who gave direction, criticized and/or justified. The "indirect influence" method of teaching was exemplified by the teachers who accepted the feelings, praised or encouraged, and accepted or used the ideas of the pupils (7). Perhaps it is presumptuous to equate "direct influence" with authoritarianism and to infer a higher level of
anxiety of the pupils as the important factor which might have inhibited mathematics achievement, but due to information from previously presented research, the implication is made for this study.

For this study, spelling skills were considered a simple learning task whereas arithmetic skills were considered a complex learning task. The skills vary because of the way in which they are learned and particularly in the way in which they are tested for this study. Spelling is often learned by rote, memorization, kinesthetically, or by sight recognition. Spelling is learned from lists of associated words organized in a logical order with a central theme or operation. As evidenced by the learning of nonsense syllables (18), letter combinations (and words) can be learned without being understood. Arithmetic skills (for this test) require abstract conceptualization and understanding concept formation are considered more difficult than the memorization of letter combinations (12, p. 191).

The kind of learning tested by the spelling and arithmetic tests of the Iowa Tests of Basic Skills differ considerably. The spelling test requires only that one identify the misspelled word, if there is one, in a group of four words (22, p. 27). Recognition is one of the simpler tests of mental processes (12, p. 192). Although the arithmetic test (Part A - 1) of
the Iowa Tests of Basic Skills is called a skills test, it is designed to measure the knowledge and understanding of the meanings and relationships of numbers and not merely their manipulation (22, p. 36). Therefore, spelling skills are considered a simple learning task, and arithmetic skills are considered a complex learning task.

The third portion of the background and significance of this study concerned high anxiety as an asset in learning simple tasks but a liability in learning complex tasks. Studies in general were presented to indicate that level of anxiety influences level of learning (6, 8, 9, 16, 19, 21). A study by E. K. Montague illustrated that lists of nonsense syllables could be made a simple (analogous to spelling lists) or complex learning task, with high anxiety subjects doing better on the former but less well on the latter (18). It was cited that pupils (low anxiety inferred) of teachers using the "indirect influence" (less authoritarian) methods of teaching made greater achievement in mathematics (7). For this study the rationale was presented for classifying spelling skills as a simple learning task and arithmetic skills as a complex learning task (22). There seems to be an inverse relationship between anxiety and learning complexity with a geometrically proportional relationship between anxiety and learning simplicity.
Summary

In summary, it is evident that all of the studies have not involved socially mobile teachers or lower socio-economic boys. Neither anxiety as a factor in learning spelling and arithmetic skills nor authoritarianism, per se, as a characteristic of social mobility has been evident in all of the studies. The lack of such studies gives added significance to the need, if not the validity, of this effort to show the interrelationship of the various aspects of this study.

First, studies in general concerning authoritarianism as a characteristic of socially mobile teachers, especially toward lower socio-economic pupils were presented (4, 5, 11, 17, 23, 24, 27). From these studies the first hypothesis—that socially mobile teachers are more authoritarian than socially non-mobile teachers—was developed. Second, studies indicating that authoritarian leadership causes anxiety on the part of the follower were presented (1, 4, 13, 14, 26). From these studies, along with those mentioned previously, evolved the second hypothesis—that lower socio-economic boys taught by socially mobile teachers would experience more anxiety as a result of the greater authoritarianism of the socially mobile teacher. Third, studies supporting the theory that high anxiety is an asset in learning simple tasks but a liability in learning complex tasks, especially in learning spelling and arithmetic skills, were presented (3, 6, 7, 8,
9, 12, 15, 16, 19, 21). The third and fourth hypotheses were developed from these studies along with the previous studies cited relative to hypotheses 1 and 2.

The third hypothesis was based on the premises that socially mobile teachers are more authoritarian (hypothesis 1), that lower socio-economic boys in classes taught by socially mobile teachers would experience more anxiety than lower socio-economic boys taught by socially non-mobile teachers (hypothesis 2), that anxiety abets the learning of simple tasks, and that spelling skills can be and were categorized as a simple learning task for this study. The third hypothesis postulated that the academic progress in spelling skills of the lower socio-economic boys taught by the socially mobile teachers would be greater than the academic progress in spelling skills of the lower socio-economic boys taught by the socially non-mobile teachers.

The fourth hypothesis was derived from the same assertions pertinent to hypothesis 1—that socially mobile teachers are more authoritarian—and, hypothesis 2—that lower socio-economic boys taught by socially mobile teachers experienced more anxiety—along with the additional assumptions that high anxiety experienced by the lower socio-economic boys taught by the socially mobile teachers would inhibit their learning a complex task, and that arithmetic skills can be and were categorized as a complex learning task for
this study. The fourth hypothesis predicted that the academic progress in arithmetic skills of the lower socio-economic boys taught by the socially mobile teachers would be significantly less than the academic progress in arithmetic skills of the lower socio-economic boys taught by the socially non-mobile teachers. The incorporation of these ideas and studies served as the theoretical and empirical framework for this study.

Definitions of Terms

For the purpose of this study the following definitions were formulated:

1. **The socially mobile teacher.**—A teacher who as a teacher holds an occupational position (78) five or more points above that occupational position which was held by the teacher's parents (73 or less) as measured by the North-Hatt Occupational Social Status Scale when the teacher was a child approximately twelve years of age, and/or if married, whose husband holds a position (83 or less) not more than five points above that of a teacher on the North-Hatt Occupational Social Status Scale.

2. **The socially non-mobile teacher.**—A teacher who as a teacher holds an occupational position (78) which was not five or more points above (74 or above) nor more than five points below (85 or below) that occupational position which
was held by the teacher's parents as measured by the North-Hatt Occupational Social Status Scale when the teacher was a child approximately twelve years of age, and/or if married, whose husband holds a position (63 or below) not more than five points above that of a teacher on the North-Hatt Occupational Social Status Scale.

3. The lower socio-economic boy.—A male, fourth, fifth, or sixth-grade pupil whose parents hold one of the lowest occupational positions (69 or below) as compared with the occupational positions of the parents of the other male pupils in the class as measured by the North-Hatt Occupational Social Status Scale.

4. Academic progress in spelling skills.—The difference in spelling skills scores as measured by alternate forms of the Iowa Tests of Basic Skills administered at the beginning and termination of the study.

5. Academic progress in arithmetic skills.—The difference in arithmetic concepts scores as measured by alternate forms of the Iowa Tests of Basic Skills administered at the beginning and termination of the study.

6. Manifest anxiety.—A score of anxiety as measured by the Children's Form of the Manifest Anxiety Scale adapted from Taylor's Adult Form.
Limitations of the Study

1. This study was made over a period of approximately fourteen weeks extending from October, 1965, until February, 1966.

2. This study included a sampling of fourth, fifth, and sixth-grade elementary public school boys and female teachers from thirteen schools of two independent school districts located in the north central and northeast parts of Texas.

3. This study included only female teachers who were considered to be socially mobile or non-mobile as measured by the North-Hatt Occupational Social Status Scale. By definition, social mobility of the teacher was designated as being upward since there are very few downwardly social-mobile teachers in the public elementary schools (15, p. 12).

4. This study included only lower socio-economic boys as measured by their parents' occupations (a score of sixty-nine or below) on the North-Hatt Occupational Social Status Scale. The following characteristics indicate why this study focuses on the possibility of a unique anxiety arousing interaction between lower socio-economic boys and socially mobile female teachers. Boys mature less rapidly than girls, are usually behind them in scholastic achievement in elementary school, and are culturally expected to be more (especially lower socio-economic boys) aggressive (19, p. 64). Socially
mobile female teachers have often experienced social insecurity and failure in heterosexual adjustment (4, p. 4).

5. This study was concerned only with the academic progress in spelling and arithmetic skills of the lower socio-economic fourth, fifth, and sixth-grade boys as measured by the Iowa Tests of Basic Skills. The concern with spelling and arithmetic as subject matter areas for this study was significant only as subject matter areas are theoretically and empirically capable of being categorized into skills of simple and complex learning, and the possible role that anxiety plays in learning such categorized subject matter area skills (7, 14, 18).

6. This study was not concerned with class size, motivation, interests, emotional disturbances, personality characteristics of the pupils or teachers per se, or other factors which might influence the teaching and learning process other than those specifically mentioned.

Basic Assumptions

The basic assumptions for this study were as follows:

1. That neither subject matter area preferences nor previous preparation of the teachers would distort the data for this study.

2. That neither absences of the pupils nor the teachers would distort the data for this study.
BIBLIOGRAPHY


CHAPTER II

PROCEDURES FOR COLLECTION OF DATA, INSTRUMENTS

EMPLOYED AND TREATMENT OF DATA

Procedures for Collection of Data

The data for this study concerning social mobility of the female teacher as a possible determinant of anxiety and academic progress of lower socio-economic boys were collected in the following manner:

1. A survey of teachers in thirteen elementary schools of two independent school districts in the state of Texas was made to identify two similar groups of fourth, fifth, and sixth-grade, female teachers with respect to age, marital status, level of education, and years of teaching experience. The difference between the two groups was a social mobility factor. One group, the socially mobile, was composed of twenty-eight teachers who had experienced upward social mobility. Another group, the socially non-mobile, was composed of twenty-eight teachers who had not experienced social mobility. The teachers volunteered to participate in the study.

2. The pupil sample was selected from the classrooms of the teachers chosen for the study by identifying five or fewer boys whose parents' occupational scores were lowest on the North-Hatt Occupational Social Status Scale (the score
had to be sixty-nine or lower). The pupil sample consisted of 244 lower socio-economic fourth, fifth, and sixth-grade boys. A sub-sample of 123 boys was selected from classes taught by socially non-mobile teachers.

3. The fourth, fifth, and sixth-grade male pupils' ages, intelligence scores, and parents' occupations for the five (in some cases fewer when there were not five boys in the class who qualified) boys whose scores were the lowest (sixty-nine or below) on the North-Hatt Occupational Social Status Scale in each of the selected teachers' classes were obtained from the pupils' cumulative folders.

4. The California "P" Scale measure of personality authoritarianism was administered in October, 1965, to all teachers participating in the study.

5. Alternate forms (Forms I and II) of those portions of the Iowa Tests of Basic Skills pertinent to spelling and arithmetic skills were administered to the pupils during the second and third weeks of October, 1965, and again in the third and fourth weeks of February, 1966.

6. The Children's Manifest Anxiety Scale adapted from Taylor's Adult Form was administered during the second and third weeks of October, 1965, and again in the third and fourth weeks of February, 1966, to all pupils included in the study.
Instruments Employed

The North-Hatt Occupational Social Status Scale is an instrument used to infer social status in the United States from one's occupation. Few empirical studies have achieved a place in the scientific literature of sociology comparable to that of the North-Hatt Occupational Social Status Scale (7, p. 7). The most extensive study of its kind, it was made to discover the rankings of occupations according to their general standing in society. Cecil G. North and Paul K. Hatt, two sociologists, were responsible for ranking the occupations. The data on ninety occupations were gathered through personal interviews with a representative sample of 2,920 persons. Each occupation was rated by use of a five point scale (8, p. 301; 9, p. 52).

The social stratification of occupations in the United States, as indicated by the North-Hatt Occupational Social Status Scale, is very similar to the social stratification of those occupations in other countries. In a report of 1956 by Alex Inkles and Peter H. Rossi comparing the North-Hatt Occupational Social Status Scale with similar postwar occupational prestige status studies in the Union of Soviet Socialist Republics, Japan, Great Britain, New Zealand, and Germany, it was indicated that a very high correlation existed between them. Perhaps the most significant finding was the extent to which the different classes of occupations have
been woven together into a single relatively unified occupational structure, more or less common to six countries (4, p. 329).

The *North-Hatt Occupational Social Status* instrument was selected for this study because of its wide use, the great variety of occupations listed, its facility in categorizing occupations socially, and its reliability as a single factor instrument for measuring social status. Another reason for the selection of this instrument was the availability of the information necessary for its use from the pupils' cumulative folders in the schools.

In 1944, the American Jewish Committee sponsored the collaboration of four authors in a study which had as its major purpose the development of an instrument that would yield a valid estimate of anti-democratic tendencies at the personality level. The *California *F* Scale* resulted from that endeavor. Another purpose for constructing this scale was to measure prejudice without appearing to have this aim and without mentioning the name of any minority group. The instrument was termed the "*F* Scale" to signify its concern with implicit prefascist tendencies. The average reliability coefficient for items on the third and final form of the "*F* Scale" was .90, ranging from .81 to .97 per item for fourteen groups totaling 1,518 persons. This degree of reliability falls within the range which characterizes acceptable intelligence tests (1, p. 259).
As authoritarianism is usually a rather negative characteristic often attributed to socially mobile teachers, and as this study concerned the pupils' anxiety resulting from this personality phenomenon, a description of the components of authoritarianism by the authors of the instrument is cited.

The following variables were thought of as going together to form a single syndrome, a more or less enduring structure in the person that renders him receptive to anti-democratic propaganda:

A. Conventionalism. Rigid adherence to conventional middle-class values.
B. Authoritarian submission. Submissive, uncritical attitude toward idealized moral authorities of the ingroup.
C. Authoritarian aggression. Tendency to be on the lookout for, and to condemn, reject, and punish people who violate conventional values.
D. Anti-intracception. Opposition to the subjective, the imaginative, and the tenderminded.
E. Superstition and stereotypy. The belief in mystical determinants of the individual's fate; the disposition to think in rigid categories.
F. Power and "toughness." Preoccupation with the dominance-submission, strong-weak, leader-follower dimension; identification with power figures; overemphasis upon the conventionalized attributes of the ego; exaggerated assertion of strength and toughness.
G. Destructiveness and cynicism. Generalized hostility, vilification of the human.
H. Projectivity. The disposition to believe that wild and dangerous things go on in the world; the projection outwards of unconscious emotional impulses.
I. Sex. Exaggerated concern with sexual "goings-on."

One might say, therefore, that the "P" Scale attempts to measure the potentially anti-democratic
personality. This does not imply that all the features of this personality pattern are touched upon in the scale, but only that the scale embraces a fair sample of the ways in which this pattern characteristically expresses itself (1, p. 228).

The reasons for selecting the California "F" Scale as an instrument for this study were its reliability, accessibility, pertinence to the study, and its being the most frequently used measure of authoritarianism (5, p. 363).

The Iowa Tests of Basic Skills is a battery of achievement tests of eleven separate tests categorized under vocabulary, reading comprehension, language skills, work-study skills, and arithmetic skills. A sampling of 74,000 pupils from grades three through nine in 213 school systems in the United States was used for standardizing the tests. The composite scores of the whole test range was .97 to .98 for the different grades. Major strengths of the battery are its curricular validity, careful construction, adequate norms based on a national sampling, and high reliability (2, p. 16).

The Iowa Tests of Basic Skills was selected as an instrument for this study because of its high recommendations by Virgil E. Herrick, G. V. A. Morgan, and H. H. Remmers (2, p. 16). Of special significance for this study was the fact that spelling skills involve simple word recognition; whereas the arithmetic skills pertain to concepts and broader understandings (11).
The Children's Form of the Manifest Anxiety Scale is an instrument adapted from Taylor's Adult Form for use with fourth, fifth, and sixth-grade children. A forty-two item anxiety scale is presented with an incorporated eleven-item "I" (lie) test. One-week retest reliabilities averaged .90 for the anxiety scale and .70 for the "I" test. Intercorrelations between the anxiety scale and the "I" test cluster around zero (3, p. 328).

The Children's Form of the Manifest Anxiety Scale was selected as an instrument for this study on the basis of its reliability, facility of administration, statistical computational propensity, and the fact that it was adapted specifically for and used with samples comparable to those of this study (3, p. 317).

Procedures for Treating the Data

Procedures for treating the data were as follows:

1. A group of twenty-eight socially mobile fourth, fifth, and sixth-grade, female teachers, and a group of twenty-eight socially non-mobile fourth, fifth, and sixth-grade female teachers were equated as nearly as possible regarding age, marital status, degrees held, and years of teaching experience.

2. The lower socio-economic boys of the socially mobile teachers were equated as nearly as possible with the lower
socio-economic boys of the socially non-mobile teachers regarding age, intelligence, and parents' status as measured by the North-Hatt Occupational Social Status Scale. Those boys at the far extremes of the upper age or lower intelligence continuum were omitted from the study. Since many parents of the boys were unemployed, deceased, or not available, no effort was made to statistically treat the parents' scores on the North-Hatt Occupational Social Status Scale. For a boy to be selected for the study, it was required that neither parent hold an occupational position with a North-Hatt Occupational Social Status Scale score above sixty-nine.

3. Hypothesis 1 was tested for a significant difference of means between two small uncorrelated samples using Fisher's *t* technique. The steps involved were as follows: (1) the means of the two teacher groups' scores on the California "F" Scale were calculated, (2) the standard deviations of the two distributions were calculated, (3) the standard errors of each of the means were calculated, (4) the standard error of the difference of the two means was calculated, (5) the ratio of the difference between the two means to the standard error of this difference was found, and (6) this ratio was evaluated (6, p. 37).

4. Hypotheses 2, 3, and 4 were tested for the significance between the change in two uncorrelated samples by Fisher's *t* technique using raw scores made by the lower socio-economic
boys on the pretests and posttests of the Taylor Manifest Anxiety Scale Adapted for Children, that part of the Iowa Tests of Basic Skills pertinent to spelling skills (L - 1), and that part of the Iowa Tests of Basic Skills pertinent to arithmetic skills (A - 1). In testing these hypotheses, the means and standard deviations were derived from the differences of the pretests-posttests scores of the two groups of lower socio-economic boys, and the same procedure followed in testing for a significant difference of means as previously explained (6, p. 90). Each hypothesis was stated in the null form for purposes of testing.

An item analysis was made of the thirty statements on the California "P" Scale personality measure comparing the mean scores of the socially mobile teachers with those of the socially non-mobile teachers to identify specific items on the instrument where a significant difference existed between the two groups.

Although no hypotheses were made relevant to the authoritarianism of teachers with regard to marital status, level of education, or years of teaching experience, these factors were used to compare various teacher groups on their California "P" Scale scores for significant mean differences.

For this study it was deemed appropriate to use the 5 per cent level of confidence as the criterion for rejecting the null hypothesis and accepting the original hypothesis. The null
hypothesis was to be accepted and the original hypothesis rejected when the Fisher's $t$ score was less than that score necessary for the 5 per cent level of confidence (10, p. 77). In some cases, $t$ scores were reported to indicate whether or not differences approached significance at the .10 level.

The ranges and standard deviations were reported to provide measures of dispersion. The standard deviation is one of the most widely used, most accurate, and most useful measures of variability (10, p. 35).

The means were reported to provide measures of central tendency. The mean is usually the most accurate measure of deviation (10, p. 20).
CHAPTER BIBLIOGRAPHY


CHAPTER III

COMPARISONS OF THE TEACHER GROUPS
AND THEIR PUPILS

The findings of this study are presented in two principal sections analyzing the teacher and pupil data which, in turn, have three sub-divisions each. The first principal portion of the study, relevant to comparisons of the teacher groups, relates information pertaining to (1) the source of the teacher sample, (2) comparisons of the teacher groups in regard to age, marital status, level of education, years of teaching experience, and their parents' occupations, (3) comparison of the teacher groups according to their California "F" Scale scores. The second principal portion of the study, concerning comparisons of the pupil groups, presents information reporting (1) the source of the pupil sample, (2) comparisons of the pupil groups in regard to grade level, age, intelligence quotient, and their parents' occupations, (3) comparisons of the pupil groups concerning their change in anxiety and academic progress in spelling and arithmetic skills.

Comparison of the Teacher Groups

The purpose for the comparison of the socially mobile and socially non-mobile teacher groups in regard to sample

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source, age, marital status, level of education, and years of teaching experience, was to equate the groups. Although there were twenty-eight teachers in each group, they were not paired or matched per se. Information is presented as supporting evidence of the similarity of the two teacher groups. The only variable was the social mobility factor due to the lower occupational social status of some of the teachers' parents. For comparisons within as well as between the primary socially mobile and socially non-mobile teacher groups, they were divided into grade-level sub-groups to permit a better perspective of the internal structure of the groups. Finally, the teacher groups were compared on the California "F" Scale to test whether or not the socially mobile teacher group was significantly more authoritarian than the socially non-mobile teacher group.

Source of the Teacher Sample

The teacher sample was selected from two independent school districts in the state of Texas. Although the populations of the cities in which the two school districts were situated exceeded 50,000 persons, and the number of schoolastics in each of the school districts was more than 15,000, the areas were primarily agricultural. Five elementary schools from a district in north central Texas and eight elementary schools from a district in northeast Texas participated in the study. With the assistance of the administrative officers
of the respective school districts, those elementary schools with large enrollments of lower socio-economic pupils were identified. After conferring with their teachers about the study, the principals of these schools volunteered to participate. Of the ninety teachers available in the intermediate grades of the thirteen elementary schools, sixty-five volunteered for the study. Nine teachers were eliminated from the study because the occupation of their father or husband was too high on the North-Hatt Occupational Social Status Scale.

The teacher sample consisted of fifty-six intermediate grade elementary teachers. Twenty-eight teachers were classified as socially mobile since the teaching profession had a score five or more points above the occupational score of the teacher's parents on the North-Hatt Occupational Social Status Scale. Twenty-eight teachers, whose parents' and husbands' scores on the North-Hatt Occupational Social Status Scale were not more or less than five points above or below that of a teacher, were classified as non-mobile teachers. The socially mobile teachers and the socially non-mobile teachers were represented proportionally from the two school districts.

Information in Table I indicates the number of teachers at each grade level, the social mobility factor, and the
school district in which the teacher taught. The letters "M" and "N" identify the socially mobile and socially non-mobile teachers.

TABLE I

DISTRIBUTION OF THE TEACHERS BY GRADE LEVEL, SCHOOL DISTRICT, AND MOBILITY

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>District X</th>
<th></th>
<th>District Y</th>
<th></th>
<th>Mobile Teachers</th>
<th>Non-mobile Teachers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>N</td>
<td>M</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four</td>
<td>3</td>
<td>6</td>
<td>5</td>
<td>7</td>
<td>8</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td>Five</td>
<td>2</td>
<td>4</td>
<td>7</td>
<td>5</td>
<td>9</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Six</td>
<td>6</td>
<td>..</td>
<td>5</td>
<td>6</td>
<td>11</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>Sub-Totals</td>
<td>11</td>
<td>10</td>
<td>17</td>
<td>18</td>
<td>28</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td></td>
<td>35</td>
<td></td>
<td>56</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*M, Socially mobile teachers; N, socially non-mobile teachers.

Twenty-one of the teachers were selected from schools in north central Texas (District X). Eleven of these teachers were classified as socially mobile, and ten of them were categorized as socially non-mobile. Thirty-five of the teachers were chosen from schools in northeast Texas (District Y). Seventeen and eighteen of these were classified as socially mobile and socially non-mobile teachers respectively.

Of the fourth grade sample of teachers, eight were socially mobile and thirteen were socially non-mobile.
Three and five of the socially mobile teachers were from the north central (X) and northeast (Y) school districts respectively. Seven of the thirteen non-mobile fourth grade teachers were from district "Y." Two of the nine mobile fifth grade teachers were from district "X;" four of the nine non-mobile fifth-grade teachers were from district "X." Five of the eleven mobile sixth-grade teachers were from district "Y." There were six socially non-mobile sixth-grade teachers, and each of them taught in district "Y."

Comparison of the Teacher Groups in Regard to Age, Marital Status, Level of Education, Years of Teaching Experience, and Parents' Occupations

The following data indicate how the two groups of teachers compared in regard to age, marital status, level of education, years of teaching experience, and their parents' occupations. When it was deemed propitious for sub-group comparisons, data regarding the socially mobile and socially non-mobile teachers were trichotomized into fourth, fifth, and sixth-grade groups for the purpose of investigating whether the internal components of the samples revealed findings which consistently followed the pattern of the groups at large. The mean, standard deviation, Fisher's t score, and level of significance were presented in the tables.

An overview of the data pertinent to the socially mobile teachers is presented in Table II (see page 39) for the primary
TABLE II

AN OVERVIEW OF DATA PERTINENT TO THE
SOCIALLY MOBILE TEACHERS

<table>
<thead>
<tr>
<th>Teacher Code</th>
<th>Age</th>
<th>Marital Status</th>
<th>Highest Degree</th>
<th>Years of Teaching</th>
<th>Grade</th>
<th>School District</th>
<th>Father's Occupation When Teacher a Child</th>
<th>M-HOSS Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>59</td>
<td>M</td>
<td>B</td>
<td>20</td>
<td>4th</td>
<td>Y</td>
<td>Small cafe owner</td>
<td>72</td>
</tr>
<tr>
<td>2</td>
<td>28</td>
<td>M</td>
<td>M</td>
<td>5</td>
<td>Y</td>
<td>Y</td>
<td>Small store owner</td>
<td>72</td>
</tr>
<tr>
<td>3</td>
<td>53</td>
<td>L</td>
<td>M</td>
<td>13</td>
<td>X</td>
<td>113</td>
<td>Farm manager</td>
<td>68</td>
</tr>
<tr>
<td>4</td>
<td>63</td>
<td>M</td>
<td>M</td>
<td>40</td>
<td>X</td>
<td>115</td>
<td>Salesman</td>
<td>68</td>
</tr>
<tr>
<td>5</td>
<td>43</td>
<td>M</td>
<td>B</td>
<td>7</td>
<td>Y</td>
<td>104</td>
<td>Building maintenance</td>
<td>64</td>
</tr>
<tr>
<td>6</td>
<td>29</td>
<td>S</td>
<td>B</td>
<td>7</td>
<td>Y</td>
<td>102</td>
<td>Small store owner</td>
<td>72</td>
</tr>
<tr>
<td>7</td>
<td>53</td>
<td>M</td>
<td>M</td>
<td>13</td>
<td>Y</td>
<td>123</td>
<td>Grocer (D)</td>
<td>70</td>
</tr>
<tr>
<td>8</td>
<td>43</td>
<td>M</td>
<td>C</td>
<td>13</td>
<td>Y</td>
<td>151</td>
<td>Dairyman</td>
<td>66</td>
</tr>
<tr>
<td>9</td>
<td>53</td>
<td>M</td>
<td>M</td>
<td>24</td>
<td>5th</td>
<td>X</td>
<td>Ginner</td>
<td>72</td>
</tr>
<tr>
<td>10</td>
<td>49</td>
<td>W</td>
<td>B</td>
<td>3</td>
<td>Y</td>
<td>184</td>
<td>Farm manager</td>
<td>63</td>
</tr>
<tr>
<td>11</td>
<td>43</td>
<td>W</td>
<td>W</td>
<td>27</td>
<td>X</td>
<td>123</td>
<td>Small cafe owner</td>
<td>72</td>
</tr>
<tr>
<td>12</td>
<td>39</td>
<td>M</td>
<td>M</td>
<td>8</td>
<td>Y</td>
<td>103</td>
<td>Salesman</td>
<td>68</td>
</tr>
<tr>
<td>13</td>
<td>43</td>
<td>M</td>
<td>M</td>
<td>19</td>
<td>Y</td>
<td>123</td>
<td>Clerk</td>
<td>65</td>
</tr>
<tr>
<td>14</td>
<td>63</td>
<td>M</td>
<td>B</td>
<td>15</td>
<td>Y</td>
<td>122</td>
<td>Machinist (D)</td>
<td>70</td>
</tr>
<tr>
<td>15</td>
<td>24</td>
<td>S</td>
<td>B</td>
<td>2</td>
<td>Y</td>
<td>157</td>
<td>Salesman</td>
<td>68</td>
</tr>
<tr>
<td>16</td>
<td>66</td>
<td>S</td>
<td>B</td>
<td>45</td>
<td>Y</td>
<td>143</td>
<td>Druggist</td>
<td>70</td>
</tr>
<tr>
<td>17</td>
<td>33</td>
<td>M</td>
<td>M</td>
<td>8</td>
<td>6th</td>
<td>Y</td>
<td>Small store owner</td>
<td>72</td>
</tr>
<tr>
<td>18</td>
<td>56</td>
<td>S</td>
<td>B</td>
<td>36</td>
<td>6th</td>
<td>X</td>
<td>Clerk</td>
<td>65</td>
</tr>
<tr>
<td>19</td>
<td>36</td>
<td>M</td>
<td>B</td>
<td>5</td>
<td>X</td>
<td>84</td>
<td>Salesman</td>
<td>68</td>
</tr>
<tr>
<td>20</td>
<td>25</td>
<td>S</td>
<td>B</td>
<td>1</td>
<td>X</td>
<td>150</td>
<td>Salesman</td>
<td>68</td>
</tr>
<tr>
<td>21</td>
<td>23</td>
<td>S</td>
<td>B</td>
<td>3</td>
<td>X</td>
<td>92</td>
<td>Bookkeeper</td>
<td>68</td>
</tr>
<tr>
<td>22</td>
<td>57</td>
<td>M</td>
<td>B</td>
<td>35</td>
<td>Y</td>
<td>136</td>
<td>Salesman</td>
<td>68</td>
</tr>
<tr>
<td>23</td>
<td>37</td>
<td>M</td>
<td>B</td>
<td>3</td>
<td>Y</td>
<td>99</td>
<td>Civil service</td>
<td>65</td>
</tr>
<tr>
<td>24</td>
<td>34</td>
<td>M</td>
<td>M</td>
<td>10</td>
<td>Y</td>
<td>96</td>
<td>Ginner</td>
<td>72</td>
</tr>
<tr>
<td>25</td>
<td>55</td>
<td>S</td>
<td>S</td>
<td>30</td>
<td>Y</td>
<td>153</td>
<td>Lumber store</td>
<td>72</td>
</tr>
<tr>
<td>26</td>
<td>57</td>
<td>S</td>
<td>M</td>
<td>26</td>
<td>X</td>
<td>123</td>
<td>Painter</td>
<td>60</td>
</tr>
<tr>
<td>27</td>
<td>56</td>
<td>M</td>
<td>B</td>
<td>21</td>
<td>X</td>
<td>131</td>
<td>Boilermaker</td>
<td>66</td>
</tr>
<tr>
<td>28</td>
<td>57</td>
<td>M</td>
<td>B</td>
<td>20</td>
<td>Y</td>
<td>145</td>
<td>Postman</td>
<td>65</td>
</tr>
</tbody>
</table>

N = 19  E = 19  4th = 3  X = 11
S = 9  M = 9  5th = 9  Y = 17
W = 2  6th = 11

Range 23-66  145  34-164  60-72
Mean 44.68  16.88  124.000  68.76
S.D. 12.93  12.13  20.95  3.05
purpose of providing a panoramic perspective of that group. Column (1) of Table II shows an assigned code number which was arbitrarily designated by alphabetizing the socially mobile teacher group by grade level and numbering each teacher in order. The letter "M" indicates the teacher to be socially mobile. Column (2) indicates the age of each of the socially mobile teachers. Column (3) uses the following symbols to represent the marital status of the teacher: "M"—married, "S"—single, and "W"—for widow. The letters "B" and "M" in column (4) denote whether the teacher earned a bachelor's or master's degree as her highest educational degree. Column (5) designates the years of teaching the teacher has experienced.

Column (6) signifies the intermediate grade level at which the teacher taught. Column (7) shows the school district in which the teacher was employed. The symbol "X" refers to the school district in north central Texas, and "Y" represents the northeast Texas school district. Column (8) lists the scores of the teachers on the California "F" Scale measure of personality authoritarianism. Column (9) indicates the occupation of the teacher's father when the teacher was approximately twelve years of age. Column (10) shows the North-Hatt Occupational Social Status score assigned to the occupation of the teacher's father.
The range, mean, and standard deviation are presented in Table II for columns (2), (5), (8), and (10), which pertain to the socially mobile teacher's age, years of teaching experience, California "P" Scale score, and the assigned North-Hatt Occupational Social Status score for the teacher's father. Little discussion of Table II is presented here since the data in each column are later treated in detail within the text of the thesis.

An overview of the data pertinent to the socially non-mobile teachers is presented in Table III (see page 42) for the primary purpose of providing a panoramic perspective of that group. Column (1) of Table III shows an assigned code number which was arbitrarily designated by alphabetizing the socially non-mobile teacher group by grade level and numbering each teacher in order. The letter "N" indicates the teacher to be socially non-mobile. Column (2) indicates the age of each of the socially non-mobile teachers. Column (3) uses the following symbols to represent the marital status of the teacher: "M"—married, "S"—single, "W"—widow, and "D" for divorcee. The letters "B" and "M" in column (4) denote whether the teacher earned a bachelor's or master's degree as her highest educational degree. Column (5) designates the years of teaching the teacher has experienced.

Table III is presented on page 42, with further explanation of the data regarding the socially non-mobile teachers on the following page.
TABLE III

AN OVERVIEW OF DATA PERTINENT TO THE
SOCIA LLY NON-MOBILE TEACHERS

<table>
<thead>
<tr>
<th>Teacher Code N</th>
<th>Age</th>
<th>Marital Status</th>
<th>Highest Degree</th>
<th>Years of Teaching</th>
<th>Grade</th>
<th>School District</th>
<th>&quot;T&quot; Score</th>
<th>Father's Occupation When Teacher a Child</th>
<th>M-ROSS Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>46</td>
<td>M</td>
<td>B</td>
<td>10</td>
<td>4th</td>
<td>Y</td>
<td>125</td>
<td>Farmer</td>
<td>76</td>
</tr>
<tr>
<td>2</td>
<td>24</td>
<td>S</td>
<td>B</td>
<td>2</td>
<td></td>
<td>X</td>
<td>80</td>
<td>Farmer</td>
<td>76</td>
</tr>
<tr>
<td>3</td>
<td>52</td>
<td>M</td>
<td>M</td>
<td>3</td>
<td></td>
<td>Y</td>
<td>100</td>
<td>Engineer</td>
<td>76</td>
</tr>
<tr>
<td>4</td>
<td>55</td>
<td>W</td>
<td>M</td>
<td>21</td>
<td></td>
<td>Y</td>
<td>173</td>
<td>Oil Co. executive</td>
<td>81</td>
</tr>
<tr>
<td>5</td>
<td>24</td>
<td>M</td>
<td>B</td>
<td>2</td>
<td></td>
<td>X</td>
<td>122</td>
<td>Farmer</td>
<td>76</td>
</tr>
<tr>
<td>6</td>
<td>56</td>
<td>W</td>
<td>M</td>
<td>22</td>
<td></td>
<td>X</td>
<td>136</td>
<td>Farmer</td>
<td>76</td>
</tr>
<tr>
<td>7</td>
<td>48</td>
<td>D</td>
<td>B</td>
<td>12</td>
<td></td>
<td>Y</td>
<td>54</td>
<td>County Ag. Agent</td>
<td>75</td>
</tr>
<tr>
<td>8</td>
<td>46</td>
<td>M</td>
<td>B</td>
<td>2</td>
<td></td>
<td>Y</td>
<td>132</td>
<td>Oil Field Supt.</td>
<td>77</td>
</tr>
<tr>
<td>9</td>
<td>23</td>
<td>S</td>
<td>M</td>
<td>10</td>
<td></td>
<td>X</td>
<td>103</td>
<td>Farmer</td>
<td>76</td>
</tr>
<tr>
<td>10</td>
<td>49</td>
<td>M</td>
<td>M</td>
<td>15</td>
<td>5th</td>
<td>Y</td>
<td>126</td>
<td>Farmer</td>
<td>76</td>
</tr>
<tr>
<td>11</td>
<td>45</td>
<td>M</td>
<td>B</td>
<td>10</td>
<td></td>
<td>X</td>
<td>146</td>
<td>Farmer</td>
<td>76</td>
</tr>
<tr>
<td>12</td>
<td>56</td>
<td>W</td>
<td>B</td>
<td>29</td>
<td></td>
<td>Y</td>
<td>129</td>
<td>Farmer</td>
<td>76</td>
</tr>
<tr>
<td>13</td>
<td>56</td>
<td>W</td>
<td>M</td>
<td>29</td>
<td></td>
<td>Y</td>
<td>106</td>
<td>Farmer</td>
<td>76</td>
</tr>
<tr>
<td>14</td>
<td>51</td>
<td>M</td>
<td>M</td>
<td>23</td>
<td></td>
<td>Y</td>
<td>111</td>
<td>Farmer</td>
<td>76</td>
</tr>
<tr>
<td>15</td>
<td>56</td>
<td>M</td>
<td>M</td>
<td>17</td>
<td></td>
<td>X</td>
<td>152</td>
<td>Farmer</td>
<td>76</td>
</tr>
<tr>
<td>16</td>
<td>38</td>
<td>S</td>
<td>M</td>
<td>14</td>
<td></td>
<td>X</td>
<td>135</td>
<td>Farmer</td>
<td>76</td>
</tr>
<tr>
<td>17</td>
<td>23</td>
<td>S</td>
<td>B</td>
<td>1</td>
<td></td>
<td>X</td>
<td>137</td>
<td>Farmer</td>
<td>76</td>
</tr>
<tr>
<td>18</td>
<td>45</td>
<td>M</td>
<td>M</td>
<td>1</td>
<td></td>
<td>Y</td>
<td>131</td>
<td>School Supt.</td>
<td>80</td>
</tr>
<tr>
<td>19</td>
<td>35</td>
<td>F</td>
<td>M</td>
<td>16</td>
<td>6th</td>
<td>Y</td>
<td>80</td>
<td>Masonic officer</td>
<td>78</td>
</tr>
<tr>
<td>20</td>
<td>44</td>
<td>M</td>
<td>M</td>
<td>2</td>
<td></td>
<td>Y</td>
<td>141</td>
<td>Farmer</td>
<td>76</td>
</tr>
<tr>
<td>21</td>
<td>56</td>
<td>M</td>
<td>B</td>
<td>0</td>
<td></td>
<td>Y</td>
<td>133</td>
<td>Teacher</td>
<td>78</td>
</tr>
<tr>
<td>22</td>
<td>21</td>
<td>M</td>
<td>M</td>
<td>40</td>
<td></td>
<td>Y</td>
<td>152</td>
<td>Tree surgeon</td>
<td>76</td>
</tr>
<tr>
<td>23</td>
<td>65</td>
<td>M</td>
<td>M</td>
<td>20</td>
<td></td>
<td>Y</td>
<td>105</td>
<td>Farmer</td>
<td>76</td>
</tr>
<tr>
<td>24</td>
<td>40</td>
<td>M</td>
<td>M</td>
<td>47</td>
<td></td>
<td>Y</td>
<td>158</td>
<td>Farmer</td>
<td>76</td>
</tr>
<tr>
<td>25</td>
<td>67</td>
<td>M</td>
<td>M</td>
<td>20</td>
<td></td>
<td>Y</td>
<td>86</td>
<td>Farmer</td>
<td>76</td>
</tr>
<tr>
<td>26</td>
<td>49</td>
<td>M</td>
<td>M</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Range: 4th = 13, 5th = 9, 6th = 6
Mean: 44.35, 15.75, 26.87, 124.76, 76.46
S. D.: 12.62, 12.18, 1.27

Range: 21-67, 0-47, 54-173, 75-31
Column (6) of Table III signifies the intermediate grade level at which the teacher taught. Column (7) shows the school district in which the teacher was employed. The symbol "X" refers to the school district in north central Texas, and "Y" represents the northeast Texas school district. Column (8) lists the scores of the teachers on the California "F" Scale measure of personality authoritarianism. Column (9) indicates the occupation of the teacher's father when the teacher was approximately twelve years of age. Column (10) shows the North-Hatt Occupational Social Status score assigned to the occupation of the teacher's father.

The range, mean, and standard deviation are presented in Table III for columns (2), (5), (8), and (10), which pertain to the socially mobile teacher's age, years of teaching experience, California "F" Scale score, and the assigned North-Hatt Occupational Social Status score for the teacher's father. No discussion of Table III is presented here since the data in each column are later treated in detail within the text of the thesis.

Comparison of the teacher groups in regard to age.---

In Table IV are shown data pertinent to the ages of the socially mobile and non-mobile teacher groups. The age range, mean standard deviation, t score, level of significance, and the number of teachers for each grade level in the socially mobile and socially non-mobile teacher groups are shown.
### Table IV

**Comparison of the Teacher Groups in Regard to Age**

<table>
<thead>
<tr>
<th>Group</th>
<th>Teachers</th>
<th>Grade</th>
<th>Range</th>
<th>Mean</th>
<th>S.D.</th>
<th>Significance</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>M*</td>
<td>8</td>
<td>4</td>
<td>23-58</td>
<td>42.75</td>
<td>12.34</td>
<td>.04</td>
<td>NS</td>
</tr>
<tr>
<td>N*</td>
<td>13</td>
<td>5</td>
<td>24-66</td>
<td>39.00</td>
<td>11.91</td>
<td>.04</td>
<td>NS</td>
</tr>
<tr>
<td>M</td>
<td>9</td>
<td>5</td>
<td>23-58</td>
<td>46.00</td>
<td>13.43</td>
<td>.51</td>
<td>NS</td>
</tr>
<tr>
<td>N</td>
<td>9</td>
<td>5</td>
<td>23-57</td>
<td>38.00</td>
<td>10.07</td>
<td>.62</td>
<td>NS</td>
</tr>
<tr>
<td>M</td>
<td>11</td>
<td>6</td>
<td>23-57</td>
<td>45.00</td>
<td>12.76</td>
<td>.62</td>
<td>NS</td>
</tr>
<tr>
<td>N</td>
<td>6</td>
<td>6</td>
<td>21-67</td>
<td>48.83</td>
<td>15.77</td>
<td>.62</td>
<td>NS</td>
</tr>
<tr>
<td>M</td>
<td>23</td>
<td>All</td>
<td>23-66</td>
<td>44.68</td>
<td>12.93</td>
<td>.07</td>
<td>NS</td>
</tr>
<tr>
<td>N</td>
<td>28</td>
<td>All</td>
<td>21-67</td>
<td>44.35</td>
<td>12.62</td>
<td>.07</td>
<td>NS</td>
</tr>
</tbody>
</table>

*M*, socially mobile teachers; *N*, socially non-mobile teachers.

The age range of the socially mobile teacher group was from twenty-three to sixty-six years as compared with the age range of twenty-one to sixty-seven years for the socially non-mobile teacher group. The mean age for the socially mobile teacher group was 44.68 years as compared with a mean of 44.35 years for the socially non-mobile teacher group. There was no significant difference between the age means of the socially mobile and socially non-mobile teacher groups. The standard deviation for the socially mobile teachers' ages was 12.93 years. The standard deviation for the socially non-mobile teachers' ages was 12.62 years.
The age range of the eight socially mobile fourth grade teachers was from twenty-eight to sixty-three years, with a mean age of 42.75 years for the group. The thirteen socially non-mobile fourth grade teachers had an age range from twenty-three to fifty-eight years, with a mean age of thirty-nine years for the group. The age range of the nine fifth grade socially mobile teachers was from twenty-four to sixty-six years, with a group mean of forty-six years, as compared with an age range of twenty-three to fifty-eight years and a group mean of thirty-eight years for the nine fifth grade socially non-mobile teachers. There were eleven socially mobile sixth grade teachers whose ages ranged from twenty-three to fifty-seven years, and who, as a group, had a mean age of forty-five years; whereas, the six socially non-mobile sixth grade teachers had an age range from twenty-one to sixty-seven years with a group mean of 48.83 years. There were no significant mean differences in ages between the socially mobile and socially non-mobile teacher groups at any grade level.

Comparison of the teacher groups in regard to marital status.—As indicated in Table V (see page 46), there was little difference between the socially mobile and socially non-mobile teacher groups in regard to marital status. Eighteen of the socially mobile teachers were married, as compared with nineteen of the socially non-mobile teachers. There were more socially mobile single teachers than single socially non-mobile
TABLE V
COMPARISON OF THE TEACHER GROUPS IN REGARD TO MARITAL STATUS

<table>
<thead>
<tr>
<th>Teacher Group</th>
<th>Married</th>
<th>Single</th>
<th>Widow</th>
<th>Divorced</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fourth Mobile</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Non-mobile</td>
<td>7</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Fifth Mobile</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Non-mobile</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Sixth Mobile</td>
<td>7</td>
<td>4</td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Non-mobile</td>
<td>6</td>
<td>1</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>All Mobile</td>
<td>18</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>28</td>
</tr>
<tr>
<td>Non-mobile</td>
<td>19</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>28</td>
</tr>
</tbody>
</table>

teachers by a count of eight to five. Two of the socially mobile teachers were widows; three of the socially non-mobile teachers were widows. There was one divorcee in the sample, and she was in the socially non-mobile teacher group.

Six of the socially mobile fourth grade teachers were married, as compared with seven of the socially non-mobile fourth grade teachers. There were two single socially mobile fourth grade teachers and three single socially non-mobile fourth grade teachers. None of the socially mobile fourth grade teachers were widows or divorcees; whereas, there were two widows and one divorcee in the socially non-mobile fourth grade teacher group.
Five of the socially mobile fifth grade teachers, one less than the socially non-mobile fifth grade teachers, were married. Both of the fifth grade teacher groups had two single teachers in each group. Two widows were in the socially mobile fifth grade teacher group, and one widow was in the socially non-mobile fifth grade teacher group.

The socially mobile sixth grade teacher group had seven married teachers as compared with six teachers in the socially non-mobile sixth grade teacher group. There were four single socially mobile sixth grade teachers, but no single socially non-mobile sixth grade teachers. There were no widows or divorcees in either of the sixth grade teacher groups.

Comparison of the teacher groups in regard to level of education.—Data presented in Table VI (see page 48) illustrate the similarities and differences that existed between the socially mobile and socially non-mobile teacher groups at large and at the various grade levels with regard to level of education. As groups there was little difference in the educational level of the socially mobile and socially non-mobile teachers. All of the teachers had earned at least the bachelor's degree. Nineteen of the twenty-eight socially mobile teachers held the bachelor's degree, whereas seventeen of the twenty-eight socially non-mobile teachers held the bachelor's degree. Eleven of the socially non-mobile teachers held master's degrees; nine of the socially mobile teachers held master's degrees.
Each of the fourth grade teacher groups had three teachers with master's degrees, but the ratio favored the socially mobile teachers since there were five of the eight in that group with bachelor's degrees; whereas, the socially non-mobile group had a total of thirteen teachers with ten having only the bachelor's degree. One-third, three of nine, of the socially mobile fifth grade teachers had master's degrees, and over one-half, five of nine, of the socially non-mobile fifth grade teachers had earned the master's degrees. Three of the eleven socially mobile sixth grade teachers had master's degrees as compared with three of the six socially non-mobile sixth grade teachers who had master's degrees.
Comparison of the teacher groups in regard to teaching experience.—Indicated in Table VII are comparisons of the teacher groups in regard to their previous educational teaching experience.

### Table VII

<table>
<thead>
<tr>
<th>Group</th>
<th>Grade Level</th>
<th>No. of Tchrs.</th>
<th>Range in Years</th>
<th>Mean in Years</th>
<th>S. D.</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>M*</td>
<td>4</td>
<td>8</td>
<td>5-40</td>
<td>15.13</td>
<td>10.53</td>
<td>.36 NS</td>
</tr>
<tr>
<td>N*</td>
<td>13</td>
<td>2-29</td>
<td>13.46</td>
<td>9.32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>5</td>
<td>9</td>
<td>2-45</td>
<td>16.77</td>
<td>13.01</td>
<td>.27 NS</td>
</tr>
<tr>
<td>N</td>
<td>9</td>
<td>1-29</td>
<td>14.77</td>
<td>10.10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>6</td>
<td>11</td>
<td>1-36</td>
<td>17.73</td>
<td>12.36</td>
<td>.49 NS</td>
</tr>
<tr>
<td>N</td>
<td>6</td>
<td>6</td>
<td>20.83</td>
<td>17.51</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>All</td>
<td>28</td>
<td>1-45</td>
<td>15.75</td>
<td>12.13</td>
<td>.29 NS</td>
</tr>
<tr>
<td>N</td>
<td>28</td>
<td>0-47</td>
<td>12.18</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*M, socially mobile teachers; N, socially non-mobile teachers.

There were no significant mean differences between the socially mobile and socially non-mobile teacher groups at large or at the various grade levels in regard to the number of years of teaching experience. The range of teaching experience for the socially mobile teacher group extended from one to forty-five years. The range of teaching experience for the socially non-mobile teacher group spanned from no experience for a beginning teacher to the veteran teacher with
forty-seven years of experience. The mean years of experience for the socially mobile teacher group at 16.68 years exceeded the mean years of teaching experience of the socially non-mobile teacher group (which was 15.75 years) by less than a year.

The socially mobile fourth grade teacher group had a teaching experience range from five to forty years, with a mean of 15.13 years. The socially non-mobile fourth grade teacher group had a much narrower range of teaching experience from two to twenty-nine years, with a mean of 13.46 years. Similarly, the socially mobile fifth grade teacher group had a wider range of teaching experience from two to forty-five years, with a mean of 16.77 years as compared with a range from one to twenty-nine years of teaching experience, with a mean of 14.77 years for the socially non-mobile fifth grade teacher group.

In contrast to the fourth and fifth grade teacher groups, the socially non-mobile sixth grade teacher group had the wider teaching experience range. The socially non-mobile teachers, with a range from zero to forty-seven years and a mean of 20.83 years, showed greater heterogeneity than did the socially mobile sixth grade teacher group, which had a teaching experience range from one to thirty-six years and a mean of 17.73 years. There were no significant mean differences between the socially mobile and socially non-mobile teacher groups at
or across grade levels in regard to the number of years of teaching experience.

Comparison of the teacher groups in regard to their parents' occupations.—Perhaps some of the most influential data for this study were the occupations of the teachers' parents when the teachers were children, and the occupations of their husbands, because it was this information that determined whether the teacher was categorized as being socially mobile or socially non-mobile. Social mobility was the variable isolated to distinguish the two teacher groups. Those teachers whose parents' occupations were five or more points below the score assigned to the teaching profession on the North-Matt Occupational Social Status Scale were considered socially mobile with the limitation that the occupations of their husbands be not more than five points above that of the teaching profession on the scale. Conversely, those teachers whose parents' occupations were not five or more points above or below the score assigned to the teaching profession on the North-Matt Occupational Social Status Scale were considered socially non-mobile with the stipulation that the occupations of their husbands fall within the same range.

The parent's occupation when the teacher was a child was considered important because rather permanent personality attitudes, especially regarding social class, are often formed early in life. Social status and life style are greatly
influenced by income, which is determined to a large extent by occupational classification. The husband's occupation was deemed significant also, since this might govern to a considerable degree the present social status of the teacher. The prestige of the husband's occupation might be very influential on the personality attitudes of the teacher regarding social class and, consequently, affect her interaction with persons of low social status irrespective of her own social origin.

Data relevant to the occupations of the socially mobile and socially non-mobile teachers' parents are presented in Table VIII.

In Table VIII the number of fathers in each occupational category along with the assigned North-Hatt Occupational Social Status score is indicated. On a questionnaire, the teachers were requested to "List the occupations of your parents when you finished elementary school." Column (1) indicates the occupations of the fathers of the socially mobile teachers. Six of the fathers were small business owners, and six others were salesmen. The occupations of ginner, farm manager, and clerk were each represented twice. The other occupations of the socially mobile teachers' fathers were as follows: boiler-maker, bookkeeper, building maintenance, civil service, dairyman, druggist, grocer, machinist, painter, and postman. Two of the teachers' fathers were deceased at the specific time
the teachers were children finishing elementary school, but their fathers were assigned scores of seventy as a grocer and machinist.

**TABLE VIII**

**COMPARISON OF THE TEACHER GROUPS IN REGARD TO THEIR PARENTS' OCCUPATIONS**

<table>
<thead>
<tr>
<th>Occupations of Socially Mobile Teachers' Parents</th>
<th>No. of Parents So Classified</th>
<th>N-HOSS Score</th>
<th>Occupations of Socially Non-mobile Teachers' Parents</th>
<th>No. of Parents So Classified</th>
<th>N-HOSS Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small business owner</td>
<td>6</td>
<td>72</td>
<td>Farmer</td>
<td>21</td>
<td>76</td>
</tr>
<tr>
<td>Salesman</td>
<td>6</td>
<td>68</td>
<td>Oil Co. ass't.</td>
<td>1</td>
<td>81</td>
</tr>
<tr>
<td>Ginner</td>
<td>2</td>
<td>72</td>
<td>supt.</td>
<td>1</td>
<td>77</td>
</tr>
<tr>
<td>Farm manager</td>
<td>2</td>
<td>68</td>
<td>Oil field</td>
<td>1</td>
<td>77</td>
</tr>
<tr>
<td>Clerk</td>
<td>2</td>
<td>65</td>
<td>supt.</td>
<td>1</td>
<td>77</td>
</tr>
<tr>
<td>Boilermaker</td>
<td>1</td>
<td>66</td>
<td>County Ag.</td>
<td>1</td>
<td>75</td>
</tr>
<tr>
<td>Bookkeeper</td>
<td>1</td>
<td>68</td>
<td>School supt.</td>
<td>1</td>
<td>70</td>
</tr>
<tr>
<td>Building</td>
<td></td>
<td></td>
<td>Teacher</td>
<td>1</td>
<td>70</td>
</tr>
<tr>
<td>maintenance</td>
<td>1</td>
<td>64</td>
<td>Tree surgeon</td>
<td>1</td>
<td>75</td>
</tr>
<tr>
<td>Civil service</td>
<td>1</td>
<td>65</td>
<td>State Masonic official</td>
<td>1</td>
<td>70</td>
</tr>
<tr>
<td>Dairyman</td>
<td>1</td>
<td>66</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grocer (D)*</td>
<td>1</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Druggist</td>
<td>1</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Machinist (D)*</td>
<td>1</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Painter</td>
<td>1</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postman</td>
<td>1</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>28</td>
<td></td>
<td>28</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*(D), deceased

<table>
<thead>
<tr>
<th>Range</th>
<th>60-72</th>
<th>75-81</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>68.36</td>
<td>76.46</td>
</tr>
<tr>
<td>S. D.</td>
<td>3.05</td>
<td>1.27</td>
</tr>
<tr>
<td>t Score</td>
<td>12.76</td>
<td>.001</td>
</tr>
</tbody>
</table>

Information in column (4) of Table VIII shows the occupations of the fathers of the socially non-mobile teachers.
Twenty-one of the socially non-mobile teachers had fathers who were farmers. The other occupations represented were assistant superintendent of an oil company in a small town, oil field superintendent, county agricultural agent, superintendent of schools, school teacher, tree surgeon, and assistant to a state officer of a Masonic Lodge. The fact that twenty-one of the twenty-eight socially non-mobile teachers had fathers who were farmers was due no doubt to the locations of the school districts in the north central and northeast parts of Texas. Both of the school districts were located in areas which were primarily agricultural. The North-Hatt Occupational Social Status Scale does not differentiate farmers except as owners and non-owners. Therefore, this classification may represent a larger diversity of general social status than the score indicates.

The range of the occupational scores of the fathers of the socially mobile teachers as estimated using the North-Hatt Occupational Social Status Scale extended from a low score of sixty points to a high score of seventy-two points, as compared with a range from seventy-five points to eighty-one points for the socially non-mobile teachers. The mean of the socially mobile teachers' fathers on the occupational scores was 68.36, as compared with 76.46, which was the mean for the socially non-mobile teachers. The standard deviations for the socially mobile and socially non-mobile teacher groups
were 3.05 and 1.27, respectively. The difference between the means of the socially mobile and socially non-mobile teachers' fathers on the occupational scores yielded a t score of 12.76, which was significant at the .001 level.

There were significant differences between the occupational score means of the fathers of the socially mobile and socially non-mobile teacher groups at the various grade levels. The ranges, means, and standard deviations of the socially mobile and socially non-mobile teachers' fathers' occupational scores by grade levels are presented in Table IX (see page 56). The t scores representing the difference between the means of the teacher groups' fathers' occupational scores are indicated, along with the level of significance.

The range of the occupational scores of the fathers of the socially mobile fourth grade teachers on the North-Matt Occupational Social Status Scale spanned the scores of 64 to 72, whereas the range for the socially non-mobile fourth grade teachers' fathers on the occupational scale was from 75 to 81. The mean occupational scores of the fathers of the fourth grade socially mobile and socially non-mobile teachers were 69.00 and 76.38, respectively. The standard deviation for the socially mobile fourth grade teachers' fathers' occupational scores was 2.83, whereas 1.39 was the standard deviation for the fourth grade socially non-mobile
teachers' fathers' occupational scores. A t score of 7.59 for the difference of the means of the fathers' occupational scores of the fourth grade socially mobile and socially non-mobile teachers was significant at the .001 level.

The range for the occupational scores of the fathers of the socially mobile fifth grade teachers spanned the scores of 65 to 72 as compared with a range from 76 to 80 for the socially non-mobile fifth grade teachers' fathers' occupational scores. The mean occupational scores of the fathers of the socially mobile and socially non-mobile fifth grade teachers were 69.44 and 76.67, in order. The standard deviation of the occupational scores of the fathers of the socially mobile fifth grade teachers was 2.26.
deviation for the occupational scores of the socially non-mobile fifth grade teachers was 1.33. A t score of 7.76 indicated that there was a difference between the occupational score means of the fathers of the socially mobile and socially non-mobile fifth grade teacher groups which was significant at the .001 level.

The range for the occupational scores of the fathers of the socially mobile sixth grade teachers was from a score of 60 to a score of 72. The occupational scores of the socially non-mobile sixth grade teachers' fathers' ranged from 76 to 78. The fathers' occupational means of the socially mobile and socially non-mobile sixth grade teacher groups were 67.00 and 76.33, respectively. The standard deviation of the occupational scores of the fathers of the sixth grade socially mobile teachers was 3.25, as compared with .75, which was the standard deviation of the socially non-mobile sixth grade teachers' fathers' occupational scores. The difference between the mean occupational scores of the socially mobile and socially non-mobile sixth grade teachers' fathers' yielded a t score of 6.52, which was significant at the .001 level.

Comparison of the Teacher Groups on the California "M" Scale

The postulate of upward social mobility as a causal agent or perhaps a concomitant of personality authoritarianism peculiar to the teachers of this study was presented
in Chapter I. The essence of this study was contingent upon the upward social mobility of the female teacher as a basis for the personality characteristic of authoritarianism, which, it was hypothesized, would influence the teacher's interaction with the lower socio-economic boy, and consequently affect the pupil's academic progress in spelling and arithmetic skills. The California "F" Scale measure of authoritarianism was administered to the teachers to verify or refute this relationship. Column (8) of Table II, page 39, indicates the individual scores of the socially mobile teachers on the California "F" Scale. In column (6) of Table III, page 42, are listed the individual scores of the socially non-mobile teachers on the scale of authoritarianism.

For purposes of statistical testing, hypothesis 1 was restated in the null form to read "there will be no significant difference between the mean scores of the socially mobile and socially non-mobile teacher groups on the California "F" Scale measure of personality authoritarianism."

Information presented in Table X illustrates the ranges, means, and standard deviations for the teacher groups' scores on the California "F" Scale as well as the t score for the difference between the means of the scores of the teacher groups on that scale.

It is revealed in Table X that the socially mobile teachers had scores ranging from 84 to 164, with a mean score
TABLE X
COMPARISON OF THE TEACHER GROUPS
ON THE CALIFORNIA "F" SCALE

<table>
<thead>
<tr>
<th>Group</th>
<th>No. of Teachers</th>
<th>Range</th>
<th>Mean</th>
<th>S. D.</th>
<th>Significance</th>
<th>$t$</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>M*</td>
<td>28</td>
<td>54-164</td>
<td>124.00</td>
<td>20.95</td>
<td></td>
<td>-.07</td>
<td>NS</td>
</tr>
<tr>
<td>N*</td>
<td>28</td>
<td>54-173</td>
<td>124.46</td>
<td>26.87</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*M*, socially mobile teachers; N, socially non-mobile teachers.

of 124. The socially non-mobile teachers had scores ranging from 54 to 173, with a mean score of 124.46. The standard deviation for the socially mobile teachers was 20.95 points, as compared with 26.87 points for the socially non-mobile teachers. The socially non-mobile teacher group was more heterogeneous regarding the personality characteristic of authoritarianism as measured by the California "F" Scale, but there was no significant difference between the means of the two teacher groups. A $t$ score of 2.02 would have indicated a difference significant at the .05 level. As shown by the $t$ score in Table X, -.07, the mean difference between the socially mobile and socially non-mobile teacher groups was negligible. The minus sign preceding the $t$ score indicates that the socially non-mobile teachers had the higher authoritarianism mean, which was opposite of that which was predicted. The socially mobile teacher group had a smaller range of scores, a smaller standard deviation, and a slightly smaller mean than did the socially non-mobile teacher group.
As a result of the findings, the null hypothesis was accepted and hypothesis 1 as originally stated—that the socially mobile teacher group would score significantly higher on the California "F" Scale measure of personality authoritarianism than would the socially non-mobile teacher group—was rejected.

The socially mobile and socially non-mobile teacher groups were not only very similar on their mean scores for the entire authoritarianism scale, but their mean scores on each particular item also corresponded very closely. An item analysis of the California "F" Scale, comparing the socially mobile and socially non-mobile teacher groups, revealed that there were no significant mean differences on any of the thirty statements of the authoritarian instrument which approached the .10 level. The fact that of the thirty statements on the authoritarian scale the socially non-mobile teacher group had higher means on sixteen items gave further evidence of the similarity of the two teacher groups regarding their authoritarianism scores.

Comparison of the various grade level teacher groups on the California "F" Scale.—Data presented in Table XI indicate how similar the various grade level teacher group means were on the California "F" Scale measure of authoritarianism.

There were no significant mean differences on the California "F" Scale between the socially mobile and socially
non-mobile teacher groups at the fourth, fifth, or sixth grade levels. It might appear that the mean difference between the socially mobile and socially non-mobile sixth grade teachers of more than eight points could be significant, but it was not. The $t$ score for the mean difference between the two sixth grade teacher groups on the authoritarian scale was $.5237.

A minus sign was placed preceding a $t$ score to indicate that the authoritarian mean of the socially non-mobile teacher group was higher than the authoritarian mean of the socially mobile teacher group. At the fourth and sixth grade levels, the socially non-mobile teacher groups had higher authoritarian means, whereas, the socially mobile teacher group had a higher mean at the fifth grade level. There were no significant mean differences between the socially mobile and socially non-mobile teacher groups at the fourth, fifth, or sixth grade levels with regard to authoritarianism.
Comparison of the socially mobile teachers on the California "F" Scale with marital status as the grouping factor.

Since the single socially mobile female teacher has often been depicted as the perennially rejected old maid who vents her hostility through personality authoritarianism, the mean difference of the authoritarianism scores between the eight single socially mobile teachers and the eighteen married socially mobile teachers was tested.

A study of Table XII shows comparisons of the eight single socially mobile teachers and the eighteen married socially mobile teachers with regard to their California "F" Scale scores. Data in Table XII also indicate how the teacher groups compared regarding age and years of teaching experience.

TABLE XII

COMPARISON OF THE SOCIALLY MOBILE TEACHERS ON THE CALIFORNIA "F" SCALE WITH MARITAL STATUS AS THE GROUPING FACTOR

<table>
<thead>
<tr>
<th>Socially Mobile</th>
<th>No. of Teachers</th>
<th>Factor</th>
<th>Mean</th>
<th>S. D.</th>
<th>Significance t</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>18</td>
<td>&quot;F&quot; Scale</td>
<td>121.44</td>
<td>19.10</td>
<td>.38</td>
<td>NS</td>
</tr>
<tr>
<td>Single</td>
<td>8</td>
<td>&quot;F&quot; Scale</td>
<td>124.33</td>
<td>22.36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td>18</td>
<td>Age</td>
<td>45.00</td>
<td>12.57</td>
<td>.15</td>
<td>NS</td>
</tr>
<tr>
<td>Single</td>
<td>8</td>
<td>Age</td>
<td>44.13</td>
<td>15.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td>18</td>
<td>Teaching Experience</td>
<td>14.33</td>
<td>10.39</td>
<td>1.23</td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td>8</td>
<td>Teaching Experience</td>
<td>21.25</td>
<td>14.39</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The single socially mobile teachers had a slightly higher mean on the authoritarian scale than did the married socially mobile teachers, but the difference of 3.44 points was negligible. A study of Table II, page 39, reveals that there were four single socially mobile teachers fifty-five years of age and over who had a higher authoritarian mean than the four single socially mobile teachers thirty-nine years of age and under; yet, of interest was the fact that the youngest single socially mobile teacher, at the age of twenty-four, had an authoritarian score of 157, the highest among the eight single socially mobile teachers. For this particular group of single socially mobile teachers, there were no teachers in the age range from thirty-nine to fifty-four.

The married socially mobile teachers had an average age of 45.00 years, which was slightly higher than the single socially mobile teachers, whose average age was 44.13; the difference was not significant. The age standard deviation of 12.57 years for the socially mobile married teachers was somewhat less than the standard deviation of 15.00 years for the socially mobile single teachers.

The single socially mobile teachers had an average length of teaching experience approximately seven years greater, and a wider standard deviation by four years than did the married socially mobile teachers; the difference was not statistically
significant. The difference of teaching experience between the two groups produced a t score of 1.23, which was not significant.

Comparison of the teacher groups on the California "T" Scale with level of education as the grouping factor.—Using the master's degree as the discriminating factor for the teacher's level of education, the means of the scores on the authoritarian scale were tested for significant differences within and between the socially mobile and socially non-mobile teacher group.

Data comparing the socially mobile and socially non-mobile teacher groups with master's degrees with those teacher groups with bachelor's degrees are presented in Table XIII. The means for the ages and years of teaching experience are also reported since they might be revealed as contributors to authoritarianism.

The t scores for mean differences are not reported in Table XIII since there were no differences significant at, or approaching the .05 level in regard to authoritarianism, age, or teaching experience between teachers with the bachelor's degree and master's degree. The difference of mean years of teaching experience within the socially non-mobile teacher group between the teachers with the bachelor's degree and master's degree was significant at the .10 level.
TABLE XIII

COMPARISON OF THE TEACHER GROUPS ON THE CALIFORNIA "F" SCALE WITH LEVEL OF EDUCATION AS THE GROUPING FACTOR

<table>
<thead>
<tr>
<th>Teacher Group</th>
<th>Cases</th>
<th>&quot;F&quot; Scale Score</th>
<th>Age</th>
<th>Teaching Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>S. D.</td>
<td>Mean</td>
</tr>
<tr>
<td>B. S. degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M*</td>
<td>19</td>
<td>124.84</td>
<td>22.92</td>
<td>44.26</td>
</tr>
<tr>
<td>N*</td>
<td>17</td>
<td>126.00</td>
<td>21.90</td>
<td>41.94</td>
</tr>
<tr>
<td>M. S. degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>9</td>
<td>122.22</td>
<td>15.87</td>
<td>45.56</td>
</tr>
<tr>
<td>N</td>
<td>11</td>
<td>122.09</td>
<td>33.07</td>
<td>48.27</td>
</tr>
</tbody>
</table>

*M, socially mobile teachers; N, socially non-mobile teachers.

**Significant difference at the .10 level

Teachers with master's degrees had lower authoritarian means in both the socially mobile and socially non-mobile teacher groups, but had almost identical means between groups. There were no significant mean differences on the scores of the authoritarian scale within or between the socially mobile and socially non-mobile teacher groups regardless of the degree earned. The level of education, in this case the master's degree, showed an ever-so-slight tendency toward lower authoritarianism.

Table XIII also includes data relevant to the age means and average number of years of teaching experience of the socially mobile and socially non-mobile teacher groups with bachelor's and master's degrees. Although the teachers with
master's degrees in both the socially mobile and socially non-mobile teacher groups were older and had more teaching experience on the average than did the teachers with only bachelor's degrees, there were no significant differences between the groups.

There were no significant mean differences in age or years of teaching experience within the socially mobile and socially non-mobile teacher groups between teachers with bachelor's degrees and those teachers with master's degrees. The mean differences were greater within the socially non-mobile teacher group. Within the socially non-mobile teacher group, the teachers with master's degrees, on the average, had more teaching experience and were older than the teachers with only the bachelor's degree. The mean years of teaching experience, 21.09 years, of the socially non-mobile teachers with master's degrees was greater than the mean years of teaching experience, 12.29 years, of the socially non-mobile teachers with bachelor's degrees by almost nine years. This difference was significant at the .10 level.

Comparison of the teacher groups on the California "F" Scale with years of teaching experience as the grouping factor. —J. W. Hart (1) recommended further study to determine whether socially mobile teachers became more or less authoritarian with teaching experience. This investigation made no attempt to answer this query, but was concerned with the
possible authoritarianism differences of socially mobile teachers and socially non-mobile teachers who had a similar number of years of teaching experience. The scores on the authoritarian scale of the nine socially mobile teachers with the most years of teaching experience were compared with the scores of the nine socially non-mobile teachers with the most years of teaching experience for a significant mean difference. Then, the scores on the authoritarian scale of the nine socially mobile teachers with the fewest years of teaching experience were compared with the scores of the nine socially non-mobile teachers with the fewest years of teaching experience to test for a significant mean difference.

The mean scores on the authoritarian scale for the teacher groups composed of the nine teachers with the most and least number of years of teaching experience were used to test for significant mean differences within the socially mobile and socially non-mobile teacher groups. The nine socially mobile teachers with the most years of teaching experience were compared to the nine socially mobile teachers with the fewest years of teaching experience. The nine socially non-mobile teachers with the most years of teaching experience were compared to the nine socially non-mobile teachers with the fewest years of teaching experience.

In Table XIV (see page 68) data comparing teacher groups composed of the nine socially mobile teachers and the nine
TABLE XIV

COMPARISON OF THE TEACHER GROUPS ON THE CALIFORNIA "F" SCALE WITH YEARS OF TEACHING EXPERIENCE AS THE GROUPING FACTOR

<table>
<thead>
<tr>
<th>Teacher Group</th>
<th>Cases</th>
<th>&quot;F&quot; Scale Score</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>S. D.</td>
</tr>
<tr>
<td>Most experience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M*</td>
<td>9</td>
<td>130.76</td>
<td>11.65</td>
</tr>
<tr>
<td>N*</td>
<td>9</td>
<td>127.67</td>
<td>21.70</td>
</tr>
<tr>
<td>Least experience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>9</td>
<td>120.11</td>
<td>28.65</td>
</tr>
<tr>
<td>N</td>
<td>9</td>
<td>123.44</td>
<td>19.11</td>
</tr>
</tbody>
</table>

*M, socially mobile teachers; N, socially non-mobile teachers.

**Significant at the .05 level (t = 2.22)

socially non-mobile teachers with the most teaching experience and teacher groups composed of the nine socially mobile teachers and the nine socially non-mobile teachers with the fewest years of teaching experience are presented. The means and standard deviations for the authoritarian scores, ages, and years of teaching experience for the nine teachers with the most and fewest years of teaching experience in each of the socially mobile and socially non-mobile teacher groups are indicated in Table XIV. The t scores for the mean differences are not indicated in Table XIV since comparisons were made within and between the socially mobile and socially
non-mobile teacher group on more than one variable. Only one mean difference was significant at the .05 level; this t score is reported. The primary concern was with regard to teacher authoritarianism and the possible relationship of this personality characteristic to social mobility and length of teaching experience.

Data presented in Table XIV indicate that the nine socially non-mobile teachers with the most years of teaching experience when compared with the nine socially mobile teachers with the most years of teaching experience had the following: a higher mean by almost seven points on the authoritarian scale; an average of nearly two years less teaching experience; and an age average approximately the same as the nine socially mobile teacher. Yet, no means were significantly different.

There were no significant mean differences between the nine socially mobile teachers with the least teaching experience and the nine socially non-mobile teachers with the least teaching experience on their authoritarian score means or age means; however, the socially mobile teacher group had a higher average number of years of teaching experience which yielded a t score of 2.22 which was significant at the .05 level. The nine socially mobile teachers with the least teaching experience had a slightly lower authoritarian mean, an age average almost the same, but a significantly greater
mean for teaching experience than did the nine socially non-mobile teachers with the fewest years of teaching experience.

Although the teachers with the most teaching experience in both the socially mobile and socially non-mobile teacher groups had higher authoritarian score means than their counterparts, in neither case were the mean differences significant. The greatest difference existed between the socially non-mobile teacher groups with the most and least teaching experience; the t score for their mean difference was 1.39.

From this data, social mobility of the teacher along with varied length of teaching experience did not show socially mobile teachers to be significantly different from the socially non-mobile teachers with regard to personality authoritarianism as measured by the California "F" Scale.

Comparison of the Pupil Groups

The second principal portion of Chapter III presents data concerning comparisons of the fourth, fifth, and sixth grade lower socio-economic boys taught by socially mobile teachers with the lower socio-economic boys taught by socially non-mobile teachers. This section reports information pertinent to (1) the source of the pupil sample, (2) comparisons of the pupil groups in regard to grade level, age, intelligence quotient, and their parents' occupations, (3) comparisons of
the pupil groups concerning their change in anxiety and academic skills in spelling and arithmetic.

**Source of the Pupil Sample**

The male pupils for the study were chosen from the classrooms of the previously selected teachers by identifying those pupils (1) thought by their teachers to be from very poor socio-economic families, and (2) whose parents actually were the lowest on the North-Matt Occupational Social Status Scale. Since the interaction of the teacher and pupil was considered of primary importance for the study, the teacher's perception of her pupils in this respect was accounted for by having her submit a list of those pupils in her classroom whom she deemed to be the most socio-economically deprived. The cumulative folders for the pupils on the lists submitted by the teachers were then checked to screen out those pupils whose parents' occupational scores were above the arbitrarily established cut-off point of sixty-nine on the North-Matt Occupational Social Status Scale.

Since lower socio-economic families are often very transient, and because the study entailed a pretest-posttest interim of about fourteen weeks, an effort was made to include those pupils of families thought by the principals of the schools to be relatively stable residents. Despite this precaution, thirty-three pupils had moved or were not available
for the pretest or posttest. Through attrition, the original sample of 277 pupils was reduced to 244.

Data in Table XV show the number of pupils taught by the socially mobile and socially non-mobile teachers and the school districts in which the pupils were enrolled.

**TABLE XV**

**SOURCE OF THE PUPIL SAMPLE**

<table>
<thead>
<tr>
<th>School District</th>
<th>Pupils of Socially Mobile Teachers</th>
<th>Pupils of Socially Non-mobile Teachers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>X*</td>
<td>47</td>
<td>43</td>
<td>90</td>
</tr>
<tr>
<td>Y**</td>
<td>74</td>
<td>80</td>
<td>154</td>
</tr>
<tr>
<td>Total</td>
<td>121</td>
<td>123</td>
<td>244</td>
</tr>
</tbody>
</table>

*X*, school district in north central Texas  
**Y**, school district in northeast Texas

In Table XV, the letters "X" and "Y" were used to represent the school districts located in the north central and northeast parts of Texas respectively that participated in the study. Of the sample of 244 pupils, 90 and 154 pupils attended school districts "X" and "Y," respectively. There were 121 pupils taught by socially mobile teachers, and 123 pupils who were taught by socially non-mobile teachers. From school district "X," there were 47 pupils taught by the socially mobile teachers of that district, and 43 pupils taught by the socially non-mobile teachers of the same district.
There were 74 pupils taught by the socially mobile teachers, and 80 pupils taught by the socially non-mobile teachers of school district "Y."

Comparison of the Pupil Groups in Regard to Age, Grade Level, I. Q., and Parents' Occupation

In order to better understand the changes and possible causes of change between the lower socio-economic boys taught by the socially mobile teachers and those taught by the socially non-mobile teachers, it was deemed necessary to know how the two pupil groups compared in regard to age, grade placement, intelligence quotient, and their parents' occupations, and to investigate whether or not the two groups were significantly different in any of these aspects. Following are comparative data regarding the two pupil groups on these important factors.

Comparison of the pupil groups in regard to age.—The data comparing the ages of the pupil groups at large and at the various grade levels are presented in Table XVI (see page 74). The range, mean, standard deviation, t score for the difference of means, and the level of significance regarding the pupil age differences are shown.

As shown in Table XVI, the age range from the youngest pupil to the oldest pupil taught by the socially mobile teachers extended from 8.9 years to 13.4 years. The socially non-mobile teachers' pupils ranged from age 8.8 years to
TABLE XVI
COMPARISON OF THE PUPIL GROUPS
IN REGARD TO AGE

<table>
<thead>
<tr>
<th>Pupil Group</th>
<th>Grade Level</th>
<th>Cases</th>
<th>Range in Years</th>
<th>Mean</th>
<th>S. D.</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSMT*</td>
<td>4</td>
<td>31</td>
<td>8.9-11.4</td>
<td>10.08</td>
<td>.61</td>
<td>.34 NS</td>
</tr>
<tr>
<td>PSMT*</td>
<td>5</td>
<td>40</td>
<td>9.5-12.0</td>
<td>10.93</td>
<td>.63</td>
<td>1.26 NS</td>
</tr>
<tr>
<td>PSMT</td>
<td>6</td>
<td>50</td>
<td>10.7-13.4</td>
<td>11.75</td>
<td>.62</td>
<td>.07 NS</td>
</tr>
<tr>
<td>PSMT</td>
<td>All</td>
<td>121</td>
<td>8.9-13.4</td>
<td>11.05</td>
<td>.91</td>
<td>3.53 .001</td>
</tr>
<tr>
<td>PSMT*</td>
<td>4</td>
<td>53</td>
<td>8.8-12.7</td>
<td>10.03</td>
<td>.82</td>
<td>NS</td>
</tr>
<tr>
<td>PSMT</td>
<td>5</td>
<td>47</td>
<td>9.9-12.1</td>
<td>10.76</td>
<td>.54</td>
<td>NS</td>
</tr>
<tr>
<td>PSMT</td>
<td>6</td>
<td>23</td>
<td>10.3-12.3</td>
<td>11.74</td>
<td>.58</td>
<td>NS</td>
</tr>
<tr>
<td>PSMT</td>
<td>All</td>
<td>123</td>
<td>8.8-12.8</td>
<td>10.63</td>
<td>.93</td>
<td>NS</td>
</tr>
</tbody>
</table>

*PSMT, pupils of socially mobile teachers; PSMT*, pupils of socially non-mobile teachers

12.8 years of age. The age means of the pupils of the socially mobile and socially non-mobile teachers, respectively, were 11.05 years and 10.63 years. The standard deviation of the pupils' ages taught by the socially mobile teachers was .91 years as compared with .93 years as the standard deviation for the ages of the pupils taught by the socially non-mobile teachers.

There was a significant age mean difference between the total groups of pupils taught by the socially mobile teachers and those taught by the socially non-mobile teachers. The age mean of 11.05 years for the pupils taught by the socially mobile teachers was about five months greater than the 10.63
years age mean of the pupils of the socially non-mobile teachers. This difference was due to the varied grade level sub-sample sizes. When comparing the pupil groups as to size by grade level distribution, there were more sixth grade pupils, but fewer fourth grade pupils taught by the socially mobile teachers; hence, the age mean difference between the total groups. Of greater importance was the fact that there were no significant age differences between the various groups when compared with their respective grade level peers. The greatest age mean difference occurred between the fifth grade pupil groups, but this mean difference t score of 1.26 was not significant at the .10 level.

Comparison of the pupil groups in regard to grade level.—Data pertinent to the number of pupils in each of the socially mobile and socially non-mobile teacher groups from the various grade levels are presented in Table XVII. It is shown in Table XVII that the fourth, fifth, and sixth grades were represented by 84, 87, and 73 pupils, respectively. There were 31 fourth grade pupils, 40 fifth grade pupils, and 50 sixth grade pupils taught by the socially mobile teachers. There were 53 fourth grade pupils, 47 fifth grade pupils, and 23 sixth grade pupils taught by the socially non-mobile teachers.

As shown in Table XVII, the study included 244 pupils from the fourth, fifth, and sixth grades. The sample of 53 fourth grade pupils taught by the socially non-mobile teachers was
TABLE XVII

COMPARISON OF THE PUPIL GROUPS IN REGARD TO GRADE LEVEL

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Pupils of Socially Mobile Teachers</th>
<th>Pupils of Socially Non-mobile Teachers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four</td>
<td>31</td>
<td>53</td>
<td>84</td>
</tr>
<tr>
<td>Five</td>
<td>40</td>
<td>47</td>
<td>87</td>
</tr>
<tr>
<td>Six</td>
<td>50</td>
<td>23</td>
<td>73</td>
</tr>
<tr>
<td>Total</td>
<td><strong>121</strong></td>
<td><strong>123</strong></td>
<td><strong>244</strong></td>
</tr>
</tbody>
</table>

Greater than the sample of 31 fourth grade pupils taught by the socially mobile teachers. In contrast, the sample size ratio was reversed regarding the sixth grade pupil groups. The socially mobile teacher-pupil group of 50 was larger than the socially non-mobile teacher-pupil group of 23. The fifth grade samples of 40 and 47 pupils, respectively, for the socially mobile and socially non-mobile teacher-pupil groups were more nearly the same in size.

Comparison of the pupil groups in regard to intelligence quotients.---Information is presented in Table XVIII (see page 77) concerning the range, mean standard deviation, t score, and level of significance for the intelligence quotients of the pupils at the various grade levels.

The range of the intelligence quotients of the pupils taught by the socially mobile teachers was from 66 to 138,
TABLE XVIII

COMPARISON OF THE PUPIL GROUPS IN REGARD TO INTELLIGENCE QUOTIENTS

<table>
<thead>
<tr>
<th>Pupil Group</th>
<th>Grade Level</th>
<th>Cases</th>
<th>Range</th>
<th>Mean</th>
<th>S. D.</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSMT*</td>
<td>4</td>
<td>31</td>
<td>71-138</td>
<td>97.61</td>
<td>15.45</td>
<td>.35</td>
</tr>
<tr>
<td>PSMT*</td>
<td>5</td>
<td>40</td>
<td>66-131</td>
<td>99.53</td>
<td>15.63</td>
<td>.11</td>
</tr>
<tr>
<td>PSMT</td>
<td>6</td>
<td>50</td>
<td>74-138</td>
<td>104.16</td>
<td>12.86</td>
<td>2.30</td>
</tr>
<tr>
<td>PSNT</td>
<td>4</td>
<td>53</td>
<td>62-138</td>
<td>96.34</td>
<td>16.57</td>
<td>NS</td>
</tr>
<tr>
<td>PSNT</td>
<td>5</td>
<td>47</td>
<td>67-123</td>
<td>99.17</td>
<td>15.14</td>
<td>NS</td>
</tr>
<tr>
<td>PSNT</td>
<td>6</td>
<td>23</td>
<td>65-123</td>
<td>96.43</td>
<td>13.87</td>
<td></td>
</tr>
<tr>
<td>PSNT</td>
<td>All</td>
<td>121</td>
<td>66-138</td>
<td>100.95</td>
<td>14.76</td>
<td>1.31</td>
</tr>
<tr>
<td>PSNT</td>
<td>All</td>
<td>123</td>
<td>62-138</td>
<td>97.44</td>
<td>15.61</td>
<td>NS</td>
</tr>
</tbody>
</table>

*PSMT, pupils of socially mobile teachers; PSNT, pupils of socially non-mobile teachers.

whereas 62 to 138 was the intelligence quotient range of the pupils taught by the socially non-mobile teachers. The mean intelligence quotients of the pupils of the socially mobile and socially non-mobile teachers were 100.95 and 97.44 respectively. The intelligence quotient standard deviation of 14.76 points for the socially mobile teacher-pupil group was somewhat smaller than the 15.61 points which was the standard deviation for the socially non-mobile teacher-pupil group. Although the difference between the intelligence quotient means of the socially mobile and socially non-mobile teacher-pupil groups was not significant at the .05 level of significance, a t-score of 1.31 indicated a difference significant at the .10 level.
There were no significant mean intelligence quotient differences between the two pupil groups at the fourth and fifth grade levels. The sixth grade pupil groups had an intelligence quotient mean difference significant at the .05 level. The sixth grade pupils taught by the socially mobile teachers had an intelligence quotient of 104.16, which was almost eight points above the intelligence quotient mean of the sixth grade pupils taught by the socially non-mobile teachers. Although there was a significant intelligence quotient mean difference between the two sixth grade pupil groups significant at the 5 per cent level, this difference was absorbed when the entire pupil groups were tested for mean intelligence quotient differences. The two pupil groups at large did have intelligence quotient means significantly different at the 10 per cent level.

Comparison of the pupil groups in regard to their parents' occupations.—There was no effort to equate the pupil groups according to their parents' scores on the North-Hatt Occupational Social Status Scale, or to specify any particular proportional representation of the various occupational classifications. The only occupational stipulation was the requirement that the occupation of the lower socio-economic pupils' parents have a North-Hatt Occupational Social Status score of sixty-nine or below.
The occupations of the pupils' parents were varied, yet the four most popular occupations were the same for both the parents of pupils taught by the socially mobile teachers and the parents of the pupils taught by the socially non-mobile teachers. The most frequently listed occupations of the lower socio-economic pupils' fathers were (1) common laborer, (2) truck driver, (3) mechanic, and (4) carpenter. Some of the other occupations of the lower socio-economic boys' fathers were baker, barber, butcher, clerk, cook, fireman, grounds keeper, painter, pipe fitter, plumber, policeman, service station attendant, and enlisted serviceman.

In some cases, the occupation of the mother was used because the father was deceased, disabled, unemployed, or his present location was unknown. Some of the mothers' occupations of the lower socio-economic boys were baby-sitter, barmaid, cashier, clerk, chicken-plucker, fish bait seller, seamstress, secretary, and waitress.

In a few cases, the families were on welfare as a result of neither parent being employed. The lower socio-economic boys resided with grandparents, other relatives, or guardians in situations where the location of neither of the parents was known. Although the parents' occupations were not available in some cases, it was all too apparent that the boys selected for the study in these cases were from a lower socio-economic milieu.
Comparison of the Pupil Groups in Regard to Change in Anxiety, and Academic Progress in Spelling and Arithmetic Skills

This section presents the results concerning the comparisons of the pupil groups regarding their change in anxiety, and academic progress in spelling and arithmetic skills. The findings of the study concerning these three areas of inquiry are present in order.

Comparison of the pupil groups in regard to change in anxiety.—A sub-problem of the study was concerned with a comparison of the socially mobile and socially non-mobile teachers' influence on the anxiety of the lower socio-economic boys in their classrooms. It was predicted by hypothesis 2 that the anxiety increase of lower socio-economic boys taught by socially mobile teachers would be significantly greater than the anxiety increase of lower socio-economic boys taught by socially non-mobile teachers. After a fourteen week period of interaction, it was expected that the lower socio-economic boys taught by the socially mobile teachers would show a significantly greater gain in anxiety than would the lower socio-economic boys taught by the socially non-mobile teachers because of the explanatory presentation of the theoretical rationales upon which the study was based.

In gathering data to test the hypothesis, the Children's Manifest Anxiety Scale was administered during the second and third weeks of October, 1965, and again in the third and fourth
weeks of February, 1966, to the pupils in the study. The differences of the pretests-posttests scores of the two groups of lower socio-economic boys were statistically tested to determine whether the differences in change between the two groups was significant.

For the purposes of statistical testing, hypothesis 2 was restated in the null form to read "there will be no significant difference between the anxiety increase of lower socio-economic boys taught by socially mobile teachers and the anxiety increase of lower socio-economic boys taught by socially non-mobile teachers."

Information in Table XIX, page 82, shows the mean change, standard deviation, t score, and level of significance of the scores of the two lower socio-economic pupil groups taught by the socially mobile and socially non-mobile teachers on the Children's Manifest Anxiety Scale at large and at the various grade levels.

In Table XIX, a minus sign preceding the mean indicates that the group had a lower mean on the posttest measure of anxiety than it had on the pretest. The means without signs are positive, and this indicates that the group had a higher mean on the posttest measure of anxiety than it had on the pretest. The standard deviations are shown to illustrate the dispersion of the scores. The t scores are presented to show the differences between the groups. The absence of a sign in
TABLE XIX
COMPARISON OF THE PUPIL GROUPS IN REGARD TO CHANGE IN ANXIETY

<table>
<thead>
<tr>
<th>Pupil Group</th>
<th>Grade Level</th>
<th>Cases</th>
<th>Mean Change</th>
<th>S. D.</th>
<th>Significance t</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSMT*</td>
<td>4</td>
<td>31</td>
<td>-1.000</td>
<td>7.43</td>
<td>.036</td>
<td>NS</td>
</tr>
<tr>
<td>PSMT*</td>
<td>5</td>
<td>40</td>
<td>2.050</td>
<td>6.60</td>
<td>2.128</td>
<td>.05</td>
</tr>
<tr>
<td>PSNT</td>
<td>6</td>
<td>50</td>
<td>-2.391</td>
<td>7.49</td>
<td>.909</td>
<td>NS</td>
</tr>
<tr>
<td>PSMT</td>
<td>All</td>
<td>121</td>
<td>.041</td>
<td>6.64</td>
<td>1.486</td>
<td>NS</td>
</tr>
</tbody>
</table>

*PSMT, pupils of socially mobile teachers; PSNT, pupils of socially non-mobile teachers.

The front of the t score indicates that the pupils taught by the socially non-mobile teachers had a greater mean decrease in anxiety than did the pupils taught by the socially mobile teachers.

Hypothesis 2 predicted a significantly greater increase in anxiety for the lower socio-economic boys taught by the socially mobile teachers. Only the lower socio-economic boys taught by the socially mobile teachers at the fifth grade level showed an increase in anxiety. This increase was great enough so that it influenced the mean change of the entire group of lower socio-economic boys taught by socially mobile teachers so that the group at large showed an average increase in anxiety change even though the lower socio-economic boys taught
by the socially mobile teachers at the fourth and sixth grade levels had an average decrease in anxiety. Since all of the grade level groups except the fifth grade pupils taught by the socially mobile teachers showed an average decrease in anxiety, the concern, thought of inversely, might well be which pupil group, or groups at the various grade levels, would experience the greater average decrease in anxiety.

For the groups at large, there was no significant difference of change between the lower socio-economic boys taught by the socially mobile teachers and the lower socio-economic boys taught by the socially non-mobile teachers. The lower socio-economic boys taught by the socially mobile teachers increased in anxiety an average of .041 of a point, while the lower socio-economic boys taught by the socially non-mobile teachers decreased in anxiety 1.220 points. The t score for the mean difference of change between the two groups was 1.486.

In the fourth and sixth grade pupil groups, both of the lower socio-economic groups of boys—those taught by the socially mobile teachers, and those taught by the socially non-mobile teachers—decreased in anxiety. Also at both the fourth and sixth grade levels, however, the lower socio-economic boys taught by the socially non-mobile teachers showed a greater decrease in anxiety although in neither case was the change significantly greater than that of the lower socio-economic boys taught by the socially mobile teachers.
In the fifth grade pupil groups, the lower socio-economic boys taught by the socially mobile teachers had a mean increase in anxiety of 2.05 points; whereas, the lower socio-economic boys taught by the socially non-mobile teachers had a mean decrease in anxiety of 0.830 of a point. This difference in change resulted in a t score of 2.128, which was significant at the .05 level.

At the fourth and sixth grade level, there was a greater decrease in the anxiety of the lower socio-economic boys taught by the socially non-mobile teachers than by the lower socio-economic boys taught by the socially mobile teachers. At the fifth grade level, the lower socio-economic boys taught by the socially mobile teachers increased in anxiety; whereas, the lower socio-economic boys taught by the socially non-mobile teachers decreased in anxiety. This difference in anxiety change was significant at the .05 level. In comparing the groups at large, the lower socio-economic boys taught by the socially mobile teachers slightly increased in anxiety (.041 points), and the lower socio-economic boys taught by the socially non-mobile teachers decreased in anxiety (1.22 points). The difference in mean anxiety change between the two groups was not significant at the .10 level.

As a result of the findings, the null hypothesis was accepted and hypothesis 2 as originally stated—that the anxiety increase of lower socio-economic boys taught by socially mobile
teachers would be significantly greater than the anxiety increase of lower socio-economic boys taught by socially non-mobile teachers—was rejected.

Comparison of the pupil groups in regard to academic progress in spelling skills.—A sub-problem of the study was concerned with a comparison of the academic progress made in spelling skills of the lower socio-economic boys taught by the socially mobile teachers and the lower socio-economic boys taught by the socially non-mobile teachers. Hypothesis 3 predicted that the academic progress in spelling skills of the lower socio-economic boys taught by the socially mobile teachers would be significantly greater than the academic progress in spelling skills of the lower socio-economic boys taught by the socially non-mobile teachers.

The rationale for hypothesis 3 was presented in Chapter I. Briefly, hypothesis 3 was based upon the premises (1) that socially mobile teachers are more authoritarian, especially in their interaction with lower socio-economic boys, (2) that the authoritarianism of the socially mobile teacher results in greater anxiety for the lower socio-economic boys, (3) that greater anxiety is an asset in learning simple tasks, and (4) that spelling, for this study, was considered a simple task.

In gathering data to test hypothesis 3, alternate forms (Forms I and II) of that portion of the Iowa Tests of Basic
Skills pertinent to spelling skills (L-1) were administered during the second and third weeks of October, 1965, and again in the third and fourth weeks of February, 1966, to the pupils of the study. The differences of the pretests-posttests raw scores of the two groups of lower socio-economic boys were statistically tested to determine whether the differences in change between the two groups was significant.

For purposes of statistical testing, hypothesis 3 was restated in the null form to read "there will be no significant difference in the academic progress in spelling skills between the lower socio-economic boys taught by socially mobile teachers and the academic progress in spelling skills of the lower socio-economic boys taught by socially non-mobile teachers."

A study of Table XX, page 87, reveals the change in spelling skills that the socially mobile teacher-pupil and socially non-mobile teacher-pupil groups experienced.

In Table XX, the means, standard deviations, and t scores are given for comparisons at the various grade levels and also for the groups at large. A minus sign preceding a t score signifies that the lower socio-economic boys taught by the socially non-mobile teachers made greater progress in spelling skills than did the lower socio-economic boys taught by the socially mobile teachers.
TABLE XX

COMPARISON OF THE PUPIL GROUPS IN REGARD TO ACADEMIC PROGRESS IN SPELLING SKILLS

<table>
<thead>
<tr>
<th>Pupil Group</th>
<th>Grade Level</th>
<th>Cases</th>
<th>Mean Change</th>
<th>S. D.</th>
<th>Significance t</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSMT*</td>
<td>4</td>
<td>31</td>
<td>2.48</td>
<td>7.47</td>
<td>.51</td>
<td>NS</td>
</tr>
<tr>
<td>PSMT*</td>
<td>5</td>
<td>40</td>
<td>6.45</td>
<td>7.97</td>
<td>-.06</td>
<td>NS</td>
</tr>
<tr>
<td>PSMT</td>
<td>6</td>
<td>50</td>
<td>7.06</td>
<td>7.22</td>
<td>3.94</td>
<td>.001</td>
</tr>
<tr>
<td>PSMT</td>
<td>6</td>
<td>23</td>
<td>.000</td>
<td>6.54</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>PSMT</td>
<td>All</td>
<td>121</td>
<td>5.69</td>
<td>7.77</td>
<td>2.54</td>
<td>.02</td>
</tr>
</tbody>
</table>

*PSMT, pupils of socially mobile teachers; PSNT, pupils of socially non-mobile teachers.

As predicted, the lower socio-economic boys taught by the socially mobile teachers made an average gain in spelling skills which was significantly greater than the average gain in spelling skills of the lower socio-economic boys taught by the socially non-mobile teachers. The mean gain in spelling skills by the pupils taught by the socially mobile teachers was 5.69 points. The mean gain in spelling skills of the pupils taught by the socially non-mobile teachers was 3.24 points. The difference of gain in spelling skills between the two pupil groups yielded a t score of 2.54, which was significant at the .02 level. One is reminded that there was a significant difference between the intelligence quotient
means of the boys taught by the socially mobile teachers and the boys taught by the socially non-mobile teachers significant at the .10 level, favoring the lower socio-economic boys taught by the socially mobile teachers.

In the predicted direction, the mean differences of academic progress in spelling skills experienced by the fourth and sixth grade groups favored the lower socio-economic boys taught by the socially mobile teachers. The mean difference of change between the fourth grade pupil groups was not significant. At the sixth grade level, however, the mean difference of academic progress in spelling skills between the lower socio-economic boys taught by the socially mobile teachers and the lower socio-economic boys taught by the socially non-mobile teachers was significant at the .001 level.

One is reminded that there was a mean intelligence quotient difference of almost eight points, which was significant at the .05 level, between the sixth grade boys taught by the socially mobile and socially non-mobile teachers, favoring those boys taught by the socially mobile teachers. Information in Table XI, on page 37, shows that there was no mean gain in spelling skills by the lower socio-economic boys taught by the socially non-mobile teachers. Of the twenty-three boys in this group, ten made higher posttest spelling skills scores, while twelve made lower posttest spelling skills scores; one pupil showed no change.
At the fifth grade level, in contrast to the predicted direction, the mean gain in spelling skills favored the lower socio-economic boys taught by the socially non-mobile teachers. A t score of .06 for this small difference was not significant, and this difference was absorbed when the socially mobile teacher-pupil group and the socially non-mobile teacher-pupil group were compared without regard to grade level distribution.

The mean difference of change in spelling skills between lower socio-economic boys taught by socially mobile and socially non-mobile teachers, as tested by the Iowa Tests of Basic Skills with a fourteen weeks pretest-posttest interim, yielded a t score of 2.54, which was significant at the .02 level, favoring the lower socio-economic boys taught by the socially mobile teachers as predicted.

As a result of these findings, the null hypothesis was accepted and hypothesis 3 as originally stated—that the academic progress in spelling skills of the lower socio-economic boys taught by the socially mobile teachers would be significantly greater than the academic progress in spelling skills of the lower socio-economic boys taught by the socially non-mobile teachers—was rejected.

Comparison of the pupil groups in regard to academic progress in arithmetic skills—A sub-problem of the study was to make a comparison of the academic progress made in arithmetic skills of the lower socio-economic boys taught by
socially mobile teachers and lower socio-economic boys taught by the socially non-mobile teachers. Hypothesis 4 stated that the academic progress in arithmetic skills of the lower socio-economic boys taught by the socially mobile teachers would be significantly less than the academic progress in arithmetic skills of the lower socio-economic boys taught by the socially non-mobile teachers.

The rationale for hypothesis 4, presented in Chapter I, was based upon the premises (1) that socially mobile teachers are more authoritarian, especially in their interaction with lower socio-economic pupils, (2) that the authoritarianism of the socially mobile teacher results in greater anxiety for the lower socio-economic boys, (3) that greater anxiety inhibits the learning of complex tasks, and (4) that arithmetic, for this study, was considered a complex learning task.

In gathering data to test hypothesis 4, alternate forms (Forms I and II) of that part of the Iowa Tests of Basic Skills pertinent to arithmetic skills (A-1) were administered during the second and third weeks of October, 1965, and again during the third and fourth weeks of February, 1966, to the pupils of the study. The difference of the pretests-posttests raw score means of the two groups of the lower socio-economic boys were statistically tested to determine whether the difference in change between the two groups was significant.
For purposes of statistical testing, hypothesis 4
was restated in the null form to read "there will be no sig-
nificant difference in the academic progress in arithmetic
skills between the lower socio-economic boys taught by
socially mobile teachers and the lower socio-economic boys
taught by socially non-mobile teachers."

In Table XXI (see page 92) are related, as entities
and by grade level groups, the academic progress means,
standard deviations, and t scores for the differences between
means, pertaining to the change in arithmetic skills of the
lower socio-economic boys taught by socially mobile teachers
and lower socio-economic boys taught by the socially non-
mobile teachers. A minus sign preceding a t score indicates
that the pupils of the socially non-mobile teachers had a
higher progress mean.

As shown in Table XXI, contrary to the prediction in
hypothesis 4—that the academic progress in arithmetic skills
of the lower socio-economic boys taught by the socially
mobile teachers would be significantly less than the academic
progress in arithmetic skills of the lower socio-economic
boys taught by the socially non-mobile teachers—the pupils
of the socially mobile teachers had the greater progress mean.

The mean progress in arithmetic skills by the lower socio-
economic boys taught by the socially mobile teachers was 6.72
points, as compared with 6.23 points, which was the mean progress
### TABLE XII

**COMPARISON OF THE PUPIL GROUPS IN REGARD TO ACADEMIC PROGRESS IN ARITHMETIC SKILLS**

<table>
<thead>
<tr>
<th>Pupil Group</th>
<th>Grade Level</th>
<th>Cases</th>
<th>Mean Change</th>
<th>S. D.</th>
<th>Significance t</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSMT*</td>
<td>4</td>
<td>31</td>
<td>6.29</td>
<td>4.66</td>
<td>-2.15</td>
<td>MB</td>
</tr>
<tr>
<td>PSMNT*</td>
<td>4</td>
<td>53</td>
<td>6.02</td>
<td>5.12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSMNT</td>
<td>5</td>
<td>40</td>
<td>5.98</td>
<td>6.13</td>
<td>-1.36</td>
<td>MB</td>
</tr>
<tr>
<td>PSMNT</td>
<td>5</td>
<td>47</td>
<td>7.70</td>
<td>6.44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSMNT</td>
<td>6</td>
<td>50</td>
<td>7.52</td>
<td>5.59</td>
<td>-2.28</td>
<td>.05</td>
</tr>
<tr>
<td>PSMNT</td>
<td>6</td>
<td>23</td>
<td>5.76</td>
<td>3.20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSMNT</td>
<td>All</td>
<td>121</td>
<td>6.72</td>
<td>5.61</td>
<td>3.58</td>
<td>MB</td>
</tr>
<tr>
<td>PSMNT</td>
<td>All</td>
<td>127</td>
<td>6.28</td>
<td>6.46</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*PSMT, pupils of socially mobile teachers; PSMNT, pupils of socially non-mobile teachers.*

In arithmetic skills of the lower socio-economic boys taught by the socially non-mobile teachers. This slight difference between the means of the two pupil groups yielded a t score of -2.28, which was not significant.

In the fourth and sixth-grade groups, contrary to that which was predicted, the lower socio-economic boys taught by the socially mobile teachers had greater progress means in arithmetic skills than did the lower socio-economic boys taught by the socially non-mobile teachers. The arithmetic progress means for the lower socio-economic fourth-grade boys taught by the socially mobile and socially non-mobile teachers, respectively, were 6.29 points and 6.02 points. The difference
between the arithmetic progress means yielded a \( t \) score of .23, which was not significant. The arithmetic progress mean for the lower socio-economic sixth grade boys taught by the socially mobile and socially non-mobile teachers, in order, were 7.58 points and 7.70 points. This difference of arithmetic progress means between the sixth grade pupil groups yielded a \( t \) score of 2.28, which was significant at the .05 level.

Only at the fifth grade level did the arithmetic progress mean of the lower socio-economic boys taught by the socially non-mobile teachers exceed the arithmetic progress mean of the lower socio-economic boys taught by the socially mobile teachers as predicted. The arithmetic progress mean for the lower socio-economic boys taught by the socially mobile teachers was 5.98 points, as compared with 7.73 points, which was the arithmetic progress mean for the lower socio-economic boys taught by the socially non-mobile teachers. The difference between the arithmetic progress means of the lower socio-economic fifth grade pupil groups yielded a \( t \) score of 1.56, which was not significant.

As a result of the findings, the null hypothesis was accepted and hypothesis 4 as originally stated—that the academic progress in arithmetic skills of the lower socio-economic boys taught by the socially mobile teachers would be significantly
less than the academic progress in arithmetic skills of the lower socio-economic boys taught by the socially non-mobile teachers—was rejected.
CHAPTER BIBLIOGRAPHY

CHAPTER IV

SUMMARY, FINDINGS, CONCLUSIONS, AND
RECOMMENDATIONS

This chapter is divided into four sections. The first
section presents a summary of the problem and the procedures
of the study. The second section presents the findings. The
third section presents the conclusions. Recommendations are
presented in the final section.

Summary

The purpose of this study was to isolate upward social
mobility as a teacher characteristic and to investigate the
contribution of this phenomenon to the following:

1. authoritarianism in teacher personality

2. high anxiety on the part of lower-socio-economic
boys

3. the learning of simple and complex academic skills
on the part of lower socio-economic boys.

The problem was divided into the following sub-problems:

1. How do socially mobile and socially non-mobile
teachers compare on the California "F" Scale measure of per-
sonality authoritarianism?
2. How do lower socio-economic boys taught by socially mobile teachers change on a manifest anxiety measure in comparison with lower socio-economic boys taught by socially non-mobile teachers?

3. How do lower socio-economic boys taught by socially mobile teachers compare in the academic progress in spelling skills with lower socio-economic boys taught by socially non-mobile teachers?

4. How do lower socio-economic boys taught by socially mobile teachers compare in the academic progress in arithmetic skills with lower socio-economic boys taught by socially non-mobile teachers?

The sub-problems were expressed in the form of hypotheses as follows:

Hypothesis 1. The socially mobile teachers will score significantly higher on the California "P" Scale measure of personality authoritarianism than will the socially non-mobile teachers.

Hypothesis 2. The anxiety increase of lower socio-economic boys taught by socially mobile teachers will be significantly greater than the anxiety increase of lower socio-economic boys taught by socially non-mobile teachers.

Hypothesis 3. The academic progress in spelling skills of lower socio-economic boys taught by socially mobile teachers will be significantly greater than the academic
progress in spelling skills of lower socio-economic boys taught by socially non-mobile teachers.

Hypothesis 4. The academic progress in arithmetic skills of lower socio-economic boys taught by socially mobile teachers will be significantly less than the academic progress in arithmetic skills of lower socio-economic boys taught by socially non-mobile teachers.

The theoretical and empirical framework of this study was developed from incorporated ideas and studies of authorities indicating (1) that socially mobile teachers are more authoritarian, especially toward lower socio-economic boys, (2) that authoritarian leadership causes anxiety on the part of the follower, and (3) that high anxiety abets the learning of simple tasks but inhibits the learning of complex tasks. For this study, spelling skills were considered a simple learning task; whereas, arithmetic skills were considered a complex learning task. This study was an effort of inquiry regarding the interrelationship and effects of these aspects as they apply to the interaction of socially mobile teachers and lower socio-economic boys in the classroom.

Procedures

A survey of teachers in thirteen elementary schools of two independent school districts was made to identify two similar groups of fourth, fifth, and sixth-grade, female
teachers with respect to age, marital status, level of education, and years of teaching experience. The factor of upward social mobility was the controlled variable distinguishing the teacher groups. Although the teacher groups were not paired, there were twenty-eight teachers in the group identified as being socially mobile, and twenty-eight teachers in the group identified as being socially non-mobile.

The following definitions were used in the study to identify the socially mobile and socially non-mobile teachers.

1. **The socially mobile teacher**.—A teacher who as a teacher held an occupational position (73) five or more points above that occupational position which was held by the teacher's parents (73 or less) as measured by the North-Matt Occupational Social Status Scale when the teacher was a child approximately twelve years of age, and/or if married, whose husband held a position (83 or less) not more than five points above that of a teacher on the North-Matt Occupational Social Status Scale.

2. **The socially non-mobile teacher**.—A teacher who as a teacher held an occupational position (73) which was not five or more points above (74 or above) nor more than five points below (83 or below) that occupational position which was held by the teacher's parents as measured by the North-Matt Occupational Social Status Scale when the teacher was a
child approximately twelve years of age, and/or if married, whose husband held a position (C3 or below) not more than five points above that of the teacher on the North-Hatt Occupational Social Status Scale.

Hypothesis 1—that socially mobile teachers will score significantly higher on the California "F" Scale measure of personality authoritarianism than will the socially non-mobile teachers—was based on the premise that upward social mobility and authoritarianism are usually concomitant.

For purposes of statistical treatment, hypothesis 1 was restated in the null form to read "there will be no significant difference between the mean scores of the socially mobile and socially non-mobile teacher groups on the California "F" Scale measure of personality authoritarianism."

In gathering data to test hypothesis 1, the California "F" Scale—an inventory of personality authoritarianism—was administered during the month of October, 1965, to all of the teachers who participated in the study. The means of the scores of the socially mobile and socially non-mobile teacher groups on the California "F" Scale were statistically tested for the difference between means of two small uncorrelated samples using Fisher's t technique.

The pupil sample was selected from the fourth, fifth, and sixth-grade classrooms of the teachers chosen for the
study by identifying five or fewer boys whose parents' occupational scores (a score of sixty-nine or below was required) were lowest on the North-Hatt Occupational Social Status Scale. The teachers submitted a list of the boys in their classrooms whom they considered to be from the lowest socio-economic background. The occupations of the parents of the boys on the list were then checked in the central office by use of the boys' cumulative folders to be sure that the occupational score was sixty-nine or below. From the classrooms of teachers classified as socially mobile, 121 boys of lower socio-economic families were selected. From the classrooms of teachers classified as socially non-mobile, 123 boys of lower socio-economic families were selected. The pupils' ages and intelligence scores were obtained from the pupils' cumulative folders.

Hypothesis 2—that the anxiety increase of lower socio-economic boys taught by socially mobile teachers would be significantly greater than the anxiety increase of lower socio-economic boys taught by socially non-mobile teachers—was based on the premises that (1) socially mobile teachers are more authoritarian, especially toward lower socio-economic boys, and (2) that greater authoritarianism on the part of the teacher results in greater anxiety on the part of the lower socio-economic boys.
For statistical treatment, hypothesis 2 was stated in
the null form to read "there will be no significant difference
between the anxiety increase of lower socio-economic boys
taught by socially mobile teachers and the anxiety increase
of lower socio-economic boys taught by socially non-mobile
teachers."

In gathering data to test hypothesis 2, the Children's
Manifest Anxiety Scale was administered during the second and
third weeks of October, 1965, and again during the third and
fourth weeks of February, 1966, to the pupils of the study.
The differences of the pretest-posttest scores of the two
groups of lower socio-economic boys were statistically tested
using Fisher's z technique to determine whether the differences
in change between the two groups was significant.

Hypothesis 3—that the academic progress in spelling
skills of the lower socio-economic boys taught by the socially
mobile teachers would be significantly greater than the aca-
demic progress in spelling skills of lower socio-economic
boys taught by socially non-mobile teachers—was based on
the premises (1) that socially mobile teachers are more
authoritarian, especially toward lower socio-economic boys,
(2) that the authoritarianism of the socially mobile teacher
results in greater anxiety for the lower socio-economic boys,
(3) that greater anxiety is an asset in learning simple tasks,
and (4) that spelling, for this study, was considered a simple
learning task.
For purposes of statistical testing, hypothesis 3 was restated in the null form to read "there will be no significant difference in the academic progress in spelling skills between the lower socio-economic boys taught by socially mobile teachers and the academic progress in spelling skills of the lower socio-economic boys taught by socially non-mobile teachers."

In gathering data to test hypothesis 3, alternate forms (Forms I and II) of that portion of the Iowa Tests of Basic Skills pertinent to spelling skills (3-1) was administered during the second and third weeks of October, 1965, and again during the third and fourth weeks of February, 1966, to the pupils of the study. The differences of the pretests-posttests raw score means of the two groups of lower socio-economic boys were statistically tested using Fisher's $t$ technique to determine whether the difference in change between the groups was significant.

Hypothesis 4—that the academic progress in arithmetic skills of the lower socio-economic boys taught by the socially mobile teachers would be significantly less than the academic progress in arithmetic skills of the lower socio-economic boys taught by the socially non-mobile teachers—was based on the premises (1) that socially mobile teachers are more authoritarian, especially toward lower socio-economic boys, (2) that the greater authoritarianism of the socially mobile teacher results in greater anxiety for the lower socio-economic
boys, (3) that greater anxiety inhibits the learning of complex tasks, and (4) that arithmetic, for this study, was considered a complex learning task.

For purposes of statistical testing, hypothesis 4 was restated in the null form to read: "there will be no significant difference in the academic progress in arithmetic skills between the lower socio-economic boys taught by socially mobile teachers and lower socio-economic boys taught by socially non-mobile teachers."

In gathering data to test hypothesis 4, alternate forms (Forms I and II) of that portion of the Iowa Tests of Basic Skills pertinent to arithmetic skills (A-I) were administered during the second and third weeks of October, 1965, and again during the third and fourth weeks of February, 1966, to the pupils of the study. The differences of the pretests-posttests raw score means of the two groups of lower socio-economic boys were statistically tested using Fisher's z technique to determine whether the difference in change between the two groups was significant.

For this study it was deemed appropriate to use the 5 percent level of confidence as the criterion for rejecting the null hypothesis and accepting the original hypothesis. The null hypothesis was to be accepted and the original hypothesis rejected when the Fisher's z score was less than that score
which was needed for the 5 per cent level of confidence. In some cases, \( t \) scores were reported to indicate whether or not differences approached significance at the .10 level.

The ranges and standard deviations were reported to provide measures of dispersion. The means were reported to provide measures of central tendency.

Findings of the Study

Analysis of the data revealed the following:

1. In contrast to that which was predicted, the socially non-mobile teachers had a higher mean—although ever-so-slight—than the socially mobile teachers on the California "F" Scale measure of personality authoritarianism. The mean for the socially mobile teacher group on the authoritarian measure was 124.00 points, as compared with the mean of 124.66 points for the socially non-mobile teacher group. The difference between the authoritarianism means of the teacher groups yielded a \( t \) score of .07, which was not significant.

Hypothesis 1 as stated in the null form—there will be no significant difference between the mean scores of the socially mobile and socially non-mobile teacher groups on the California "F" Scale measure of personality authoritarianism—was accepted.

2. The mean change for the lower socio-economic boys taught by the socially mobile teachers on the Manifest Anxiety
Scale was a gain in anxiety of .041 points. The mean change for the lower socio-economic boys taught by the socially non-mobile teachers on the Manifest Anxiety Scale was a decrease in anxiety of 1.22 points. The difference between the means of the lower socio-economic boys taught by the socially mobile teachers and the lower socio-economic boys taught by the socially non-mobile teachers in regard to anxiety change resulted in a t score of 1.406, which was not significant.

Hypothesis 2 as stated in the null form—there will be no significant difference between the anxiety increase of the lower socio-economic boys taught by the socially mobile teachers and the anxiety increase of the lower socio-economic boys taught by the socially non-mobile teachers—was accepted.

3. As predicted in the original hypothesis, the mean change for the lower socio-economic boys taught by the socially mobile teachers in spelling skills was 5.69 points, as compared with a 3.24 points mean change in spelling skills for the lower socio-economic boys taught by the socially non-mobile teachers. The difference in mean change between the lower socio-economic groups of boys yielded a t score of 2.54, which was significant at the .02 level.

Hypothesis 3 as stated in the null form—there will be no significant difference in the academic progress in spelling skills between the lower socio-economic boys taught by socially
mobile teachers and the academic progress in spelling skills of the lower socio-economic boys taught by socially non-mobile teachers—was rejected.

4. In contrast to that which was originally predicted, the mean change for the lower socio-economic boys taught by the socially mobile teachers was 6.72 points, as compared with a mean change of 6.28 points for the lower socio-economic boys taught by the socially non-mobile teachers in regard to academic progress in arithmetic skills. The difference in mean change between the lower socio-economic pupil groups yielded a t score of .59, which was not significant.

Hypothesis 4 as stated in the null form—there will be no significant difference in the academic progress in arithmetic skills between the lower socio-economic boys taught by socially mobile teachers and the lower socio-economic boys taught by the socially non-mobile teachers—was accepted.

Following are supplementary findings of the study:

Although no hypotheses were made relevant to the authoritarianism of teachers with regard to (1) particular items on the California "P" Scale, (2) grade level teaching assignment, (3) marital status, (4) level of education, or (5) years of teaching experience, these factors were used to compare various teacher groups on their California "P" Scale scores for significant mean differences. Also the pupil groups were compared at the various grade levels to investigate
the possibility of pattern consistency with regard to change in anxiety and academic progress in spelling and arithmetic skills.

1. In comparing the socially mobile and socially non-mobile teacher groups on an item analysis of the thirty statements of the California "F" Scale, the socially non-mobile teachers had greater means on sixteen of the items. No mean differences were significant at the .10 level.

2. At the fourth and sixth grade levels, the socially non-mobile teachers had higher authoritarian means, whereas the socially mobile teachers had a higher authoritarian mean at the fifth grade level. No mean differences were significant.

3. In regard to marital status, there was no significant difference between the authoritarianism means of the eighteen married and eight single socially mobile teachers.

4. Concerning level of education, there were no significant mean differences between the authoritarianism means of teachers who held the bachelor's degree and teachers who held the master's degree within and between the socially mobile and socially non-mobile teacher groups.

5. As to the number of years of teaching experience, the socially mobile and socially non-mobile teachers with the most years of teaching experience had greater authoritarianism means than did their counterparts with the fewest years of
teaching experience, yet there were no mean differences significant within or between the various teacher groups.

6. Relative to anxiety change of the pupils, a rather consistent pattern was established in that the fourth and sixth grade lower socio-economic boys taught by the socially non-mobile teachers showed a greater decrease in anxiety than did the lower socio-economic boys taught by the socially mobile teachers. At the fifth grade level, the only grade at which the mean anxiety changes were significantly different (.05 level), the lower socio-economic boys taught by the socially mobile teachers increased in anxiety; whereas, the lower socio-economic boys taught by the socially non-mobile teachers decreased in anxiety.

7. Pertinent to academic progress in spelling skills, the fourth and sixth grade lower socio-economic boys taught by the socially mobile teachers experienced greater gain than did the lower socio-economic boys taught by the socially non-mobile teachers. At the fifth grade level, the lower socio-economic boys taught by the socially non-mobile teachers experienced greater progress in spelling skills. The difference between the mean change in spelling skills at the sixth grade, the only grade at which the difference was significant, was significant at the .001 level.

8. In regard to academic progress in arithmetic skills, the lower socio-economic boys taught by the socially mobile
teachers at the fourth and sixth grade levels had greater progress means than did the lower socio-economic boys taught by the socially non-mobile teachers. At the fifth grade level, the lower socio-economic boys taught by the socially non-mobile teachers had the greater mean progress in arithmetic skills. The difference in mean arithmetic change at the sixth grade level between the lower socio-economic boys was significant at the .05 level, favoring the boys taught by the socially mobile teachers.

Conclusions

The following conclusions were based on the results of the findings:

1. There was no difference in personality authoritarianism between socially mobile and socially non-mobile teachers in the intermediate grades.

2. Upward social mobility as a teacher characteristic does not necessarily serve as a catalyst nurturing anxiety within the lower socio-economic boys.

3. Upward social mobility as a teacher characteristic contributed to greater academic progress of lower socio-economic boys in spelling skills.

4. Upward social mobility as a teacher characteristic does not inhibit the academic progress of lower socio-economic boys in arithmetic skills.
Recommendations

The results of this study indicate a need for further research in the following suggested areas.

1. A replication study using socially mobile teachers whose parents' occupations are more diversified categorically and geographically.

2. A comparative correlation analysis of observed classroom authoritarianism and California "F" Scale scores of the socially mobile teachers and the learning of pupils taught by them.

3. An investigation of the anxiety change of lower socio-economic boys interacting with socially mobile teachers over a longer period of time in an urban setting.

4. A further study of the significant difference of change in spelling skills between lower socio-economic boys taught by socially mobile teachers and lower socio-economic boys taught by socially non-mobile teachers.

5. A study to investigate the change in other subject areas, i.e. reading, of lower socio-economic boys and girls with social mobility as an isolated teacher characteristic.

6. A similar study using male and female downward-socia mobile teachers as well as socially non-mobile and upward-socia mobile teachers at different grade levels interacting with boys and girls from various social strata of society.
BIBLIOGRAPHY

Books


Articles


Appendix


Publications of Learned Organizations


Public Documents


Published Tests


Unpublished Materials
