

AN ABSTRACT OF THE THESIS OF

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Title: RELATIONSHIP OF SELF CONCEPT TO BEHAVIORAL
UNDERSTANDING IN PROSPECTIVE PRESCHOOL TEACHERS

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The purpose of this study was to explore the relationship between self concept and behavioral understanding in a group of prospective preschool teachers. The subjects were 64 female college students enrolled in either an early childhood education or Child Development/Family Life program. These students had completed most of the requirements for their majors with the exception of student teaching or practicum experience in the preschool.

The data consisted of the total positive score on the Tennessee Self Concept Scale and the total score on the Film Test for Understanding Behavior in addition to information gathered on the following variables: age, sex, marital status, year in school, grade point average, ordinal position (number of older and younger siblings) and socioeconomic level. Also included as variables were number of credit hours in behavioral science courses: Psychology, Sociology, Anthropology, Education and Family Life.

The statistical analysis consisted of: 1) simple correlational analysis using Pearson product-moment correlation coefficient among all the variables; 2) multiple regression using the scores on both instruments as the dependent variable in separate analyses. These statistical tests were employed to explore the null hypothesis:

There will be no relationship between positive self concept and levels of behavioral understanding in prospective preschool teachers.

The correlation between the scores on the two instruments used to measure self concept and behavioral understanding was .047 indicating no discernible relationship. Few additional significant correlations were found. However, those obtained provided further descriptive data on the subjects and on the programs in which they were enrolled.

In the multiple regression analysis it was found that only two variables emerged as significant when each of the test scores were used as the dependent variable and only a very small percentage of the variance was explained in each case. When the TSCS scores were used as the dependent variable, number of Education credit hours and number of Psychology credit hours were significant, explaining 12.3% of the variance. In using the FUB scores as the dependent variable, 18.6% of the variance was explained by number of Family Life participation hours and Index of Social Position. The R^2 values obtained for

each test used as the dependent variable indicated that 30.4% of the variation in the scores on the TSCS and 27.6% of the variation in FUB scores could be explained by the variables.

These findings indicated a need for further study of the relationship between adequacy of self concept and behavioral understanding. The amount and nature of data gathered in the present study would provide avenues for further data analysis. For example, each of the two scales contain several dimensions which could be explored using other statistical techniques. In addition the investigation of different relationships among the many variables could provide data for future studies.

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RELATIONSHIP OF SELF CONCEPT TO BEHAVIORAL UNDERSTANDING IN PROSPECTIVE PRESCHOOL TEACHERS

INTRODUCTION

In the last two decades, attention has been directed to the problems of prediction of teacher success, identification of qualities of a "good," "effective," or "sensitive" teacher and investigation of the variables related to these qualities. This emphasis has led to lists of traits of good teachers or edicts on what a good teacher "ought" to be. Combs (1964) claimed that these lists and descriptions of what a good teacher should be and do has served to emphasize impossibly high standards for both prospective and experienced teachers. He claimed that instead of a competencies approach, the emphasis should shift to how the effective teacher perceives himself and others, as teaching is a highly personal matter. His position is based upon perceptual psychological theory.

One of the main tenets of perceptual psychology is the central role that perception plays in influencing the behavior of an individual. The perceptions of an individual constitute reality for that individual (Snygg & Combs, 1949). This reality is subjective and personal and may or may not be compatible with "objective" reality. Emphasis is not placed on what occurs in a specific situation, but how the person feels about what occurs. This perception, in turn, influences how he reacts to the situation.

The perceptual frame of reference includes several important concepts. The most inclusive is that of the phenomenal field which is defined as the total universe of possible perceptions of an individual including himself. Out of the phenomenal field is differentiated what is termed the phenomenal self which includes the physical aspects of the self as well as positive and negative value judgements applied to the self. A further, more precise concept is the self concept which stems from the phenomenal self. This is claimed to be the most directly influential in determining behavior.

The self concept is thought to be learned very early through relationships and interaction with others. The quality of the self is therefore dependent upon the quality of the people surrounding the individual. Positive or negative definitions of the self evolve from how the individual is treated by others, and the outcome of a positive definition of self is the adequate person (Combs, 1962). The phenomenal field of an adequate person contains four characteristics: 1) a positive view of self, 2) identification with others, 3) openness to experience and acceptance 4) and the phenomenal field is rich and available.

If the foregoing characteristics are present in an individual's phenomenal field, a positive regard for others is a natural result (Kelley, 1962). In fact, Kelley (1962) believed that since the self concept is learned through relationships with others, how an individual feels about himself will be the same as how he feels toward others

regarding several attitudes--respect, acceptance and understanding.

This relationship was explored in several studies (Berger, 1952; Omwake, 1954; Phillips, 1951; Sheerer, 1949; and Stock, 1949). In essence they all employed the same purpose--to test the hypothesis that a positive correlation exists between attitudes expressed toward the self and attitudes expressed toward others. Both clinical and normal populations were studied as well as the relationship between three personality inventories which claim to measure self acceptance and acceptance of others. In general each of these authors found definite and significant relationships between expressed attitudes toward self and expressed attitudes toward others. Omwake (1954) further concluded that only when the self is regarded with a fairly high degree of acceptance is it possible to relate effectively to others, to regard them as persons of worth and to understand them.

Despite the fact that understanding behavior has been discussed in relation to understanding others within the framework of perceptual psychology, it deserves to be explored in and of itself because of its apparent relationship to effective teaching. Several authors have stated that the more effective teacher does possess greater understanding of students (Allen, 1965; Appell & Appell, 1965; Cratty, 1962; Dixon & Morse, 1961).

When understanding behavior is explored further, two characteristics become apparent. Dymond (1950) stressed the fact that individuals

differ in their capacity to understand others, and other researchers felt that this capacity can be taught--the extent to which it is increased is dependent upon how much knowledge of the other person is provided (Cantrell, 1966; Cantrell & Hendrickson, 1970; Horrocks, 1946; Karuven, 1960; Ojemann & Wilkinson, 1942). This too, has implications for increasing teacher effectiveness. The differences in capacity to understand others and the fact that this capacity can be taught is a common sense assumption on which most teacher training programs are constructed.

More specific consideration of the self-other relationship and its application to teaching was discussed by Jersild (1954, 1955), Combs (1964, 1965) and others (Mayfarth, 1954; Moustakas, 1959; Welker, 1966). In general the authors concurred that attitudes of the teacher toward self cannot be separated from and tend to be the same as attitudes toward students. The same conclusions were drawn in relationship to nursery school teaching, but were considered particularly crucial because the self of the child is thought to develop early, and the teacher has an especially significant impact on this development (Ames, 1952).

Consideration of the relationship of the dynamics of self-other attitudes using perceptual psychology as a basic framework, has added credence to Combs' (1964) original claim that perhaps teacher effectiveness should be defined in terms of personal perception rather

than specific, static traits or methods. Authors (Combs, 1964; Greenberg, 1969; Will, 1967) using the perceptual approach and applying it to teacher preparation programs stressed this point.

Combs, (1964), Greenberg (1969) and Will (1967) were the main advocates of inclusion of the prospective teacher's self in the planning of the preparation program. They felt that the most permanent learning is that which is relevant to growth of self and personal values. If more meaningful learning experiences involving face-to-face relationships with others were included the result would be more efficient, effective teachers and creation of more adequate selves in prospective teachers. To make the preparation program as nonthreatening as possible would be a further aid to creating more adequate selves. This more adequate self concept, theoretically, would make the prospective teacher more effective and more able to respect, accept and understand their students. Investigation of the relationship between the prospective teacher's self-concept and ability to understand behavior would seem to be warranted if the programs were to be modified as these authors suggested.

Purpose of the Study

The purpose of this study is to investigate the relationship between positive self concept and levels of behavioral understanding of young children in a selected group of prospective preschool teachers.

Specifically the hypothesis to be investigated is:

There will be no relationship between positive self concept and levels of behavioral understanding in prospective preschool teachers.

Definition of Terms and Assumptions

In attempting to integrate material involving the self concept and to formulate an operational definition for use in research studies, one is immediately confronted with one of the primary difficulties of using this concept. This involves the overlapping of terms which seemingly are used to describe the same phenomena. Therefore an attempt has been made in the following operational definitions and assumptions to include all terms pertinent to the present research which seemed to be equated when literature was reviewed.

- 1) Positive self concept is defined as including the following terms: high self esteem, adequate self, positive self regard, positive self acceptance, positive self evaluation, positive attitudes expressed toward the self and positive view of self.
- 2) Positive self concept will be measured by the total positive score on the Tennessee Self Concept Scale (Fitts, 1965).
- 3) It will be assumed that a more adequate, positive self concept is dependent on greater understanding of self.

Also of concern in the present study is the concept of behavioral understanding. The following definitions and assumptions will serve to delineate the operational use of this concept.

- 1) Behavioral understanding will include the following terms: understanding of behavior, empathy, understanding, sensitivity.
- 2) Behavioral understanding of children is defined as including three dimensions: 1) knowledge of facts and principles of growth, development, and behavior of young children, 2) knowledge of guidance principles, and 3) sensitivity to the needs of children.
- 3) Behavioral understanding of children will be measured by the Film Test for Understanding Behavior (Schalock & Edling, 1958; Schalock & O'Neill, 1960).

REVIEW OF LITERATURE

The review of literature will be organized in terms of pertinent aspects involved in investigating the hypothesis. The self concept is discussed including criticisms, support, and the theoretical framework used in the present study. Criticisms and support are included to give the reader a brief overview of inherent difficulties in using self concept. The bulk of the discussion however will involve the chosen framework based on perceptual psychology. Also included will be discussions of understanding behavior, interaction and relationship between self concept and understanding behavior, and the implications of this interaction in teaching and teacher training.

Self Concept

Self Concept Criticism

The self concept has been highly criticized as a scientific construct on several counts. Wylie (1968) stated that there are no literary, denotative or operational definitions of concepts within the construct and that categories within self concept theories cannot be meaningfully related to such concepts as motivation, learning, perception, traits or attitudes which have proven useful in general behavior theory and personality theory.

These criticisms of the self concept make evident that measurement of the concept is difficult. However, an infinite variety of measurements have been devised. These include semantic differentials, adjective lists (Brownfain, 1952; Leary, La Forge, Suczek, and others, 1955; Allport, Vernon & Lindzey, 1960; Gough & Heilbrun, 1965); rating scales (Berger, 1952); incomplete sentences, Q-sort techniques (Stephenson, 1950; Bills, Vance & McLean, 1951); self-descriptions; and sentences describing the self (Fitts, 1965). The responses of the subject may range from a yes-no to Likert-type agree-disagree scales.

In discussing measurement of the self concept, Wylie (1968) claimed that assuming that a subject's self report was determined by his phenomenal field alone was naive. Such responses may be influenced by: 1) intentional selection of aspects the subject wishes to reveal; 2) the subject's typical habit of responding involving introspection and the use of language; 3) the subject attributing attitudes or perceptions to himself which he does not possess; 4) many situational and methodological factors which induce variations in all three and may exert other more superficial influences on the responses of the subject.

Criticism of the self concept may be summarized as including three main difficulties: Definitions of terms are unclear; there is no interagreement on definitions by self concept theorists; variables which might be affecting responses of self concept measurements are discounted, ignored or only partially treated.

Support for the Self Concept

Despite the fact that the self concept has been highly criticized, several authors have pointed out positive aspects lending support to the use of the concept in exploratory studies. This is exemplified by Jersild (1951) who felt that the concept of self is useful in understanding human behavior and characteristics even though in the present state of our knowledge the meaning of the self can be defined only in arbitrary and tentative terms.

The impetus for the formulation of self concept theory stemmed from the unique, complex and apparent paradoxical behavior of human beings and on the lack of ability to predict human behavior from observable conditions external to the subject and observable characteristics of the subject (Wylie, 1968). Wylie (1968) concluded that a few statements exist within self concept theory which are potentially useful and operational in relating the self concept to behavior: 1) those things consistent with the self concept tend to be perceived or learned more readily; 2) although different descriptions of self concept exist anxiety and defensive reactions are supposedly the ultimate outcome of inaccurate concepts of self; 3) evaluation of others is a positive function on one's own level of self-evaluation.

In agreeing with Wylie's position, McCandless (1970) wrote that almost regardless of the way it is measured, positive self concept is

related to other indices of adjustment. Through studies it was found that high self esteem people seemed to be more effective in groups (Dittes, 1959; Mussen & Porter, 1959; Zimbardo & Formica, 1963) and positive self esteem was related to good adjustment (Crandall & Bellugi, 1954). McCandless (1970) stated that in general, people with high self esteem were also more accepting of other people and that most of the measurement techniques pertaining to self concept showed at least some virtue and provided an estimate of the degree to which the subject regarded himself as a worthwhile person.

Use of the Self Concept

For the present study the theoretical emphasis chosen with regard to self concept theory is that which is termed "third force psychology," "phenomenology" or "perceptual psychology" and is based on the theoretical frameworks of Combs (1962); Kelley (1962); Maslow (1962); Rogers (1962); and Snygg and Combs (1949).

This framework is largely based upon perception of the individual. Snygg and Combs (1949) stated that reality for the individual can be based only on what he perceives. To him what is perceived is reality, and it is this perception which the individual internalizes and which determines his behavior. Behavior always has purpose which is correlated with the situation as the individual understands it. Reality, in other words, is subjective and personal and the way an individual

perceives a situation or his environment may or may not be related to an objective observer's description of the same phenomena. This is because the observer is also operating in terms of his own personal perceptual framework.

The total universe of possible perceptions of an individual including himself is termed his phenomenal field. It is reality to the individual and has certain characteristics: the total phenomenal field determines behavior at the instant of action, it is changing constantly, and is organized and meaningful. This organization is based upon selection by the individual--since the phenomenal field includes the total universe of perception, he must select, from the myriad of aspects impinging upon him at any one moment--those aspects of the phenomenal field which seem to apply to the situation at any given moment. The phenomenal field seems to maintain its organization and changes in the phenomenal field occur because of the innate tendency of the individual to maintain himself and satisfy his needs.

From the phenomenal field is differentiated another construct, the phenomenal self. This includes physical aspects of the self as well as definitions of the self or value judgements made by the individual about his self. The phenomenal self includes those aspects of the phenomenal field to which one refers as "I" or "me"--which the individual experiences as part or characteristic of himself. Snygg and Combs (1949) claimed that the phenomenal self is an abstraction created for

clarity and emphasis. It makes possible exploration of those parts of the phenomenal field which most directly affect behavior and to exclude those of minor importance.

A more precise concept which stems from the phenomenal self is termed the "self concept". This concept is more specific and narrow than the phenomenal self, and does not include as many aspects of the phenomenal field. It is believed to be more directly influential in determining behavior. The self concept includes those aspects of the phenomenal self which the individual chooses and emphasizes and considers as definite and fairly stable characteristics of himself. Again the phenomenal self and self concept are merely convenient terms describing portions of the phenomenal field and behavior is always determined by the total phenomenal field at any given moment.

The self concept is thought to be learned very early in the life of the human organism (Maslow, 1962). A human infant is not born with a self, but possesses the potential for a self. This self is learned in relationships with others, first with the mother, then other members of the family, then with teacher and finally peers (Ames, 1952). Kelley (1962) and Rogers (1961) felt that the quality of the self learned by the infant is related to the quality of the people around him. A child defines his self in terms of the definitions he learns from others. If he feels that he is wanted, loved and valuable, his behavior will reflect this positive attitude.

The provision of a positive atmosphere in which the child grows is thought to result in what Combs (1962) termed the "truly adequate person" or Kelley's (1962) "fully functioning person" or Maslow's (1962) healthy or self-actualized individual. These authors seem to agree that adequate persons' perceptual fields include four characteristics: 1) a positive view of self; 2) identification with others; 3) openness to experience and acceptance; 4) a rich and available phenomenal field.

A positive view of self is a direct outgrowth of the individual being treated positively from the very first--by those around him. An individual who possesses a positive view of self thinks of himself as liked, trusted, able, acceptable and important. This is expressed in his behavior. He feels that he will be successful so he tries, and has a high respect and regard for his own uniqueness. He is also realistic, however, and does have negative feelings toward the self when appropriate. The overall balance with regard to feelings of self, however, is positive in nature.

A second result of positive regard for the individual is his identification with others and with mankind. Positive feelings of self enables one to expand these feelings and include others. The individual is likely to have a deep respect for the dignity and integrity of others and is sensitive to their feelings and attitudes. He possesses warmth and humanness.

An outgrowth of both a positive view of self and identification with others is an openness to experience and acceptance. Adequate individuals are flexible enough so that new ideas may enter their phenomenal fields and change can be brought about. The positive self is not threatened by new experiences and ambiguity. Those individuals who possess a positive self actively seek new experiences, test their ideas, seek personal growth. They learn to value change, flexibility and openness.

The ability to be flexible and open permits the acquisition of a rich and available perceptual field. Because the adequate person's perceptual field contains more information and understanding, his behavior is more effective; he is better able to allow new perceptions into his perceptual field, and views more of these as personally significant. According to perceptual theory, the more personally significant the perception--the more likely it will be to affect behavior.

If these four characteristics of the perceptual field are present, a positive regard for others is a natural result (Kelley, 1962). If an individual thinks well of himself, he thinks well of others. Kelley (1962) felt that since attitudes toward self are derived from interaction with others, the self-other relationship cannot be separated and that attitudes toward the self are positively correlated with attitudes toward others. For example, self acceptance implies acceptance of others, respect for self implies respect for others, understanding of self

enables one to understand others. That attitudes toward self and others are related has been shown in numerous research studies. (Berger, 1952; Omwake, 1954; Phillips, 1951; Sheerer, 1949; Stock, 1949).

Sheerer (1949) hypothesized that there would be a positive correlation between the degree of expressed acceptance of and respect for self and the same expressed attitudes toward others. The procedure in her study involved the rating by four judges of all the statements made by clients in various counseling sessions. These statements were divided into two scales -- those which involved evaluative statements directed toward self (51 statements) and evaluative statements directed toward others (50 statements). The two scales were then used to rate statements made by the clients in the 10 cases included in the study. Fifty-nine interviews were used and the mean rating on each interview for each scale was computed. The product-moment correlation coefficient was used to explore the relationship between ratings on each of the two scales. The findings indicated that there was a statistically significant positive relationship between expressed acceptance of self and expressed acceptance of others.

The same conclusions were drawn from a study by Stock (1949). She also studied 10 counseling cases and used essentially the same hypothesis, but was interested in attitudes directed toward specific others representing varying degrees of social distance with the self

used as reference point. These included referents involving the self, persons in primary social relationships, secondary social relationships, "abstract" individuals or groups and the "generalized other" defined as anybody, everybody, people. Intensity and positive and negative direction of feeling were judged within four categories: 1) feelings about one's relationships with others, 2) feelings directed toward others 3) feelings about others 4) feelings about how others feel about the self. The Pearson product-moment correlation coefficient was used and a positive correlation was found to exist between the way the individual felt about himself and the way he felt about other persons.

Using the same hypothesis, but studying a normal population of students rather than counseling cases, Phillips (1951) sought to discover if this application was feasible. A questionnaire method was used and positive relationships between self and other attitudes was shown. On this basis the author also concluded that these attitudes were apparently not a function of clinical status or maladjustment.

Berger (1952) sought to further expand and strengthen the results of the previous studies by applying his self-other scales to a variety of groups. The constructed scales were found to have satisfactory reliability and validity and significantly positive correlations were obtained between attitudes toward self and attitudes toward others.

Using the scales constructed by Berger (1952) Phillips (1951) and the Index of Adjustment and Values (Bills, Vance, & McLean, 1951),

Omwake (1954) sought to explore the correlation between these three inventories which purport to measure self-other attitudes in addition to testing the same hypothesis used in the previous studies. The subjects were 113 college students enrolled in a Psychology course. The three inventories were found to agree markedly and the hypothesis of positive relationship between self-other attitudes was again supported. Omwake further concluded that only when self attitudes are fairly positive is it possible to regard others as worthwhile, to relate effectively to others, and to understand them.

The relationship between self attitudes and attitudes directed toward others has special significance in teaching. The degree to which the teacher understands students is a significant factor in how effective the teacher will be (Appell & Appell, 1965; Cratty, 1962). In a study using student teachers as subjects (Dixon & Morse, 1961) it was found that those with higher levels of understanding and empathy were rated by their students and supervisors to be better teachers than those with lower levels of understanding. More support for this relationship is added by Allen (1965) who felt that the most effective teachers are those who learn about each child, are sensitive to each child's needs and who really care about their students. To Combs (1962) understanding students included a sensitivity to values, attitudes, beliefs, convictions and the students' unique ways of perceiving.

Also of significance to effective teaching are characteristics of behavioral understanding which become apparent when the latter construct is explored independently. These characteristics include the fact that the capacity to understand others differs from person to person and levels of behavioral understanding can be increased by providing more knowledge.

Behavioral Understanding

Among the terms used to connote understanding of behavior are empathy, sensitivity, and social insight. Basically these variables apply to the same mechanism, that of taking the role of others or seeing situations from the other's point of view, the result being increased effectiveness in interpersonal relationships.

Dymond (1950) emphasized the fact that the ability to empathize or understand others seems to differ among individuals. Some people are very sensitive to cues as to how another person is feeling, while other individuals are very unaware of these cues. Other researchers agreed with Dymond's notion, but also felt that behavioral understanding can be taught and that the level of behavioral understanding was a function of the amount of knowledge acquired. The specific studies reviewed in this area ranged from providing minimal background information on specific children (Ojemann and Wilkinson, 1942), through studies of the change brought about by one course in child development

(Cantrell, 1966; Cantrell and Hendrickson, 1970); to investigations of the increases of understanding behavior proportional to differing amounts and types of course work in child development and the behavioral sciences (Horrocks, 1946; Karuven, 1960).

Ojemann and Wilkinson (1942) hypothesized that a knowledge of the child's attitudes, conflicts and purposes would make the teacher a better guide in planning an effective program of work and study. An experimental group of 33 ninth grade students were matched on age, intelligence and grade point average with a control group of 33. Pre- and post-tests in the fall and spring were given on the following criteria: grade point average, attitude test, personality conflicts and ratings of general adjustment obtained from the teachers. Through parent interviews, home information on each student in the experimental group was obtained. The data from the experimental group pre-tests and parental interviews were summarized, interpreted and made available to the teachers at the beginning of the academic year. The ordinary school procedure of grade reports were used with the control group. The results at the end of the year indicated that the experimental group made statistically significant gains over the control group in all areas tested. The authors concluded that when teachers knew their pupils as personalities in their respective environments they became more effective guides.

Related to the Ojemann and Wilkinson (1942) study was Watson's (1958) hypothesis that understanding of or empathy for another would increase as knowledge about that person increased. Following this vein, Cantrell (1966) proposed that an adult's empathy for children could be expected to increase as they learn about children in a child development course. The Dawe-Jones Test for Adult Empathy for Young Children (Jones, 1954) was used to test this hypothesis. Fifty-six girls enrolled in an introductory child development class formed the experimental group, 31 girls in a physical educational class and 26 girls in a nutrition class served as the controls. The subjects were tested prior to and following the introductory child development class and the general conclusion was that as measured by the test used, empathy or understanding of children increased as knowledge about children increased. Cantrell and Hendrickson (1970) studied part of the same sample three to five years later utilizing the same procedures. They found that subjects obtained higher scores than before taking the introductory child development course, but did not retain the entire increase as measured after the end of the course.

The relationship between understanding and knowledge was also the basis for a study by Horrocks (1946). The subjects were 300 college juniors, seniors, and graduate students taking courses in adolescent behavior, educational psychology and mental hygiene. A test was constructed and was used to measure knowledge of facts and

principles of adolescent development. Also used were three case studies of adolescents which required the subjects to diagnose social, academic and emotional difficulties and to select appropriate remedial procedures. The author's general conclusion was that knowledge of facts and principles of adolescent behavior were positively but not highly related to ability to diagnose difficulties and identify appropriate remedial procedures.

Differing amounts of course work in child development and psychology provided the basis for Karuven's (1960) study of 130 undergraduates. The study differentiated between those who had taken the nursery school laboratory course and those who had not. Using the Film Test for Understanding Behavior (Schalock and Edling, 1958; Schalock & O'Neill, 1960), Karuven concluded that as the number of courses increased, the subjects' understanding of behavior increased. Observation experience in conjunction with course work in child development tended to increase understanding of behavior while participation course work did not. Karuven hypothesized that perhaps participation added no new knowledge or increased understanding of behavior, but served primarily as an integrative experience.

Interaction of Self Concept and Behavioral Understanding in Teaching

A general discussion of self concept provided information on current criticisms and support for the theory and considered the theoretical

framework employed in the present study which postulates a high degree of relationship between attitudes toward the self and attitudes toward others. Included within attitudes was the more specific aspect of understanding of self related to understanding of others. Also discussed was behavioral understanding and its implied importance to teaching. Now the discussion turns to a more specific and expanded consideration of the interaction of self-other understanding and its relationship to teaching.

Jersild (1954, 1955), Combs (1964, 1965) and Moustakas (1959) were articulate in stressing the notion that teachers' self understanding and self knowledge are related to understanding of their students. They felt that a teacher's attitudes are most important in effectiveness and that respect for one's own integrity and uniqueness, love for and understanding of one's own self, cannot be separated from the same feelings directed toward students (Moustakas, 1959). Self understanding and acceptance are prerequisite to helping students know and accept themselves. This includes the negative aspects as well as the positive and also coping with the anxiety producing emotions such as anger, fear and hate. If a teacher does not understand himself well enough to know how he reacts to these feelings in his own life, he may not be very objective in helping a child who is struggling with them (Welker, 1966). In other words, the teacher must involve himself with and face these emotions before he will be able to help a child face

them. The more a teacher learns about and accepts himself, the more willing he is to learn about and accept others (Mayfarth, 1954).

The ultimate outcome of the search for self understanding and acceptance is emotional maturity and increased compassion and empathy for others. Also important is that this search for self understanding should not cease, but should be continued throughout life (Jersild, 1954, 1955).

Interaction of the teacher's self concept and understanding of behavior have been discussed with reference to its application to teaching in general. However several authors place specific emphasis on its importance in teaching young children and increased self-understanding is viewed as a goal for prospective teachers of young children.

This emphasis is reflected in the requirements for teachers formulated by the Committee on Teacher Education of the Association for Childhood Education International. They recommended that the professional preparation of teachers of young children include guidance of student teachers toward keener awareness of themselves and their environment as well as increased understanding of young children and their families (Leeper, Dales, Skipper & Witherspoon, 1968).

Several authors echoed this need for awareness of self in a teacher for young children. Leeper, et. al. (1968) felt that security within children was only attained through a teacher who was secure herself; Witherspoon (1958) stressed that children are sensitive to

every characteristic of the teacher - strengths as well as weaknesses and the teacher should be aware of these aspects; Jersild (1954) and Welker (1966) pointed out that the teacher of young children should be able to face and work through highly emotionally charged issues in development so that the child will be helped to do this. In her summary Welker (1966) stated:

A teacher is:

. . . a person with an understanding of child development and child psychology; an awareness of herself, her confusions, anxieties and problems; and an awareness of cultural demands and expectations for herself and children.

. . . a person with enough self-confidence to try new things without too great a concern for failure, and who can be open about her successes and failures.

. . . In summary she must be aware of herself as a human being, with human strengths and weaknesses, and therefore able to accept these in children (p. 76).

Gardner (1964) also discussed the competent nursery school teacher. He felt that the degree to which the adult has understanding of self and knowledge of his anxieties, sources of frustration, insecurities, wishes and values affects relationships between teacher and child. It is not unreasonable to expect that the sensitive nursery school teacher will be motivated to increase self understanding as well as understanding of children.

The special stress placed on the self concept of the teacher of young children again evolves from the framework of perceptual psychology. The interaction between teacher's self understanding and

understanding of young children is viewed as especially crucial because the self is thought to develop early, and the teacher plays a significant role in the development of the child's self. This is brought out in Maslow's (1962) discussion of what he conceived of as the goal of education--that of self-actualization for each individual. He felt that an infant was not born with a self, but possessed the raw material for self-actualization. The self concept is learned in social interaction with others at an early age and the child learns to think of himself in positive and negative terms according to how he is treated by the people around him. According to Ames (1952), who studied children in a nursery school setting via observation of the child's verbalizations, the development of the self was evident at the beginning of the nursery school experience and progressed through a definite developmental sequence. She believed that changes in verbalizations reflected changes in concepts of self--at earliest ages spontaneous remarks were directed to the mother or to self, later the children spoke more to the teacher and finally the majority of conversations involved peers. The finding that at one point the majority of the child's verbalizations are directed to the teacher lends credence to the notion that the teacher plays a significant role in the development of the child's self concept.

Jersild (1951) felt that a child's relationship with teachers was one of the most important psychological facts of a child's life. A study by Davidson and Lang (1960) supports this assertion by finding a

positive relationship between children's perceptions of how teachers felt about them and children's self concept and school achievement.

The children who rated their teachers' feelings toward them in a more positive vein, possessed more positive self concepts and higher academic achievement.

Perceptual Psychology Related to Teacher Training

The use of perceptual psychology as a basis for the discussion of teacher preparation is concerned with the prospective teacher's perceptions of self related to what is offered in the preparation program. Moustakas (1959) was concerned with how the prospective teacher learns. He stated that even though materials, ideas, techniques, and experiences are provided in a teacher preparation program, the prospective teacher will learn those things which are relevant to growth of self and personal values. Other learnings are only temporary and either disappear when threat is removed or persist and cause anxiety.

The highly personal nature of teacher training was further stressed by both Combs (1964) and Greenberg (1969). Both authors felt that personality cannot be separated from use of methods, and that the uniqueness of each prospective teacher should be used advantageously rather than detrimentally. Greenberg stated:

(The teacher's) special way of relating, his own specific feelings, his own talents and abilities, his own excitement as a person--these are what make teaching the

highly rewarding task it can be. By offering his true self, the teacher exercises the greatest influence on a child's development. This is truly teaching at its best. (p. 217).

Since this uniqueness is viewed as the basis of effective teaching, most authors using this approach concerned with teacher education programs, stressed the fact that the prospective teacher's self concept must be a vital aspect of concern. This is important because the behavior of any teacher is a function of his concept of self. Teachers who are treated positively and feel they are persons of worth will involve themselves in their profession and behave with dignity and integrity. If teacher self concept is this significant it should have a place in teacher preparation programs (Combs, 1964).

Will's (1967) description of a more adequate teacher preparation program included not only the provision of a positive atmosphere, but also the inclusion of many more opportunities for involvement of self. This would entail more meaningful face-to-face encounters in such experiences as observation-participation, student-advisor relationships and individual and group counseling sessions. Moreover, these encounters must not come only at the end of the program, but must be included from the beginning. The prospective teacher must be deeply involved in these relationships with others in order for personal understanding and acceptance, and greater capacity for sensitivity and openness to experience to occur. Will (1967) emphasized the personal

aspect of teacher training, and felt that it ideally should involve open and honest personal relationships with others.

Providing a positive, open atmosphere in a teacher training program would also include minimizing the fearful reactions and feelings of intimidation that a prospective teacher is likely to experience. The teacher in training should feel respected for his own uniqueness, and should be treated as a likeable, capable, intelligent person. This notion is based on one of the main tenets of perceptual psychology discussed previously--that self-acceptance is dependent on having been accepted by others, which, in turn, makes acceptance of others possible.

In addition to providing a non-threatening atmosphere, teacher education programs should encourage development of more adequate selves in student teachers. This could be accomplished by exploration of methods and techniques of teaching and their relationship to the self concepts of the trainees. This would provide the student teacher with greater security when he begins to teach on his own. Combs (1965) concluded that how a prospective teacher performs will depend upon how he has learned to see himself, his relationships with students, subject matter, and the entire profession of teaching.

Summary

The review of literature contained discussions of concepts and frameworks involved in the present research problem--that of investigating the relationship between the prospective teacher's self concept and behavioral understanding. The logical development of the discussion seemed to warrant consideration of general self concept theory including criticisms and support to provide some background on difficulties and positive aspects involved in using self concept in research studies.

The use of self concept theory in the form of perceptual psychology as a frame of reference was explored. This included discussion of the main tenants of the theory as well as implications of positive self concept as it relates to the adequate person. It was emphasized that an individual who possessed a positive self concept was more likely to have a positive attitude toward others. Furthermore it was pointed out that this interaction between self concept and attitudes toward others would seem to have special significance in teacher effectiveness.

In the discussion of behavioral understanding it was emphasized that individual's differ in their initial capacity to understand behavior but this capacity can be increased as knowledge of the other person is provided. Implications of behavioral understanding in teaching was discussed reviewing studies or articles which purported that the degree

to which a teacher understands students is a significant factor in how effective the teacher will be (Allen, 1965; Appell and Appell, 1965; Combs, 1962; Cratty, 1962; Dixon and Morse, 1961).

Finally these separate discussions of self concept and behavioral understanding led to consideration of the interaction between the two concepts with specific regard to implications in teaching. Basic to this discussion were articles by Combs (1964, 1965), Jersild (1954, 1955) and Moustakas (1959), who postulated a positive correlation between these two concepts and that this in turn is related to teacher effectiveness. It was also emphasized that this interaction is particularly important in the teaching of young children, because of the impact of the teacher on the young child's development of self. Interest in the interaction between teacher self concept and understanding behavior and implication of this interaction provided the impetus for the present study.

METHOD

Subjects

The subjects of this study were 64 female college students enrolled in either a nursery school teacher training or Child Development/Family Life program who had completed approximately all the courses required for the major with the exception of the student teaching or practicum experience. Contact was made with a number of universities (see Appendix A) and those who agreed to participate returned the academic preparation sheet (see Appendix B). Subjects were drawn from the following schools: Colorado State University (N=5), University of Georgia (N=15), University of Illinois (N=8), Kansas State University (N=19), Oregon State University (N=10), and University of Tennessee (N=7). These universities were chosen for their developmental philosophical orientation as judged by the training of the faculty within the respective Family Life departments, research or text publications by these faculty, and textbooks used for the Family Life courses.

From information obtained from the academic preparation sheet and variables included in the present study, a subject's background information sheet (see Appendices C, D, E, F, G, H) particular to each university was developed. This was used to gather background data including: age, year in school, grade point average, socioeconomic

level, ordinal position, major, marital status and amount of course-work. The mean age for the 64 subjects was 21.59 (range 19-30); mean year in school was 15.88 (range 14-17); and mean grade point average was 2.86 (range 2.0-4.0).

Socioeconomic level for each subject was determined by Hollingshead's (1957) Two Factor Index of Social Position (ISP). In this index, each subject's years of education and occupation are categorized and assigned an interval number. These are then weighted and divided according to five categories or classes of socioeconomic level. In the present study, father's or husband's occupation and years of education were used to determine the subjects' socioeconomic position. Table 1 shows distribution of ISP for the 64 subjects in the present study.

Table 1. Distribution of Index of Social Position of Subjects.

Characteristic	N
I (high)	14
II	23
III	19
IV	8
V (low)	0
	—
	64

The data gathered on ordinal position were quite varied. The number of siblings ranged from zero to six, and actual number of

older (range 0-6) and younger (range 0-6) siblings was used in the analysis of data.

The subjects' majors seemed to logically divide into two categories: 1) those related to Child Development and Family Life, and 2) those related to Preschool Teaching or Early Childhood Education. Distribution of subjects by major is found in Table 2.

Table 2. Distribution of Subjects by Major

Characteristic	N
1) Child Development and Family Life	
Child Development and Family Relationships	7
Family Life	1
Family and Child Development	4
Child Development	24
	36
2) Preschool Teaching or Early Childhood Education	
Early Childhood Education	16
Preschool Education	8
Nursery School Teaching	4
	28

Specific Family Life courses and courses in the behavioral sciences (e. g. Psychology, Sociology, Anthropology, Education) obtained from the academic preparation sheet were also listed on the background information sheets. Each subject was asked to list additional courses they had taken and additional courses in which they were currently enrolled. From this composite list they were to distinguish courses taken (with circles) from courses in which they were currently

enrolled (with rectangles). Number of quarter credit hours were used for the lecture portion for all courses. Distribution of credit hours by subject matter area is shown in Table 3.

Table 3. Distribution of Credit Hours by Subject Matter Area.

	Sociology	Anthropology	Education	Psychology	Family Life
Range:	0-18	0-15	0-41	0-32	4-48
Mean:	6.41	2.83	4.52	8.98	21.73

The actual number of observation and participation hours per week were computed for Family Life courses. The observation hours ranged from zero to five with a mean of 2.38; participation hours ranged from zero to 16 with a mean of 4.00. This was believed to be a more accurate determination of the number of hours of contact and/or observation the subjects had with young children since the assigned credit hours did not correspond directly with the number of contact hours.

Instruments

The Film Test for Understanding Behavior

Theoretical Basis for the Test. The investigation of human behavior and reactions of other human beings to that behavior contains many problems. The most pervasive of these is that of making the investigative situation uniform for all respondents. Human behavior

is so complex, it is thought that words and paper and pencil tests do not serve adequately in this test situation.

The authors of the Film Test for Understanding (FUB) (Schalock & Edling, 1958) therefore, have used a film technique with words in order to communicate more adequately. The test provides a means of presenting a complex stimulus pattern objectively and the use of words focus the respondent's attention to areas of interest to the tester. The authors also believed that films of ongoing behavior are better able to measure ability to apply facts and principles about behavior than paper and pencil tests; that a film would provoke an emotional response more readily, and this would have the benefits of a situational test without the expense.

Description of the Test. The FUB is described by the authors as:

. . . a technique for measuring behavioral understanding which attempts to incorporate some of the emotional involvement that is encountered in an interpersonal situation, yet maintains sufficient simplicity to make its administration feasible (Schalock & Edling, 1958, p. 1).

The test is composed of ten filmed episodes of "typical" situations involving three and four year old children in nursery school. The episodes include: 1) a child sitting and watching what is occurring around him, 2) a child playing in paint, 3) a child eating, 4) a situation in which two children confiscate the property of another child with its attending consequences, 5) a motor development sequence, 6) a sequence

involving aggression, 7) a child taking part in rhythms, 8) a child dressing, 9) a child painting leaves outside, 10) an episode enabling comparative judgments of mental ability. These particular episodes were chosen to illustrate types of behavior common in the nursery school. They seem to have high interest value to student observers and seem to offer particular value as learning situations (Harrison, 1970).

In administering the test, the respondent is shown the one minute episode and then is asked a series of questions about it. Responses are on a five point continuum: Agree, Agree with hesitation, Uncertain, Disagree with hesitation, Disagree. The scores range from +2 for the most correct response to -2 for the least correct response.

The items on the test involve measurement in three areas important in working with young children: 1) sensitivity to behavior displayed, 2) knowledge of guidance principles, 3) general knowledge of facts and principles of development. They were developed to measure the major kinds of understanding operating in the behavior observed in each episode, i. e. how the child was feeling in the situation, what kinds of guidance could be offered to the child, and questions pertaining to knowledge of development and behavior of a child of his age.

The items were evaluated for clarity by professionals and persons outside the field of child development. After further revision they were submitted to a group of five persons holding advanced degrees

in psychology, child development or the field of nursery school education who served as experts. They chose the final items for each episode. An item was retained when at least 85% interjudge agreement was achieved. Also assigned was the scoring weight for each response.

It was found through further use and study of the FUB that several items discriminated between those who had little academic work in child development and psychology and those who had much greater involvement in these areas. Thus two forms of scoring were developed: The low medium key for those subjects having little exposure to Child Development and/or Psychology, and the high medium key for those with considerable work in these areas. Each key contains 36 items (Schalock & O'Neill, 1960).

Adequacy of the Test. The FUB has few measures of validity or reliability, but has been used in numerous research projects. Karuven (1960) concluded that the test has high face or content validity and her study also yielded data which demonstrated that the FUB was differentiating between levels of learning. A positive correlation was obtained between the number and nature of courses taken in child development and psychology and scores on the FUB. The obtaining of a near-perfect normality of the distribution of scores for all the groups tested in both Karuven's (1960) and Smith's (1960) studies may add confidence in use of the test.

The Tennessee Self Concept Scale

Theoretical Basis for the Test. Several theoretical frameworks, in combination, form the basis for the Tennessee Self Concept Scale (TSCS) (Fitts, 1965). The basic, most inclusive framework underlying all the several dimensions of the entire test is that of phenomenological or perceptual psychology. As described in the review of literature, one of the main tenets of this theory is that the subjective evaluation of one's concept of self is highly influential in his behavior. The TSCS is based on the assumption, therefore, that knowledge of an individual's self concept is a valuable tool to use in the understanding of his behavior. Within the TSCS the self concept is measured using a self report technique.

The separate dimensions of the test are based on several additional theories. These dimensions comprise the multidimensional description of the self concept and include a multiplicity of 'selves' derived from the work of James (1892), Sarbin and Faberow (1952), and Mead (1934). Despite the fact that the TSCS includes several dimensions, the present study is concerned only with the total positive score, or the level of self esteem. Within the organization of the scale, this score is a summation of all the other dimensions. Therefore the remainder of the discussion will be centered on implications of level of self esteem.

The author of the TSCS (Fitts, 1965) claimed that an individual's attitude toward his self concept highly influences his behavior. A person views himself on a continuum from negative to positive and behaves accordingly. Knowledge of the valence of an individual's self concept, therefore would be valuable in understanding his behavior. This is in agreement with many authors who address themselves to the aspect of self attitudes, and the effect that these attitudes have on behavior. James (1968) felt that self esteem determined the setting of goals; Cooley (1968) stated that a high correlation existed between self feeling and purposeful activity; Veblen (1953) felt that maintenance of self esteem formed the basis for the conspicuous consumption of goods; and Pepitone (1968) emphasized that striving toward higher self esteem was the most powerful psychological motivation. Snygg and Combs (1949) concurred with Pepitone when they stated that man's most basic need was preservation and enhancement of the self. Purkey (1970) cites evidence that would indicate a significant and positive relationship between self attitudes and academic performance. Rosenberg (1968) centered his interesting discussion on selectivity, and stated that self attitudes are highly related to selection of values, selection of interpretations of language and evaluations by others, selection of standards, associates (interpersonal selectivity) and situations. Several of these authors cite empirical evidence to support the use of levels of self esteem in investigating human behavior. This pervasive

evidence supports the importance of using the total positive score of the TSCS as emphasis in the present study.

Description. Fitts (1965) indicated that the TSCS was designed for use with individuals twelve years and older who possessed at least a sixth grade reading level. It may be applied to the whole range of psychological adjustment from healthy, well adjusted people to psychotic patients.

The test is comprised of 100 statements descriptive of self. The subject answers true or false in varying degrees in a Likert-type five-point endorsement scale. Items are classified as negative or positive depending on whether they refer to properties that are undesirable or desirable in the general culture. Thus a subject who attributes a greater preponderance of culturally undesirable properties to himself earns a lower self concept score than a subject who does not. Ten items were taken from the Lie-Scale of the Minnesota Multiphasic Personality Inventory (MMPI) (Hathaway & McKinley, 1951). These items comprise the self criticism score.

Two forms of the test are available: 1) the counseling form and 2) the clinical and research form. The same test booklet is to be used for each but scoring and profiling systems differ. The counseling form of the test has been chosen for the present research and consists of sets of scores: the self criticism score, the positive scores, the variability scores and the distribution score.

The self criticism score as stated previously is composed of ten items taken from the MMPI. They are mildly derogatory in nature and most people will admit them as being true for themselves (Fitts, 1965). High scores generally indicate a normal capacity for self criticism; extremely high scores (above the 99th percentile) indicate that the subject may be lacking in defenses; low scores indicate defensiveness (Fitts, 1965).

The positive scores are derived from a classification scheme which is divided two ways, vertically into columns and horizontally into rows. The columns are named A) physical self, B) moral ethical self, C) personal self, D) family self, E) social self, and comprise the external frame of reference. The rows are designated 1) identity-- what he is, 2) self satisfaction--how he accepts himself, 3) behavior-- how he acts. These comprise the internal frame of reference. Each item and each cell contributes to two different scores. Column totals and row totals also contribute to a total positive score which according to Fitts (1965) reflects the overall level of self esteem.

The variability scores provide a simple measure of the amount of variability, or inconsistency, from one area of self perception to another. Column, row and total variability scores may be computed. High scores indicate that the subject's self concept is so variable from one area to another as to reflect little integration. Low scores denote high integration or unity of the self concept.

The distribution score is a summary score of the way responses are distributed across the five available choices in response to the items of the test. High scores indicate certainty and definite feelings about the self, low scores indicate lack of certainty. Extreme scores in either direction are most often obtained by disturbed people (Fitts, 1965).

In addition to the four sets of scores used on the counseling form of the TSCS, the clinical and research form employs four more: the true-false ratio, the net conflict scores, the total conflict score, and six additional scales. These scores are most often used for clinical evaluations and diagnoses and therefore are inappropriate for the present study.

Norms for the Test. The norms for the TSCS were based on 626 subjects who ranged in age from 12 to 68 years. The norm group contained approximately equal numbers of both sexes and both Negro and white subjects. The group overrepresented the number of college students, white subjects and persons in the 12 to 30 year old age bracket (Fitts, 1965). Fitts (1965) claimed, however, that the establishment of separate norms by age, sex, race or other variables was not needed as samples from other populations did not differ appreciably from the norms, provided they were large enough (75 or more).

Reliability of the Test. A study of reliability of the TSCS revealed test-retest reliability coefficients from a low of .60 to a high

of .92 (Fitts, 1965) with 60 college students. Congdon (1958) in a study with psychiatric patients obtained a reliability coefficient of .88 for the total positive score. Through various types of profile analyses it has been demonstrated by Fitts (1965) that the distinctive features of individual profiles are still present for most persons a year or more later.

Validity of the Test. Fitts (1965) stated that validity procedures were of four kinds: content validity, discrimination between groups, correlations with other measures, personality change under particular conditions. Content validity was achieved by submitting each item of the scale to a panel of seven clinical psychologists. An item was retained only if agreement by the judges that it was classified correctly in the 3x5 row and column scheme was unanimous.

Personality theory, self concept theory and research have suggested that groups which differ in behavior and on certain psychological dimensions should also differ in self concept. Discrimination between such groups formed the basis for the second type of validity studies. Fitts (1965) compared 369 psychiatric patients with the 626 non-patients of the norm group; Atchison (1958) predicted differences in self concept between delinquent and non-delinquent high school boys. In both studies significant differences were found between the two groups involved when scores from the TSCS were compared. Correlations of

scores on the TSCS with other personality tests was the third type of validity measure. Correlation analyses were done by McGee (1960) with scores from the MMPI. Positive correlation was shown for all but the following scores: variability scores, distribution scores and conflict scores. Data collected by Sundby (1962) indicated rather clear non-linear relationships between scores on the Edwards Personal Preference Schedule (Edwards, 1959). Fitts (1965) stated that this was a logical expectation. The nature of the two scales indicate that the extreme high and low scores would be correlated.

The fourth source of validity studies involved personality changes under particular conditions. Gividen (1959) studied the effects of stress and failure on the self concepts of army paratroop trainees using the TSCS. The fail group showed significantly greater decreases in physical self scores and significantly greater increases in the true-false ratio. In a study by Ashcraft and Fitts (1964) 30 patients who had been in therapy for an average of six months (experimental group) and a no-therapy control group of 24 patients who had been waiting for therapy for an average of 6.7 months were measured on a test-retest basis with the clinical form of TSCS. The therapy group changed significantly and in the expected direction on 18 of the 22 variables studied while the control group changed in two variables (Fitts, 1965).

Administration of the Tests

One test administrator was involved from each of the following universities who participated in the present study: Colorado State University, University of Georgia, University of Illinois, Kansas State University, Oregon State University, University of Tennessee. Research instruments, background information sheets and films were mailed to the schools with the exception of Oregon State University, and the testing of the subjects took place prior to or within six weeks of the beginning of the student teaching or practicum experience.

An attempt was made to keep the testing situation as constant as possible by providing instructions for each tester (see Appendix I).

These instructions included:

1. Making sure each subject entered her Social Security Number on each answer sheet and background information sheet.
2. Having undergraduates follow all instructions on the background sheet as listed--graduate students were to enter graduate grade point average rather than undergraduate grade point average, and only graduate courses.
3. The students were to list courses they had taken or courses in which they were currently enrolled which were not included on the background sheets. They were asked to circle those courses they had taken, place a rectangle around those

in which they were currently enrolled.

4. The TSCS was to be administered first with all instructions read to the subjects. Since the items and responses are not in numerical order the tester was asked to demonstrate how the responses should be recorded.
5. Instructions for the FUB were also read to the subjects, and the administrator was asked to stand behind the subjects as facial expressions have been found to cause differences of response.
6. Subjects were instructed to respond with first reactions rather than pondering over items.

The two tests were to be administered at one time, which required approximately one hour. The score sheets were hand scored and double checked.

RESULTS

The subjects of the present study included 64 female college students who had completed nearly all the requirements for a major in early childhood education or Child Development and related concentrations with the exception of the student teaching or practicum experience. The analysis of data involved the exploration of the relationship between self concept and understanding of others. Perceptual psychological theory which formed the basis for the present study posits a positive relationship between regard for self and understanding of others. Specifically the null hypothesis was:

There will be no relationship between positive self concept and levels of behavioral understanding in prospective preschool teachers.

The Tennessee Self Concept Scale (Fitts, 1965) was used to measure understanding and positive regard for self, and the Film Test for Understanding Behavior (Schalock and Edling, 1958; Schalock and O'Neill, 1960) employing the high medium key, assessed behavioral understanding. Total, composite scores for each scale were used and the relationship between these two scores served as a basis for the analysis. Of major interest were interrelationships among other variables collected by means of a background data sheet. Information was gathered on: age, marital status, major, year in school, socioeconomic status, grade point average, and ordinal position (number of

older and younger siblings). The number of hours in Family Life courses (lecture, observation, participation) and number of hours in Sociology, Anthropology, Education and Psychology were also included.

The analysis of data was accomplished two ways: 1) simple correlations among all the variables using the Pearson-product moment correlation coefficient and 2) multiple regression using the TSCS scores as the dependent variable and multiple regression using the FUB scores as the dependent variable. A mean of 357.156 (range: 272-427; possible range: 90-450) and a standard deviation of 30.500 were obtained for the TSCS scores. The mean and standard deviation for the FUB scores were 20.062 (range: -10-49; possible range: -74-74) and 11.903 respectively. Prior to data analysis, the .05 level of significance was chosen as the criterion for all statistical analyses employed. Summary tables as well as discussion of each of the analyses are presented.

Simple Correlations

In addition to the correlation between the scores on the TSCS and the FUB, it was of interest to explore the interrelationships of the other variables involved in the present study. Simple correlations were used employing the Pearson-product moment correlation coefficient and Table 4 presents the intercorrelations of all the variables.

Table 4. Intercorrelations of Variables.

	1 Age	2 Marital Status	3 Major	4 Yr. in school	5 I. S. P.	6 C. P. A.	7 Older siblings	8 Younger siblings	9 Family Life lecture	10 Family Life observation	11 Family Life participation	12 Sociology	13 Anthro-pology	14 Educa-tion	15 Psychol-ogy	16 FUB	17 TSCS.
1 Age	1.00	.226	-.307	.418**	-.231	.349**	-.069	.244*	-.016	-.204	.179	-.173	-.253*	-.141	-.290*	.025	.069
2 Marital Status		1.00	-.101	.225	-.230	.215	-.065	.292*	.147	.003	-.091	.231	.016	.013	-.101	.043	.054
3 Major			1.00	-.293*	.221	-.155	.105	-.013	-.000	.160	-.108	.091	.048	.075	-.144	-.047	-.043
4 Year in Sch.				1.00	-.003	.288*	-.127	-.143	.114	-.289*	.366**	-.099	-.037	-.139	.074	.173	-.018
5 I. S. P.					1.00	-.250*	-.047	-.150	.075	.182	-.056	-.022	.254*	-.066	.171	-.296*	-.018
6 C. P. A.						1.00	.069	.035	.030	-.251*	.172	.043	.019	.025	-.089	.271*	.135
7 Older siblings							1.00	-.319**	.082	.037	-.109	.165	.031	-.155	.057	-.058	.039
8 Younger siblings								1.00	-.022	-.064	-.020	-.004	.016	.070	-.123	-.063	-.159
9 Family Life lecture									1.00	.396**	.170	.263*	-.093	-.260*	.263*	-.063	-.043
10 Family Life observation										1.00	-.107	.208	-.093	.011	-.140	-.197	.032
11 Family Life participation											1.00	.049	.072	-.230	-.229	.329**	.145
12 Sociology												1.00	.130	-.077	-.019	.114	-.161
13 Anthropology													1.00	.179	.241*	-.080	.062
14 Education														1.00	.023	-.111	.275*
15 Psychology															1.00	-.118	-.212
16 FUB																1.00	.047

* $p < .05$

** $p < .01$

The correlation obtained between scores on the TSCS and scores on the FUB was .047. This finding indicated that there was no discernible relationship between these two sets of scores. The number of correlations with the FUB scores and the number of correlations with the TSCS scores should be noted also. It appeared that the variables chosen for the present study were more relevant to the Film Test for Understanding Behavior than the Tennessee Self Concept Scale.

Few significant correlations involving other variables were obtained. From those which were found, a type of "profile" of the subjects can be discussed in addition to the more obvious correlations, and those pertaining to differences in the programs in the various universities used in the study. The more obvious correlations were found between age and year in school ($p < .01$), age and number of younger siblings ($p < .05$), and the negative correlation between older and younger siblings ($p < .01$). The correlations between Index of Social Position and number of Anthropology credit hours ($p < .05$), marital status and younger siblings ($p < .05$) and major and year in school ($p < .05$) provided relatively meaningless data.

In discussing the "profile" of the subjects which emerged from the simple correlations a few interesting trends appeared. It seems that as age increased, the number of Anthropology ($p < .05$) and Psychology ($p < .05$) courses decreased. This was most likely due to the fact that graduate students ($N=9$) in the present study were instructed to list

only those graduate courses they had taken at the universities in which they were currently enrolled. Since in most Child Development/Family Life programs Psychology and Anthropology are undergraduate courses, the omission of these data probably affected the obtained results. The effect of inclusion of graduate students is also seen in the correlation between age and grade point average ($p < .01$) and year in school and grade point average ($p < .05$). These correlations may be due to the fact that graduate students are a select group.

Other findings which added to the description of the subjects pertain to the Index of Social Position. Due to coding of the computer program, a negative correlation indicated that the higher the socioeconomic level, the higher the grade point average ($p < .05$) and the higher the socioeconomic level the higher the scores on the FUB ($p < .05$). O'Neill (1963) discussed this interaction between socioeconomic level and scores on the FUB. He hypothesized that perhaps the increase in scores which he obtained on the FUB may have been the result of a decreasing proportion of middle-class subjects in his groups, who might be more rigid with respect to their child rearing practices than the more "permissive" attitudes required to achieve higher scores on the FUB. His general conclusion was that in his study high and low FUB scores were independent of social status and the effect of socioeconomic status was worthy of further research.

The negative correlation between grade point average and number of Family Life observation hours ($p < .05$) could possibly be caused by the omission of these data on the nine graduate students. The positive correlation obtained between grade point average and FUB scores ($p < .05$) was also found in two other studies using the FUB. Harrison (1970) found a greater amount of change in behavioral understanding in groups with higher grade point averages. She contended on the basis of studies reviewed (Costin, 1960; Horrocks, 1946; Kornhauser, 1930; Taft, 1955; Walters, 1959) that while little evidence exists that high levels of G.P.A., intelligence, and course grades are related to knowledge or to the understanding of behavior per se, these factors could indicate a general interest in learning and thereby affect the scores on the FUB. Smith (1960) also obtained a positive correlation between intelligence and scores on the FUB. Intelligence was measured by the Achievement Potential and Intellectual Efficiency Scale of the California Personality Inventory (Gough, 1957).

The most significant finding of the correlations between all the variables is between number of Family Life participation hours and scores on the FUB ($p < .01$). This correlation would seem to be an expected one. It is logical to assume that an individual who had practice in situations would obtain more correct answers on a test which asked questions about the same type of situations. This relationship is not in agreement with Karuven's (1960) study, however. She found no greater

understanding of behavior as measured by the FUB in students who had taken participation and those who had not. She hypothesized that perhaps participation added no new knowledge to increase understanding of behavior, but acted as an integrative experience.

The positive correlation between number of Education credit hours and the positive scores on the TSCS ($p < .05$) may lead to the hypothesis that the nature of the Education courses taken by the subjects somehow served to increase self knowledge and self confidence thereby increasing positive self concept. Theoretically it would seem that all the behavioral science courses taken should serve to increase understanding of self to foster positive self esteem. The obtaining of positive correlation between TSCS scores and only one of the behavioral science categories however, makes this hypothesis for the present study rather untenable.

Differences in programs among the various universities are emphasized when the trends in correlation are examined. It appeared that the more years in school, the fewer Family Life observation credit hours taken ($p < .05$), and the more credit hours of participation taken ($p < .01$). Part of these variations may have been caused by the omission of these data from the graduate students' program. However, it seems more feasible to conclude that these differences were caused by variation in programs offered by the different universities. Other indications of program variations were positive correlations between

number of credit hours of Anthropology and number of credit hours of Psychology ($p < .05$); positive correlation between Family Life lecture credit hours and number of credit hours of Sociology ($p < .05$) and Psychology ($p < .05$); and the negative correlation between Family Life lecture credit hours and number of Education credit hours ($p < .05$).

Multiple Regression

The data were further explored employing separate multiple regression analyses using both TSCS and FUB scores as dependent variables. This may seem to run counter to the perceptual theoretical position but Purkey (1970) in his recent review of literature considered this analysis feasible. He stated that it is not known whether the relationship between positive self concept and understanding of others has some causal basis or is one of interaction and reciprocity. Tables 5 and 6 present summaries of the multiple regression analyses when the TSCS scores and FUB scores were used as dependent variables respectively.

Table 5 contains multiple regression coefficients, F-levels, and R^2 values for the multiple regression using TSCS scores as the dependent variable. The number of credit hours of Education and Psychology emerged as significant ($p < .05$). It can be concluded that these variables were better predictors of the TSCS scores than all other variables, but were not good predictors because of the small magnitude of the R^2

Table 5. Multiple Regression: TSCS Scores as Dependent Variable.
 Constant: 360.098

Variable	Multiple Regression Coefficient	F-Level	R ²
14 Education Credit Hours	1.634	5.063*	.075
15 Psychology Credit Hours	-1.301	3.327*	.123
11 Family Life Participation Hours	1.448	2.017	.152
12 Sociology Credit Hours	-1.965	1.588	.174
7 Older Siblings	6.843	1.557	.196
8 Younger Siblings	4.351	2.296	.227
9 Family Life Lecture Credit Hours	.350	.675	.236
3 Major	-8.475	.461	.242
5 Index of Social Position	4.600	.777	.253
16 FUB Scores	.234	.634	.262
1 Age	-1.554	.272	.266
6 Grade Point Average	.053	.385	.271
2 Marital Status	4.933	.153	.273
4 Years in School	-2.138	.098	.275
13 Anthropology Credit Hours	.334	.045	.276
10 Family Life Observation Hours	.653	.045	.276

* p < .05

values. Only 7.5% of the variance may be explained by number of credit hours of Education alone and only 12.3% may be explained with the number of credit hours of Education plus the number of Psychology credit hours. The R^2 value of .276 should be noted. This indicates 27.6% of the variation in TSCS scores may be explained by all of the variables.

Table 6 presents multiple regression coefficients, F-levels, and R^2 values for the multiple regression using FUB scores as the dependent variable. The two variables which were significant ($p < .05$) in the multiple regression when the FUB scores were used as the dependent variable were number of participation hours (10.8% of the variance explained) and Index of Social Position (18.6% of the variance explained when number of participation hours and ISP were taken together). Again, these variables were better predictors of the FUB scores than all other variables, but were not good predictors because of the small magnitude of the R^2 values. An R^2 value of .304 indicates that 30.4% of the variation in the FUB scores may be explained by the variables.

The results of this study may be summarized as follows:

- (1) The simple correlation obtained between the TSCS and FUB scores was negligible. However the null hypothesis may be held tenable for the sample studied.

Table 6. Multiple Regression: FUB Scores as Dependent Variable.
 Constant: 27.414

Variable	Multiple Regression Coefficient	F-Level	R ²
11 Family Life Participation Hours	.807	7.545*	.108
5 Index of Social Position	-3.292	5.804*	.186
6 Grade Point Average	.049	1.794	.210
1 Age	-1.336	1.735	.232
9 Family Life Lecture Credit Hours	-.196	.873	.244
14 Education Credit Hours	-.257	1.067	.257
4 Years in School	1.299	.571	.265
12 Sociology Credit Hours	.445	.613	.273
13 Anthropology Credit Hours	-.424	.748	.283
7 Older Siblings	-1.485	.407	.288
8 Younger Siblings	-.830	.240	.292
16 TSCS Scores	.034	.268	.295
10 Family Life Observation Hours	-.528	.312	.300
3 Major	1.721	.231	.303
15 Psychology Credit Hours	.075	.041	.304
2 Marital Status	.216	.002	.304

* $p < .05$

- (2) Few significant correlations were obtained. However, those found seemed to be obvious, or provided a more complete description of subjects or emphasized differences among Family Life programs in the universities chosen for study.
- (3) When comparing the simple correlation coefficients of variables to the scores on each of the two tests, there seems to be less relationship between the variables chosen and the TSCS than between the variables chosen and the FUB.
- (4) In the multiple regression analysis, number of credit hours of Education and Psychology were significant ($p < .05$) when the TSCS was the dependent variable; the number of Family Life participation hours and Index of Social Position were significant ($p < .05$) when the FUB was the dependent variable. It was concluded that although these variables were better predictors of scores on the two tests, they were not good predictors because of the small R^2 values which indicated only a small amount of explained variance.
- (5) These R^2 values indicated that 27.6% of the variance may be explained by the variables using TSCS scores as the dependent variable, 30.4% may be explained when the FUB scores are used as the dependent variable.

SUMMARY AND DISCUSSION

Summary

The purpose of this study was to explore the relationships between adequacy of self concept and levels of behavioral understanding in a group of prospective preschool teachers. The subjects were 64 female college students who were enrolled in an early childhood education or Child Development/Family Life program, and who had completed most of the requirements for their major with the exception of the student teaching or practicum experience. Testing took place within the first six weeks of the student teaching or practicum experience and subjects were drawn from the following schools: Colorado State University (N=5), University of Georgia (N=15), University of Illinois (N=8), Kansas State University (N=19), Oregon State University (N=10), and University of Tennessee (N=7).

The Film Test for Understanding Behavior and the Tennessee Self Concept Scale were the instruments used to collect data on behavioral understanding and self concept. Information regarding other variables was collected by means of a background information sheet. These variables included: age, sex, major, marital status, ordinal position, year in school, grade point average, socioeconomic level, and quantity of hours in Family Life, Sociology, Anthropology, Education and Psychology. With respect to the various variables the following

null hypothesis was explored:

There will be no relationship between positive self concept and levels of behavioral understanding in prospective preschool teachers.

Data were analyzed using a simple correlation technique (Pearson-product moment correlation coefficient) and multiple regression. Few significant correlations were found. The correlation between the TSCS scores and the FUB scores indicated that there was no discernible relationship between these two sets of data. Other correlations found however, added descriptive information and revealed that the variables chosen for the present study seemed to be more related to the FUB than the TSCS.

The multiple regression analysis yielded essentially the same results. Highest R^2 values were obtained for quantity of Education credit hours and quantity of Psychology credit hours when the TSCS scores were used as the dependent variable; quantity of Family Life participation hours and socioeconomic level were the variables with the highest R^2 value when the FUB scores served as the dependent variable. The multiple regression analyses indicated that only 27.6% of the variance in the TSCS scores and only 30.4% of the variance in the FUB scores may be explained by all the variables.

Discussion

The main theoretical framework on which the present study was based is that of perceptual psychology. Essentially this framework postulates that an individual's behavior is dependent upon his perception of his environment. In short, it is not what has occurred which has the greatest impact, but how the individual feels about what has occurred. The total of the individual's perceptual environment is termed his phenomenal field. Out of this field of total perceptions emerges the phenomenal self. The concept of self is, in turn, differentiated from the phenomenal self. Of the three levels of perceptions, the concept of self is believed to be most directly influential in behavior. It serves the function of selecting those perceptions to emphasize from the myriad of perceptions impinging on the individual within the total phenomenal field.

Four characteristics of the phenomenal field were said to be present in adequate persons: 1) positive view of self, 2) identification with others 3) openness to experience and acceptance, and 4) a rich and available phenomenal field. It was stated that if an individual possessed an adequate self concept, positive regard for others was a natural result. Furthermore attitudes toward self and attitudes toward others cannot be separated. This is believed to have special significance for teaching as the more effective teacher is more understanding of students.

If this theoretical framework is accurate, one could postulate a positive relationship between positive regard for self and understanding of others. An attempt was made to test this relationship in the present study by measuring self concept and behavioral understanding of prospective preschool teachers. The correlation coefficient obtained was positive but negligible. Before accepting the null hypothesis however, further exploration of the data is needed. One could investigate the correlations among the several dimensions contained in the two tests. For example, the TSCS divides the self concept into several selves and yields a score for each of these. Included are: social self, moral-ethical self, family self, personal self, physical self, social self. The FUB contains three subscales: Sensitivity, Guidance, and Knowledge; as well as different scoring keys for subjects having differing amounts of coursework in Child Development and the behavioral sciences. Through further study of these dimensions it might also be possible to obtain more meaningful correlations to explain or test the theory used in the present study, or to choose a different theoretical approach.

The positive relationships between self attitudes and attitudes expressed toward others postulated in perceptual psychological theory has also not been found in other studies involving teachers and counselors. Perkins' (1958) study found that teachers who were less accepting of self and others achieved a significantly higher correspondance

between their perceptions of students' expressed self concepts than those who were more accepting of self and others. Passon and Olsen (1969) used 30 counselors as subjects to investigate the relationship between empathetic sensitivity and several characteristics: open-mindedness, cognitive flexibility, ability to sense feelings, willingness to communicate in the realm of feelings and positive self concept. Level of empathetic sensitivity was measured by a practicum situation with a client, and a filmed client situation. The findings related to self concept revealed no significant relationship between levels of empathetic sensitivity and positive self concept.

These researchers concluded that their findings may have been due to limitations in methodology or instrumentation or other unmeasurable factors. These included: differences in perception, sensitivity to feelings of others, ability or inclination to empathize with others, and the threat of evaluation.

While agreeing that these factors may be affecting the results of these studies, Perkins (1958) postulated another relationship which he felt was equally plausible. It involved modifying the present theory to state that people who are less accepting of self and others are more insightful into the perceptions of others' self concepts. In applying this to teachers, those who are less accepting of themselves do not attempt to explore how other individuals see and feel about themselves.

The studies exploring the relationship between self concept and understanding of behavior including Perkins (1958), Passon and Olsen (1969) and the present study, concur that more research is needed in this area. The identification and investigation of the variables which may limit the findings and affect the results seems to be the area in need of the most emphasis.

Limitations of the Study

A wide range of limitations on several levels operating either separately or in combination may account for the lack of support of the theoretical position found in the present study. As mentioned previously, measurement of the self concept is most difficult. These difficulties are inherent in all of the available self concept measures, and the TSCS is no exception. Assumptions specifically involved with the TSCS which may not be valid include: 1) self report and self concept are one and the same, 2) words used within the test are interpreted the same by each subject, 3) the subjects each perceived the same amount of threat in answering the questions, 4) each subject was able to be equally open about responding, 5) social desirability (i. e. responding the way the subjects think they are expected to respond) was not operating or was operating in equal degrees in all subject's responses, 6) individual's took cultural values as their own personal values.

Limitations regarding the FUB include the fact that it has few measures of validity and reliability. Also assumptions in relation to the FUB which may not be valid include: 1) differing levels of understanding behavior may be interpreted adequately, 2) each subject perceived the same amount of threat in responding, 3) each episode was perceived and interpreted by each subject enough the same so that the examiner obtains real differences in understanding of behavior and knowledge of child development and guidance rather than differences caused by extraneous variables 4) the way a subject answers on a forced-choice paper and pencil test on how he would react to a situation would correspond with his actual behavior in the situation.

Other difficulties may also be operating to cause differences in responses. Attempting to compare the responses on the two tests may not be valid because the TSCS deals with adult-adult perceptions, and the FUB deals with adult-child perceptions. This would require different levels of perceptual ability in addition to the difficulties inherent in making a transition between the two roles required in each perceptual situation. Perhaps also the fact that the self concept scale is dealing with inner-directed attitudes and understanding others involves other-directed attitudes could cause unaccountable variation in response.

Further variation could have been caused by assuming that the different programs at the universities involved were relatively equal.

Variability in practical functioning and teacher personality was un-measurable. Also, the testing situation was varied with regard to administrator and setting though an attempt was made to keep the testing relatively constant by providing detailed instructions. The variable of previous interaction with children, which could cause variations in response on the FUB, was neither measured nor controlled.

Suggestions for Further Research

Despite the discussed limitations in the present study and the inherent difficulties of using the two scales, a wealth of data has been collected, and the opportunities for further exploration are many. Since only the total positive score on the TSCS and the total score of the FUB were used, and each scale contains many more indices, the possibilities for further analysis of data are almost limitless. One could explore the relationship between several scores within each test or combine the two tests depending on the theoretical basis chosen for study. Profiles for each of the subjects or a statistical matrix could be constructed to explore the possibility of patterns of responses emerging.

Another interesting study would be to analyze the separate selves of the TSCS to discover which were responsible for causing the highest and lowest amount of variance within the total score. Related to this

is the idea that perhaps understanding of self and acceptance of that self (positive self concept) are separate entities and cannot be combined as in the present study. .

The research design of the present study could be changed if the theoretical framework was to be explored again. Specific suggestions include the selection of the sample by randomization procedures, design of background information sheets to include more complete data on graduate students and the use of a different type of self concept measure or the use of two self concept measures in combination.

Lastly, perhaps it would be more advantageous to measure the self concept more closely related to the role in which the researcher is interested--in this case the role of a prospective teacher. Measurement of attitudes of how prospective teachers understand themselves as teachers in relation to their levels of understanding of children's behavior seems a most valuable avenue for further research.

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APPENDICES

APPENDIX A

Initial Contact Letter

Dr. _____, Head
Department of Child Development and Family Relationships
Colorado State University
Fort Collins, Colorado 80521

Dear _____:

I am currently a masters candidate in the Department of Family Life at Oregon State University, and wish to inquire if your department would participate in the collection of the data for my thesis. I understand that Miss Martha-Ann Owen is a member of your faculty. Since she is familiar with Oregon State University, she might be willing to oversee the administration of the tests.

Your participation in my study would involve the administration of two tests: The Tennessee Self Concept Scale requiring 20 minutes, the Film Test for Understanding Behavior requiring 30-35 minutes, and the completion of a one page background sheet.

The subjects would be those girls who have 1) finished most of the requirements of the major in Child Development; 2) who plan to take the nursery school student teaching experience; or 3) are currently involved in student teaching provided that they have completed not more than one-third of that student teaching.

A copy of the proposal will be available if you feel this would help in any way. Also I am very willing to answer any additional questions you might have as I am most anxious to have your department participate.

If you are able to participate, please indicate the number of subjects you would be able to test, and fill out the enclosed form and return via the stamped self-addressed envelope.

Thank you for your consideration.

Sincerely,

Ann Burrows, Graduate Student--Family Life

Dr. Mary Massey, Major Professor

Dr. J. P. O'Neill, Head Department of Family Life

APPENDIX B

Academic Preparation Sheet

Please provide a general picture of the academic background of the students who will be tested in terms of the following chart. For example: Psychology 200, 3 credits; Sociology, 101, 3 credits; Anthropology 100, 3 credits; etc.

Sociology courses by numbers and credits:

Psychology courses by numbers and credits:

Anthropology courses by numbers and credits:

Education courses by numbers and credits:

Family Life courses by numbers and credits:

Child Development/Nursery School Early Childhood Education courses:

Number	Units or credits	Lecture hrs.	Observation hrs. per week	Participa- tion hrs. per week
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Number of Subjects: _____

Ann Burrows, Department of
Family Life, Oregon State
University

APPENDIX C

Background Information

Please fill out all the information below. It will be held in strictest confidence and in no way will your name be connected to this information nor will it affect your grade.

A. Social Security Number _____ Age _____ Sex _____ Major _____
Option _____

Marital Status _____ Number of children _____ Year in school(number) _____

Grade point average (based on 'A' as 4) _____ Grade point average in major _____

Occupation of: Father _____ Years of school completed by: Father _____

Mother _____ Mother _____

Husband _____ Husband _____

Number of brothers _____ Ages of brothers _____

Number of sisters _____ Ages of sisters _____

- B. List additional courses you have taken or are now taking at Colorado State University in the appropriate space below. From that list and the one shown 1) Circle courses you have taken, and 2) Place a rectangle around those courses in which you are now enrolled.

Child Development and Family Relationships:

CD 110	CD 195	CD 310	CD 413	CD 436	CD 465	CD 495b
CD 149	CD 215	CD 315	CD 430	CD 439	CD 475	CD 497
CD 165	CD 251	CD 365	CD 434	CD 440	CD 495a	

List Other Courses:

Sociology:

S 100 SW 281

List Other Courses:

Anthropology:

AP 100 AP 320

List Other Courses:

Education:

ED 270 AR 325

List Other Courses:

Psychology:

PY 100 PY 220 PY 480

PY 280 PY 470 PY 485

List Other Courses:

APPENDIX D

Background Information

Please fill out all the information below. It will be held in strictest confidence and in no way will your name be connected to this information nor will it effect your grade.

A. Social Security Number _____ Age _____ Sex _____ Major _____
School _____

Marital Status _____ Number of children _____ Year in School (number) _____

Grade point average (based on "A" as 4) _____ Grade point average in major _____

Occupation of Father _____ Years of school completed by: Father _____

Mother _____ Mother _____

Husband _____ Husband _____

Number of brothers _____ Ages of brothers _____

Number of sisters _____ Ages of sisters _____

- B. List additional courses you have taken or are now taking at the University of Georgia in the appropriate space below. From that list and the one shown 1) Circle courses you have taken and 2) Place a rectangle around those courses in which you are now enrolled.

Child and Family Development:

CFD 293	CFD 395	CFD 407	CFD 461	CFD 493	CFD 496	CFD 594
CFD 390	CFD 397	CFD 408	CFD 492	CFD 495	CFD 591	CFD 595
						CFD 597

List Other Courses:

Sociology:

Soc 105

List Other Courses:

Anthropology:

Ant. 101

List Other Courses:

Education:

EEN 303	ERD 401	EEN 338	ESS 340	ECE 346	ECE 345
EEN 300	EMT 337	ESC 339	Epy 304	ECE 347	

List Other Courses:

Psychology:

101 371

List Other Courses:

APPENDIX I

Information for Administration of Tests

1. Have the students write Social Security Numbers on both answer sheets and Background Information Sheet (this will be used for coding purposes and will allow the student to remain anonymous).

For the Background Information Sheet:

Section A: 1) Undergraduates should follow instructions as listed.

- 2) Graduate students should list just courses taken at your University, and G. P. A. while in graduate school--not undergraduate G. P. A, nor undergraduate courses.

Section B: I suggest you have a catalogue available for reference and allow the students to discuss course titles (corresponding to course numbers as listed) among themselves if they wish.

Emphasize to the students that:

- 1) Of those courses listed on the Background Information Sheet, they should circle those they have taken: place a rectangle around those courses in which they are now enrolled.
 - 2) They should list additional courses they are now taking or have taken at your University in the appropriate category space (i. e. Psych 305 under "Psychology--List Other Courses," etc.).
 - 3) Of those courses that they list, they should circle those they have taken: place a rectangle around those in which they are now enrolled.
2. The first test to be administered is the Tennessee Self Concept Scale. Have the students follow along while you read the instructions in the inside cover of the test booklet. Ignore time started and time ended. Important: Discuss the arrangement of the test items. Notice they are not numerically arranged. Demonstrate how the test booklet and item responses should be lined up.
 3. The second test to be administered is the Film Test for Understanding Behavior. Have the students follow along while you read the instructions on pages 1 and 2. During administration read "information needed in episode 1," show episode 1, let students respond; read "Information needed in episode 2," show episode 2, let students respond, etc. Turn the lights off and on for each episode and response. The projector operator and/or instructor or administrator should stand behind the students. Facial expressions of the instructor and/or administrator have been found to cause differences of response.
 4. Instruct the students to respond on each test item with first reactions rather than pondering over each item.
 5. Have the students check to see that their Social Security Numbers are on all three sheets.