AN ANALYSIS OF CERTAIN FACTORS LEADING TO THE PREDICTIBILITY OF SUCCESS AND FAILURE IN ELEMENTARY STUDENT TEACHERS

Thesis for the Degree of Ed. D.

MICHIGAN STATE UNIVERSITY
GARTH EDWARD ERRINGTON

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ABSTRACT

AN ANALYSIS OF CERTAIN FACTORS LEADING TO THE PREDICTIBILITY OF SUCCESS AND FAILURE IN ELEMENTARY STUDENT TEACHERS

by

Garth Edward Errington

Purpose of the Study:

The purpose of this study was to examine the validity of certain predictive factors and instruments which would allow for the prediction of the degree of success or failure in student teaching.

Population and Testing Instruments:

The population involved in this study consisted of two hundred elementary education majors who completed their professional education courses and their student teaching at Michigan State University.

The study sample in this investigation completed the Student Personnel Inventory, the Personal Teaching Evaluation, and the Edwards Personal Preference Schedule at the beginning of their professional education courses. The study sample repeated the Personal Teaching Evaluation and the Edwards Personal Preference Schedule near the end of their student teaching experience. Each student in the sample was tested with the Michigan State University Orientation Tests upon their admittance to the University.

Findings:

1. A correlation coefficient of .327 between college grade-point averages and the degree of success or failure in student teaching is significant.

2. A student teacher's scores on the Freshman Orientation Tests were not statistically significant relating to Vocabulary, Information, and Arithmetic. However, the portions of the tests devoted to English and Reading were significant to the degree of success or failure in student teaching.

3. There is statistical significance between the socio-economic status of the parents of college students and their degree of success or failure in student teaching.

4. There is no statistical significance between those students who graduated from a non-public secondary school and the degree of success or failure in student teaching.

5. There is no statistical significance between the transfer student and the student who has completed undergraduate work at Michigan State University and their degree of success or failure in student teaching.

6. There is statistical significance between the self evaluations of the student teacher both preceding and during student teaching and the degree of their success or failure.

7. There is a statistical significance between some of the fifteen personality need items of the Edwards Personal Preference Schedule and the degree of success or failure in student teaching. Hypothesis I-G is disproved at the .05 level of significance by such needs as "Achievement," "Order," and "Heterosexuality". "Deference," "Exhibition," "Affiliation," "Intraception," "Succorance," "Abasement," "Nurturance," and "Change" are significant at the .01 level of significance.

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by
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TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	iii
CHAPTER	Page
I. STATEMENT OF PURPOSE	1
Background of Theory	2
Procedures Used in the Study	7
Statement of Hypotheses	8
Organization of the Study	10
II. REVIEW OF LITERATURE	11
Personality Factors as Predictor of Success in Student Teaching	11
Achievement and Academic Ability as Predictors of Success in Teacher Education	20
Socio-Economic Factors as Predictors of Success in Teacher Education	26
The Junior College Transfer and His Relation to the Degree of Success and Failure in Student Teaching	29
Summary	32
III. THE SCOPE AND LIMITATIONS OF THE STUDY	33
Basis for Hypotheses	33
Summary	41

TABLE OF CONTENTS (Continued)

CHAPTER		Page
IV.	PRESENTATION AND ANALYSIS OF DATA	42
	Hypothesis I-A	43
	Hypothesis I-B	44
	Hypothesis I-C	45
	Hypothesis I-D	46
	Hypothesis I-E	47
	Hypothesis I-F	48
	Hypothesis I-G	49
V.	CONCLUSIONS AND IMPLICATIONS	58
	Summary	59
	Implications	67
	Suggestions for Future Research	68
APPENDICES		69
	A. MICHIGAN STATE UNIVERSITY FRESHMAN ORIENTATION TESTS	70
	B. STUDENT PERSONNEL INVENTORY	80
	C. PERSONAL TEACHING EVALUATION	85
	D. EDWARDS PERSONAL PREFERENCE SCHEDULE	94
BIBLIOGRAPHY		114

CHAPTER I

STATEMENT OF PURPOSE

This study seeks to discover the degree of validity of certain factors and instruments which might relate to the prediction of success or failure in student teaching. Relationships between such factors as; academic ability, personality needs, socio-economic status, high school experience, higher education transfer data, and student teacher self-perception, will be explored. The availability of more objective data in teacher preparation programs would enable colleges and universities to be better able to screen, counsel and place elementary education majors prior to student teaching. College faculty members, student teaching co-ordinators, and supervising teachers are continually searching for information and evidence which would permit the identification of potential strengths and weaknesses in elementary teaching conditions. If objective data proved to be significant in its predictability, it might be possible to counsel prospective teaching candidates into those experiences that could enhance and develop their professional competencies before and during their student teaching.

BACKGROUND OF THEORY

The process of student teaching has been perceived as the "capstone" experience of undergraduate preparation in teacher education by the large majority of teacher education institutions. Though the structure of this experience differs greatly from institution to institution, the basic objectives are primarily the same. The objectives[1] of student teaching might be listed as follows:

1. Provision of an opportunity to develop and refine teaching skills.
2. Provision of an opportunity to learn the role expectations of teaching.
3. Provision of an experience to cushion against the "reality-shock" of teaching.
4. Provision of an opportunity to relate theory to practice.
5. Provision of an opportunity to eliminate the unfit.
6. Provision of an opportunity to identify those factors that lead to the development of excellence in student teachers.

Although the last two points on this list will receive the primary emphasis in this study, the other items will receive perfunctory attention.

Student teaching has indeed become the clinical experience within the framework of the teacher preparation program. If the student teaching experience as "capstone" concept is to reach its greatest potential, then it is imperative that the college faculty members who are responsible for the undergraduate programs in teacher preparation have as much valid information as possible concerning the student. With climbing

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[1]These objectives were extracted from comments of supervising teachers in a seminar for supervising teachers in Flint, Michigan, January 19, 1964.

college enrollments, it is becoming much more difficult to rely on totally subjective recommendations based on personal interaction between undergraduate students and faculty members. The ability to counsel, place, and evaluate student teachers properly is of grave concern to many who perceive the problem of insufficient information as being the key to a richer program in teacher education.

In this study, student teaching will be considered that part of the teacher preparation program designed to give prospective teachers an opportunity to examine their attitudes, expectations, and practices with regard to the many roles of the teacher. This functional definition can best be illustrated by selected passages from a Michigan State University, College of Education bulletin entitled, A Description of Michigan State's Full-Time Student Teaching Program.

> One of the most important advantages of the resident program is that students can see first-hand and have a part in the development of a continuous teaching program for pupils. They can observe from a good vantage-ground how different phases of the curriculum are related, what kinds of emphases are important in a sequential program of teaching, and the inter-relationships of one classroom to the total program of the school.
>
> Student teachers get to know their pupils better by being with the group a longer time. They study the backgrounds of their pupils, they have more time for understanding and helping to diagnose difficulties of children, and they are able to offer more effective guidance and counseling since they are with their groups full-time during the term.
>
> Problems of teaching and methods of solution become immediately more realistic as (the) student teacher .... tackle(s) these .... in a real public school setting.

He finds out, by living the life of a teacher, just what the job of a teacher is.[2]

In summary, the student teaching experience will be defined in this study as a life-like, on-the-job experience, as well as an ideal laboratory for observation of performance which will reveal the attitudes, the skills, the natural and the learned traits which are considered essential in the make-up and function of a qualified teacher.

The need for proper guidance, placement, and evaluation of college students in any field is usually considered accepted policy. "The right of institutions and the profession to identify, select, or retain persons for teacher preparation and for its practice is also seldom questioned today."[3] In 1967 these factors were phrased in a slightly different way by the Joint Committee on State Responsibility for Student Teaching while developing the rationale for their establishment.

1. Student teaching is almost universally accepted as the most important segment of teacher preparation.

2. Student teaching is the one part of professional preparation which is shared by the public schools and institutions of higher education without clear-cut lines of responsibility.

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[2] A Description of Michigan State's Full-Time Student Teaching Program, Michigan State University, College of Education, (September, 1963), pp. 1, 2, 4.

[3] Margaret Lindsey, Editor, "Report of the Task Force on New Horizons in Teacher Education," New Horizons for the Teaching Profession, Washington, D. C., (1961), pp. 162.

Note: The Michigan State University, College of Education Elementary Education Program is utilized as a primary source of reference since it is within this setting and according to its formal requirements that this investigation is being conducted.

3. The new concept of student teaching is much more dynamic and inclusive than the old one. It includes not only practice, but diagnosis, analysis, and synthesis in new, complex clinical situations.[4]

However, the factors upon which guidance, placement, and evaluation have been based, in teacher preparation programs, have been largely supposition, generalization and guesswork in terms of their validity.

The guidance and placement of student teachers is an area which has been notably lax in its unstructured approach toward identification of those factors which may give some assistance in predicting potential failure and success in its phase of the total teacher preparation program. Factors, such as academic ability, personality needs, socio-economic status, and accuracy of self-perception need considerable probing and research as keys to selecting, guiding, placing and evaluating the degree of success and failure in teacher education.

Educators and layman have, for many years, asked teacher education institutions to accept more and more responsibility in all phases of their preparation programs. Various recommendations, such as the ones coming from organizations like the National Commission on Teacher Education and Professional Standards in their meetings at Bowling Green (1958), Kansas (1959) and San Diego (1960) have differed little from those coming from the 1946 meeting of the American Council on Education. The Council on Education professional and lay committee of the mid-forties impressed their challenge of responsibility to teacher education institutions in the following manner:

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[4] Joint Committee on State Responsibility for Student Teaching, A New Order in Student Teaching, National Commission on Teacher Education and Professional Standards, National Education Association, (1967), p. 1.

1. Each institution engaged in teacher education has therefore the responsibility of selecting from among students who wish to prepare for the profession only those who show reasonable promise of developing into satisfactory teachers.

2. Selective judgements need to be guided by a clear and broad concept of the characteristics of good teacher with due allowance for individual differences and the advantages of variety by a careful consideration of what college is capable of contributing to the development of such characteristics, and by a wide spread of information regarding each candidate, his history, his present status, and his promise.

3. In judging a candidate, various factors need to be taken into account, including physical and mental health, vitality, intelligence, academic accomplishments, other abilities, breadth and character of interest, human qualities ....

4. The selective process should be a continuous one, with a wide range of reliable evidence available when the candidate is first admitted to teacher education. However, cases should be reconsidered periodically in the light of accumulated facts and insights.[5]

Other educators have become even more specific in their charges to colleges and departments of education in the area of identification and screening in teacher education. Determining a person's readiness for student teaching should involve much more than checking credits to see if he has successfully completed the prerequisite courses. A careful assessment of his personal qualifications should be made.

> His success in student teaching -- his development of professional competence -- depends as much on his emotional maturity, personality, empathy level, sub-cultural tolerance, and skill in interpersonal relations as it does on the quality of the program. The profession must begin to struggle with the difficult problem of describing the teaching act and identifying those personal qualities, technical

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[5]American Council on Education, The Improvement of Teacher Education Washington, D. C., (1946), pp. 74.

skills, and foundational concepts needed by a teacher. Only when this is done will anyone be able to evaluate a student's readiness for student teaching.[6]

PROCEDURES USED IN THE STUDY

This study is concerned with the discovery and degree of validity of certain predictive factors and instruments which might give further sustenance to the search for factors related to predicting success and failure in student teaching.

The population used in this study consists of two hundred elementary education majors who took their professional education courses and their student teaching at Michigan State University between January, 1962 and March, 1963.

The study sample in this investigation was given the Student Personnel Inventory,[7] the Personal Teaching Evaluation,[8] and the Edwards Personal Preference Schedule[9] at the beginning of their professional education courses. The study sample repeated the Personal Teaching Evaluation and the Edwards Personal Preference Schedule near the end

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[6] Joint Committee on State Responsibility for Student Teaching, Op. Cit., p. 10

[7] A three page questionnaire containing twenty-eight questions concerning personal information such as name, age, educational history, parents occupation, etc. Each student in the sample completed this form. A copy may be found in the Appendix.

[8] An eight page evaluation form designed to help discover the student's self-perception of his potential effectiveness as a teacher. Each student in the sample completed this form twice. A copy may be found in the Appendix.

[9] A two hundred twenty-five item schedule designed to provide quick and convenient measures of a number of relatively independent normal personality variables. Each student in the sample completed this form twice. This schedule was developed by the Psychological Corporation, New York. A copy may be found in the Appendix.

of their student teaching experience. Each student in the sample was given the Michigan State University Orientation Tests[10] upon admittance to the University. Student teaching at Michigan State University is usually scheduled either at the end of the junior year, the first quarter or the second quarter of the senior year, for a period of ten to fourteen weeks on a full time basis.

STATEMENT OF HYPOTHESES

This study has been designed to test the following:

Hypothesis I-A There is no significant relationship between college grade-point average and the degree of success or failure in student teaching.

Hypothesis I-B There is no significant relationship between freshman orientation scores at Michigan State University and the degree of success or failure in student teaching.

Hypothesis I-C There is no significant relationship between the socio-economic status of the parents of college students and the degree of success or failure in student teaching.

Hypothesis I-D There is no significant relationship between those students who graduated from a non-public secondary school and the degree of success or failure in student teaching.

Hypothesis I-E There is no significant relationship between the transfer student, and the student who has completed undergraduate work at Michigan State University and their degree of success or failure in student teaching.

Hypothesis I-F There is no significant relationship between the self evaluations of the student teacher's potential before and after the student teaching experience and the degree of success or failure in student teaching.

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[10] The three tests from the University Orientation Tests used in this study are the MSU Placement Test, the MSU Arithmetic Proficiency Test and the MSU Reading Test. A description of the use of these tests may be found in the Appendix.

Hypothesis I-G There is no significant relationship between certain personality factors as measured by the Edwards Personal Preference Schedule and the degree of success or failure in student teaching.

A null construct for each hypothesis is used in this study in an attempt to control any preconceived prejudices on the part of the researcher. However, if any of the hypotheses in this study prove to be statistically significant, then it would be the responsibility of teacher educators to take into consideration in the validity of the instruments and the information for use in identifying, selecting, retaining, placing, and evaluating their teacher education candidates.

T. M. Stinnett emphasized this need fifteen years ago when he wrote:

> The next decade ahead will provide a favorable setting for the validation of instruments and techniques of selection. With steadily increasing enrollments and demands for new teachers, placement will generally equal the total product of an institution - good, bad, or indifferent. Here is the opportunity to subject what we know about selection and retention, or think we know, to the acid test of trial and error. In the near future then, we should be in a position to apply universally with effectiveness and fairness, the results of a decade of patient and thorough research. Added to the considerable body of knowledge we have already, any new information should enable us to apply the quality approach to teacher education.[11]

However, little has changed. The same needs Stinnett wrote of in 1954 are present today. As Stinnett and his co-author G. K. Holdenfield expressed it in 1963:

> There must be early identification of prospective teachers, selective recruitment and admission standards, and effective guidance policies---this means weeding out the incompetent

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[11] T. M. Stinnett, "Selection in Teacher Education," Journal of Teacher Education, Volume 5, (December, 1954), pp. 262.

as well as attracting the most able.[12]

and

> There is a level of competence below which no one should be allowed in a classroom. There are incompetents in every field. An incompetent plumber may flood your basement. An incompetent mechanic may ruin your car. But, an incompetent teacher can ruin the education of thousands of children. The guidance process has the obligation to recognize students who are improperly or wrongly motivated or who have no motivation at all; such students might be called from the ranks before they get to their senior year.[13]

We find these concerns voiced by Arthur Combs who suggests that....

> Some of the improvements we seek in education can be brought about by spending more money, by building better schools, by introducing new courses of study, new standards, or new equipment. But the really important changes will only come about as teachers change. Institutions are made up of people, and it is the behavior of teachers in classrooms that will finally determine whether or not our schools need or fail to meet the challenges of our times. It is at the source of supply-- in our teacher education programs-- that review and innovation are most critically called for if we are to bring about improvements we need in education.[14]

ORGANIZATION OF THE STUDY

Chapter I is concerned with the rationale of the study and a statement of hypotheses. Chapter II contains a review of the literature relating to this study. In Chapter III a fuller description of the study will be presented as well as an examination of its scope and limitations. Chapter IV is devoted to presentation and analysis of the data. Chapter V contains the interpretation of the data and its specific implications for teacher education.

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[12] G. K. Holdenfield - T. M. Stinnett, The Education of Teachers, Conflict and Consensus, (Prentice-Hall, Inc., 1963), pp. 43.

[13] Ibid., pp. 52

[14] Arthur W. Combs, The Professional Education of Teachers, (Boston, Allyn and Bacon, Inc., 1965), p. v.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter is to review the literature relating to the process of identification, selection, and predictability of the degree of success of candidates in teacher education. Included in this review are several studies dealing with academic ability, personality, socio-economic factors, and transfer data contributing to the degree of success or failure in student teaching.

Criteria for identification, selection, and predictability are many. In total, they present a mosaic of the individual personality, ability, preparation, and environmental experiences. Therefore, realizing the importance of these factors, many institutions of higher learning have lent their support to considerable research in many of these areas.

PERSONALITY FACTORS AS PREDICTORS OF SUCCESS IN STUDENT TEACHING

The importance of personality in teaching goes almost unquestioned today. Therefore if better teachers are to be trained and employed in our schools, more attention must be paid to personality factors in their selection.[1]

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[1] Sister Mary Amatora, OSF, "Similarity in Teachers' and Pupils' Personality." Journal of Psychology. (January, 1964), XXXVII, p. 75.

Nearly all other professions and industrial complexes of our modern world, as well as education, have been vitally interested in personality factors as they relate to success in one's vocational choice and to development and use of reliable personality instruments to measure these factors.

Investigations by H. C. Hunt[2] in industrial plants in 1935, led him to report that personality factors affecting personal qualities were the causes of 90 per cent of the job separations in 76 corporations. Watson,[3] summarizing the educational implications of studies reported by Roethlisberger and Dickson in their book, "Management and the Worker," Cambridge: Harvard University Press, 1939, suggested that acceptance and application of some of the principles relating to the development of good interpersonal relations (personality factors) would result in marked improvement in the teacher-learner situation.

In his summary of investigations dealing with the measurement and prediction of teaching efficiency, Barr[4] reported more than 200 references to positive relations between personality characteristics and some criterion of teaching success. No negative correlations were found, and all but 29 were significantly different from zero.

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[2]H. C. Hunt, "Why People Lose Their Jobs or Aren't Promoted," Personnel Journal, (1935-1936), Vol. 14, p. 230.

[3]G. Watson, "The Surprising Discovery of Morale," Progressive Ed., (1942), XIX p. 39.

[4]A. S. Barr, "The Measurement and Prediction of Teaching Efficiency. A Summary of Investigations," Journal of Experimental Education, (1948), XVI, pp. 203-283.

However, many of the significant correlations were very small. Despite the small significance, Barr felt that this could be easily explained by his use of a small population.

Barr also listed in this summary some 80 correlations between commercially prepared personality tests and various criteria of teaching efficiency, many exceeding .40. He concluded that "by and large, the overall picture and future for the measurement and prediction of teaching efficiency and its prerequisites seems promising."[5]

Martin's[6] study at the University of Texas using the California Personality Inventory pointed out the fact that the Elementary Education Student Teachers in his experimental group revealed significant relationships between students labeled with a sense of well being and responsibility and the fact that they behaved in a predictable fashion as teachers. The pattern of these persons in the classroom was described as warm, outgoing, intelligent, effective, and creative.

Gough and Pemberton agree in part with what Barr's studies seem to indicate,

> The importance of personality characteristics for tasks involving personal interaction, leadership, and social understanding is uncontestable. The difficulty in utilizing a principle such as this lies more in devising techniques and methods for its adequate application than in proving the truth of the basic assumption. Advances in the methodolgy of personality assessment and evaluation have yielded various instruments which show promise of overcoming this technological barrier.[7]

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[5]Ibid., p. 226.

[6]Clyde Martin, "Emotional, Social and Pscyhological Make-up of the Teacher and Its Relationship to Teaching," Childhood Education, Vol. 44, (December, 1967), pp. 235-238.

[7]Harrison Gough and William Pemberton, "Personality Characteristics Related to Success in Student Teaching," Journal of Applied Psychology. XXXVI, (October, 1952), p. 309.

One of the instruments of personality measurement is the Edwards Personal Preference Schedule. Sheldon[8] in his validity study recommends the use of the Edwards Personal Preference Schedule with teachers and student teachers on the assumptions that: "good teachers possess a particular personality structure and that many of these facets can be measured."

He also found in his study that those who were high in warmth or friendliness, as compared with those who were low, not only were significantly higher in intelligence and lower in authoritarianism but also expressed a significantly higher need for "Affiliation" and a lower need for "Succorance".

Another study completed in 1957, which supported Sheldon's assumptions concerning the use of the Edwards Personal Preference Schedule, was that of Jackson and Guba which concludes

> ...that a high score on any of the fifteen needs measured by the Edwards Personal Preference Schedule, indicated that the subject tended to choose activities associated with that need in preference to activities designed to reflect other needs. The format of the instrument requires the respondent to choose between two activities in each item. Thus, from the standpoint of need structure, the quality which seems to characterize teachers as a group is their high deference, orderliness, endurance, and their low exhibition and heterosexuality.[9]

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[8]Stephen M. Sheldon, Jack M. Cole, and Rockne Copple, "Concurrent Validity of the Warm Teacher Scales". Journal of Educational Psychology, L, No. 1, (1959), pp. 37-40.

[9]Philip W. Jackson and Egon G. Guba, "The Need Structure of In-Service Teacher and Occupational Analysis," School Review, LXV, (April, 1957), pp. 176-191.

Lunneborg - Lunneborg found that academic achievement for college students appeared to be associated with needs for "Achievement" and "Intraception" and low need for "Abasement".[10]

(Quotation marks are used around the personality needs whenever they are used in this study to remind the reader that they are representative words and not full explanations. Complete descriptions can be found in the Appendix.)

Further studies dealing with personality measurement of teachers reveal varying degrees of acceptance and rejection of the degree of validity of these instruments. Getzels and Jackson[11] for example, published a review which indicated that studies using the Edwards Personal Preference Schedule with teachers were too few as yet to justify any conclusions concerning the ultimate usefulness of the instrument. However, they felt that one obvious advantage of this instrument over other personality instruments is that it is derived from a well known conceptual formulation (Murray's Need System) to which empirical findings may readily be related.

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[10] Clifford Lunneborg and Patricia Lunneborg, "EPPS Patterns in the Prediction of Academic Achievement". Journal of Counseling Psychology, Vol. 14, No. 4, (July, 1967), pp. 389-390.

[11] J. W. Getzels and Philip W. Jackson, "The Teacher Personality and Characteristics," Handbook of Research on Teaching, American Educational Research Association, (1959), pp. 546-547.

Lang[12] in his study concerning motives of students deciding upon teaching at the secondary or elementary level concluded that "nurturance" is significant in the choice of elementary teaching preferences and that "achievement" is relatively less important. For students choosing to teach in secondary schools, the order of importance is reversed. Employing the Edwards Personal Preference Schedule, Southworth[13] made a breakdown of elementary teacher preparation into upper and lower levels. He discovered that those students preparing for the lower elementary grades (K-3) were characterized by a greater need for "abasement," "affiliation," "succorance," and "nurturance;" whereas those selecting upper elementary grades (406) revealed the need for "achievement," "aggression," and "exhibition".

Garrison and Scott's[14] study analyzed the personal needs of students who were preparing to teach at one or more levels within the span from kindergarten through high school. The students were then classified into five teaching areas: (1) lower elementary, (2) upper elementary, (3) general secondary, (4) nongeneral secondary, and (5) special education. Those students planning to teach at the general and nongeneral secondary level were further divided according

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[12]Gerhard Lang, "Motives in Selecting Elementary and Secondary School Teaching," Journal of Experimental Education, XXIX (September, 1960), pp. 101-104.

[13]Horton C. Southworth, "A Study of Certain Personality and Value Differences in Teacher Education Majors Preferring Early and Later Elementary Teaching Levels," (Unpublished Ph.D. Dissertation, Michigan State University, 1962).

[14]Karl C. Garrison and Mary H. Scott, "The Relationships of Selected Personal Characteristics to the Needs of College Students Preparing to Teach". Educational and Psychological Measurement, XXII, (Winter, 1962), pp. 753-758.

to the subject areas in which they were going to teach. The findings of this study were: (1) the general secondary women did exhibit a significantly greater need for "achievement" than did women in either the elementary or nongeneral secondary group. (2) the prospective teacher of lower elementary grades did manifest a significantly greater degree of need for "nurturance" than did the representative of any of the other four categories. Also elementary teachers in general exhibited a significantly greater need for "nurturance," "succorance," "affiliation," "change," and "abasement" than did high school teachers.

Stating a different position, Magee[15] indicated that the education profession has no pencil-and-paper test of personality traits which gives promise of usefulness in screening candidates and is practical with large numbers of applicants to colleges of education. A classic study which appears to support this thesis was conducted by Michaelis[16] at the University of California in 1956. The object of his study was to determine the degree of accuracy with which the success of elementary student teaching could be predicted by objective measures of personality and attitudes of student teachers. The four inventories he used were the (1) Minnesota Multiphasic Personality Inventory; (2) Heston Personal Adjustment Inventory; (3) Minnesota Personality Scale; (4) Minnesota Teacher Attitude Inventory. Using a combination

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[15]Robert M. Magee, "Selection of Candidates for Teacher Education," Journal of Teacher Education, III, (September, 1953), pp. 168-172.

[16]John E. Michaelis, "The Prediction of Success in Student Teaching from Personality and Attitude Inventories," University of California Publications in Education, XI, (1956), pp. 415-481.

of Supervising Teacher and Coordinator ratings to form a single criteria he found that none of these four scales have a significant relation to student teaching success.

Goodstein and Heilbrun[17] used the Edwards Personal Preference Schedule in their study and correlated it with intellectual ability (grade-point average). They obtained a positive correlation with "achievement" and college grade-point average (p. 01) for students of a variety of academic ability. However, when the researchers divided their students into three ability groups... "(1) low ability; (2) middle ability; (3) high ability," it was found that for the low ability females, "abasement" and "nurturance" are negatively correlated with grade-point average; for the high ability females, "intraception" is positively correlated with grade-point average, but none of the partial correlations for the middle ability female group is statistically reliable.

Vineyard et al,[18] compared the responses of third year pharmacy students with that of teacher education students on the fifteen items of the Edwards Personal Preference Schedule at Southwestern State College, Weatherford, Oklahoma. The results of this study are

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[17] Leonard D. Goodstein and Alfred B. Hielbrun Jr., "Prediction of College Achievement from the Edwards Personal Preference Schedule at Three Levels of Intellectual Ability," Journal of Applied Psychology, IVL, (October, 1962), pp. 317-320.

[18] Edwin Vineyard et al., Teacher Education and Pharmacy Students: A Comparison of Their Need Structures," Journal of Teacher Education, XIII, (December, 1962), pp. 409-413.

constructed on the following table.

A Comparison Between the Basic or Manifest Needs of Third-Year Male Pharmacy and Teacher Education Students at Southwestern State College, Weatherford, Oklahoma

Manifest Need	Pharmacy		Teacher Educ.		Diff. in	S.E. Diff.
	M	S.D.	M	S.D.	Means	Means
"Achievement"	13.52	2.92	13.64	4.56	.12	.77
"Deference"	12.54	3.02	12.70	3.74	.16	.68
"Order"	11.44	4.64	10.78	3.31	.66	.85
"Exhibition"	14.46	3.06	13.72	3.16	.74	.67
"Autonomy"	13.52	3.65	13.24	4.48	.28	.82
"Affiliation"	14.66	2.48	15.32	4.64	.86	.74
"Intraception"	15.24	4.00	17.02	4.30	1.78	.77
"Succorance"	10.04	4.08	9.50	4.43	.54	.85
"Dominance"	14.36	4.35	14.08	4.86	.28	.92
"Abasement"	16.67	3.69	15.16	4.64	1.51	.83
"Nurturance"	14.04	3.45	15.08	5.75	.96	.95
"Change"	15.30	2.62	15.28	4.60	.02	.80
"Endurance"	15.08	5.26	14.62	4.71	.46	.99
"Heterosexuality"	16.96	5.53	15.62	5.58	1.34	1.11
"Aggression"	14.42	3.97	13.34	4.14	1.08	.81

The only significant difference in mean score was found to be in "intraception," which favored the teacher education group. These teacher education students were more variable in need for "achievement," need for "affiliation," need to give "nurturance," and need for "change". The researchers concluded that differences in variability were interpreted as being supportive of premise that "different persons may expect to find different needs satisfied in the same occupation".[19]

Coedy and Hinely[20] discovered that 24 students who scored high on six factors of the Edwards Personal Preference Schedule (EPPS) had both

[19] Ibid, p. 14.

[20] Ben Coody and Reginald Hinely, "Validity Study of Selected EPPS Subscales for Determining Need Structure of Dominating and Submissive Student Teachers," Journal of Educational Research, Vol. 61., (October, 1967), pp. 59-61.

a lower college grade-point average and a lower student teaching grade than 118 other students in a sample from North Texas State University. The six areas the twenty-four students scored exceptionally high on were "aggression," "autonomy," "dominance," "abasement," "deference," and "succorance".

ACHIEVEMENT AND ACADEMIC ABILITY AS PREDICTORS OF SUCCESS IN TEACHER EDUCATION

The writings and research in the area of academic and intellectual achievements and their relationship to success in student teaching are varied and numerous. Carlile's study in this area led him to conclude,

> The frequencies of high grades in student teaching reveals a tendency toward high intelligence scores as measured by the Detroit Intelligence Test. The co-efficients of correlation are positive; statistically significant but low with its forecasting efficiency at four per cent. The correlation with scores of the Hinman-Nelson Test of Mental Ability is too low to be significant. Whereas, relationships between grades in student teaching and the measures of scholastic achievement as represented by the college grade-point has a fairly high positive relationship with a forecasting efficiency of twelve per cent.[21]

Brothers supports this in his research,

> A correlation of .42 exists between grade-point in the major field and success in student teaching, and a correlation .30 exists between grade-point in all University work prior to student teaching and student teaching effectiveness.[22]

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[21] A. B. Carlile, "Predicting Performance in the Teaching Profession," Journal of Educational Research, XLVII (may, 1954), pp. 642-652.

[22] W. L. Brothers, "The Relationship of Certain Factors to Effectiveness in Student Teaching in the Secondary Schools, " (Unpublished Ph.D. Dissertation, Indiana University, 1950).

Other research supporting a similar thesis is that of Perry[23] who found the accumulative college grade-point average to be the single most significant item out of forty-three predictor variables at the five per cent level with a significance of .51. Similar support comes from Martin[24] whose work with over a hundred college seniors at Columbia University indicated that the most predictable criterion of success in student teaching was the average of the students four year grades.

Several researchers report studies which are quite different in regard to their conclusions. Darrow makes the point quite definite in the conclusions of her study;

> Point hour ratio for all college work, up until student teaching, shows a correlation of .28 with the criterion of student teacher effectiveness as determined by the supervising teachers rating. Thus, student teaching effectiveness cannot be predicted for single cases with any degree of accuracy when based only on college grade-point.[25]

Shaw[26] in his study examined the effectiveness of certain variables as predictors of success in student teaching. He found that high school percentile mark and junior college honor point ratio

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[23]James O. Perry, "A Study of a Selective Set of Criteria for Determining Success in Secondary Student Teachers at Texas Southern University," (Unpublished Ed.D. dissertation, University of Texas, 1962).

[24]Lycia Martin, "The Prediction of Success for Students in Teacher Education," (Unpublished Ph.D. dissertation, Teachers College, Columbia University, 1944).

[25]Harriet D. Darrow, "The Relationship of Certain Factors to Performance of Elementary Student Teachers with Contrasting Success Records in Student Teaching," (Unpublished Ph.D. dissertation, Indiana University, 1961).

[26]Jack Shaw, "Function of Interview in Determining Fitness for Teacher Training," Journal of Educational Research, VL (May, 1952), pp. 667-681.

were not statistically significant as predictors. Strong support for this position is given by Major[27] whose population of two hundred secondary teaching majors in ten different fields discovered that academic ratings above a certain critical point have no significance when used as a criterion for forecasting teaching success.

Robert Magee's[28] study gives strong indication that the practices of the Colleges of Teacher Education in the United States support the findings of the last three researchers. This study done on a national survey basis discovered that a"C" average (2.8) scholarship in college work already completed is generally considered adequate for consideration of eligibility for admission to or continuance in student teaching programs in over 80% of our institutions of higher learning.

Lins,[29] several years ago, concerned himself with the prediction of teaching efficiency of prospective school of education graduates using data collected during their undergraduate preparation. This study hoped to contribute useful information to: (1) "the evaluation of the educative experiences commonly employed in the education of teachers and;" (2) "provide direction for the development of a more constructive program of selecting and guiding prospective teacher candidates".[30]

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[27]C. L. Major, "The Influence of Academic Standing Upon Success in Student Teaching," Educational Research Bulletin, XXXII (March, 1953), p. 66.

[28]Robert M. Magee, "Admission-Retention in Teacher Education," Journal of Teacher Education, XII (March, 1961), p. 85.

[29]Leo J. Lins, "The Prediction of Teaching Efficiency," Journal of Experimental Education, XV (Sept., 1946), pp. 2-60.

[30]Ibid, p. 3.

The criteria employed in this study were a composite of five ratings by persons who visited teachers in their classrooms using M Blank Evaluation Scales. The correlations for five of the items studied seemed to be significantly reliable to warrant further study. These were (1) high school rank; (2) English Cooperative Test; (3) American Council Psychological Exam; (4) Reading Cooperative Test; (5) College grade-point average.[31]

Bach[32] in his study involving secondary student teachers agreed with Lins work in some respects but also found points of disagreement. In this study a "a high relationship (.615) was found between the evaluation of the student teacher and multiple variables measured before student teaching," while "the academic grade-point average was correlated very low (.194)," and near zero (.002) for the American Council on Education Psychological Exam".[33]

Dove[34] studied the relationship between selected variables and student teaching success. The criterion, student teaching success, was determined by a cooperative evaluation of student teaching performance by supervising teacher and college coordinator. The results

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[31] Ibid., p. 59.

[32] Jacob O. Bach, "Practice Teaching Success in Relation to other Measures of Teaching Ability," Journal of Experimental Education, XXI (September, 1952), pp. 57-78.

[33] Ibid., p. 77.

[34] Pearlie C. Dove, "A Study of the Relationships of Certain Selected Criteria and Success in the Student Teaching Program at Clark College, Atlanta Georgia," (Unpublished Ph.D. dissertation, University of Colorado, 1959).

of this study indicated that there was "a statistically significant relationship between rating of student teachers and their scholarship as measured by all college grade-point average".

The study also reported "no significant relationships were found between rating and personal adjustment as measured by the Heston Personal Adjustment Inventory" and "attitude toward children as measured by the Minnesota Teacher Attitude Inventory, Form AA".[35]

Two other studies strongly support the importance of academic achievement as correlated with student teaching success. Ullman[36] in his work with first year teachers attempted to correlate their supervisor's ratings with a number of other variables. The following are some of the findings pertinent to this study:

FACTORS CORRELATED	CORRELATION
Intelligence and supervisor's rating	.15
Socio-economic status and supervisor's rating	.19
Academic scholastic average and supervisor's rating	.30
Professional education scholastic average and supervisor's rating	.30[37]

The second study in this category of the importance of academic achievement is Madsen's[38] investigation. This study points out that

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[35] Ibid., p. 116.

[36] R. R. Ulman, "The Prediction of Teaching Success," Educational Administration and Supervision, XVI, (November, 1930), pp. 608-612.

[37] Ibid., p. 609.

[38] I. N. Madsen, "The Predicting of Teaching Success," Educational Administration and Supervision, XIII, (January, 1928), pp. 39-47.

out of thirty-one failures in teaching, thirty were among the lowest 10% in intelligence and achievement as measured by tests given on their entrance to teacher education institutions.

Cornett[39] in his study at Texas Technological College found that the present program of selecting prospective teachers on the basis of a 2.0 average at the time of application a "C" or better in second semester freshman English, an overall grade-point average of "C" (2.0) at the time of application, and a grade of "C" in the introductory course in education was ineffective in predicting teaching performance as measured by the first year teaching evaluations by their building principal.

Dalton,[40] in her work with junior high school teachers, found that there was marked superiority in the academic achievement of the effective over the ineffective teachers as measured by undergraduate grade-point averages. This study indicated, however, that teachers in both the high and low groups had grade-point averages in all five of the categories from "honors" to the "just-getting-by" classifications. Establishing a cutoff at a high "C" average would have meant a loss of 25% of the effective teachers and the elimination of 50% of the ineffective teachers.

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[39] Joe D. Cornett, "Effectiveness of Three Selective Admissions Criteria in Predicting Performance of First Year Teachers," Journal of Educational Research, Vol. 62, No. 6, (February, 1969), pp. 247-250.

[40] Elizabeth L. Dalton, What Makes Effective Teachers for Young Adolescents?,(Nashville, Tennessee: Department of Education, George Peabody College for Teachers, 1962), Chapter III, pp. 13-28.

In this study the researcher said:

> ...regardless of the cautions that must be observed in using undergraduate grades as a predictor of probable teaching success, there was a significant difference at the .01 level between the undergraduate averages of the two samples in this study, with the high teachers earning, as a group, consistently better grades.[41]

SOCIO-ECONOMIC FACTORS AS PREDICTORS OF SUCCESS IN TEACHER EDUCATION

The relationship of the socio-economic background of the student teacher and the degree of effect it has on teaching performance is an area that has received little attention from researchers in education and sociology. The few studies that have been developed in this area have given strong indication that there is certain relevance between this background factor and the performance of the classroom teacher.

Sims[42] used a questionnaire with 726 public school teachers who attended summer school at the University of Alabama. He asked them to classify themselves "in various social classes and socio-economic strata that they feel they represent". None of these teachers classified themselves as upper-upper and only 2% as upper-class; 13% affiliated themselves with the upper-lower working class; the remaining 85% divided themselves between the middle and upper-middle classes in a ratio of two to one.

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[41] Ibid., p. 15.

[42] Verner M. Sims, "The Social Class Affiliations of a Group of Public School Teachers," School Review, CIX (September, 1951), pp. 331-338.

Ten years earlier than Sims' work, Greenhoe's[43] study of 9000 public school teachers, selected as a national sample, showed 38% whose fathers were farmers, 26% whose fathers were engaged in small businesses, 18% whose fathers were day-laborers, and only 4% whose fathers were professional men. In contrast, in 1948, a study at the University of Michigan conducted by Best[44] showed a bare majority coming from white-collar families.

In the last few years, there seems to have been even a more pronounced change in the socio-economic background of teachers.

In a recent study of Detroit Public School teachers, Wattenberg[45] found in his research that there was not only an extremely wide range of social origins, but that the number who came from working class families is greater than the number who came from white-collar families. The shift that has occurred can be seen further by comparing the younger teachers in the sample with the older teachers.

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[43] Florence Greenhoe, Community Contacts and Participation of Teachers, Washington, D. C., American Council on Public Affairs, (1941), pp. 1-54.

[44] John Wesley Best, "A Study of Certain Selected Factors Underlying the Choice of Teaching," Journal of Experimental Education, XVII, (March, 1948), pp. 201-259.

[45] William Wattenberg, et al., "Social Origins of Teachers-Facts from a Northern Industrial City," The Teachers Role in American Society. John Dewey Society, Fourteenth Yearbook, Lindley Stiles, ed. (1957), pp. 31-58.

The table below illustrates Wattenberg's point.

Fathers' Occupations of a Sample of Detroit Teachers

Father's Occupation	(Age of Teachers) Under 40 Number	Under 40 Percent	Over 40 Number	Over 40 Percent	Total Number	Total Percent
Professional.....	18	9%	2	1%	20	10%
Business, managerial.	21	11%	10	5%	31	16%
Other white-collar...	20	10%	5	2.5%	25	12.5%
Farmer.....	3	1.5%	8	4%	11	5.5%
Skilled Labor.....	21	11%	6	3%	27	14%
Other Labor.....	54	27%	3	1.5%	57	28.5%
Retired, unemployed, deceased.....	20	10%	7	3.5%	27	13.5%
TOTAL	157		41		198[46]	

The strong trend, in an industrial city, to have a large percentage of teachers whose social origins are derived from the laboring class is not necessarily true for other communities in our nation. Warner, Havighurst, and Loeb[47] in their study found that in some parts of the country, teachers are predominately upper-middle; in others, predominantly lower-middle, as illustrated in the following table based upon studies of public school teachers in "Hometown" (a small midwestern town), in "Yankee City" (a town in New England), and in "Old City" (a town in the deep south).

Social Class Distribution of Teachers (in per cent)

	Hometown	Yankee City	Old City
Upper-upper.....	0	2	2.5
Lower-upper.....	0	1	2.5
Upper-middle.....	26	76	72.5
Lower-middle.....	72	21	20.0
Upper-lower.....	2	0	2.5
Lower-lower.....	0	0	0.0[48]

[46] Ibid., p. 14.

[47] Lloyd W. Warner, Robert J. Havighurst, and Martin B. Loeb, Who Shall Be Educated?, (New York: Harper and Bros., 1944), pp. 1-232.

[48] Ibid., p. 101.

Havighurst and Neugarten[49] explained in one of their writings that it is very important to know something of the social origin of any given teacher in trying to understand his performance in the classroom. He feels, however, that educators must look at the socio-economic origin in relation to personality. With this in mind, Havighurst states that "although a given teacher's social origin may have had an important influence upon his or her personality, it is virtually impossible to cite generalized effects that would be true for all teachers of any single origin".[50]

THE JUNIOR COLLEGE TRANSFER AND HIS RELATION TO THE DEGREE OF SUCCESS AND FAILURE IN STUDENT TEACHING

There seems to be a total absence of studies directly related to the junior college student and his success in teacher education. However, there have been two or three significant studies done in relation to the junior college transfer student and academic achievement in his junior and senior years. Since many researchers have found a high correlation between college grade-point average and success in teaching it may be quite appropriate to examine these few key studies.

Martorana and Williams[51] conducted a study with 155 students who had previously attended a junior college for two years of study and who

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[49]Robert J. Havighurst and Bernice L. Neugarten, Society and Education, (Boston, Allyn and Bacon, Inc., 1957) pp. 355-375.

[50]Ibid., p. 364.

[51]S. V. Martorana and L. L. Williams, "Academic Success of Junior College Transfers at the State College of Washington," Junior College Journal, XXIV, (March, 1954), pp. 402-415.

transferred to the State College of Washington in the 1947-1948 academic year. These students were matched with a random sample of non-transfer students with comparable majors. In the area of Elementary Education, 21 of the transfer students were matched with 21 non-transfer students. One important variable that the researchers attempted to take into consideration was the fact that the high school grade-point average of the transfer students (2.468) was lower than that of the non-transfer student (2.690).

The researchers concluded that when they examined the results of their study, and took into consideration the variance in high school academic achievement, there was no significant difference between the academic success of the student who came from a junior college from that of the non-transfer student.[52]

Hillway[53] in his work indicates that the scores received by freshmen in four-year colleges on the Psychological Examination of the American Council on Education test was 107.24. The average raw score for junior college freshmen was 101.80. Hillway points out, however, that the raw score for students in teachers colleges that same year was only 92.83. At the same time the researcher indicated that variation among the different institutions illustrates the point that junior college, as well as other four year institutions, by no means have the same standards. In some junior colleges the

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[52] Ibid., p. 414

[53] Tyrus Hillway, The American Two-Year College, (New York, Harper and Brothers, 1968), pp. 84-93.

average score was as low as 77.09. The scores for all four-year colleges in which the tests were given ranged from a high of 129.58 to a low of 32.55; while scores in the teachers colleges ranged from 115.46 to 40.86. The author concluded that:

> ...scores on this examination tended to show that the scholastic aptitude as measured by the American Council on Education Psychological Examination, is not much lower for junior college freshmen than it is for freshmen in standard four-year colleges and universities. Furthermore, vast variations exist among individual institutions in this respect.[54]

De Ridder[55] gives further evidence in his study that junior college students are not academically inferior to other college students. He examined the records of those who transfer to four-year colleges as juniors after graduation from a two-year institution and discovered that these students actually demonstrate marked superiority over comparable groups of students who have entered four-year colleges and universities as freshmen. De Ridder also found that even the student who had graduated from "terminal courses" (supposedly nontransferable) in junior colleges did well in later college and university work. Of 1,177 students transferring from terminal courses, 46% succeeded in obtaining better than average grades in colleges and universities, and only 16% received grades below average.

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[54] Ibid., p. 86.

[55] Lawrence M. De Ridder, "Comparative Scholastic Achievement of Native and Transfer Students," Junior College Journal, XXII, (October, 1951), p. 83.

Cratty[56] found, in a study of physical education majors at the University of California, a difference of .50 in grade-point average between non-transfer (5.22) and transfer students from junior colleges (4.83). This difference is not statistically significant enough to make any definite recommendations concerning the presence or lack of academic preparation during the freshman and sophomore years.

SUMMARY

This chapter has dealt with a presentation and review of studies that relate various factors to the degree of success and failure in student teaching. The first group of studies cited was concerned with personality factors as predictors of success in teacher education. The second group of studies was concerned with achievement and academic ability as predictors of success in teacher education. The third group reviewed the literature concerned with socio-economic factors as predictors of success in teacher education. The fourth group of studies was concerned with the junior college transfer student as a predictive factor in the student's success in teacher education.

One may conclude from this survey of related research that considerable investigations have taken place concerning nearly all isolated factors of the hypotheses of this study. However, little has been done to determine the possible strengths of inter-correlations as potential predictors of success in student teaching.

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[56]Bryant J. Cratty, "A Comparison of Selected Pre-Teaching Compentencies of Transfer and Non-Transfer Students," Junior College Journal, XXXI, (October, 1960), pp. 78-81.

CHAPTER III

THE SCOPE AND LIMITATION OF THE STUDY

The lack of concrete evidence for the process whereby teachers are adequately prepared in institutions of higher learning has prompted this analysis of factors affecting the degree of success and failure in student teaching.

At present there seem to be few universally accepted methods to identify, screen, and place teacher education candidates preceding their admission to a program of student teaching. With the exception of college grade-point average, there is little continuity in the use of objective or subjective data, interview, or personality inventories in connection with the entrance of a student into his student teaching experience and eventually into the teaching profession.

BASIS FOR HYPOTHESES

The hypotheses of this study were derived from an examination of selected cases of elementary education majors being studied by the College of Education at Michigan State University.

Hypothesis I-A stated, in the null form, that there would be no relationship between college grade-point average and the degree of success or failure in student teaching. The college grade-point average was obtained from the folders of the students which are located in the Student Affairs Office, College of Education, Michigan State University.

Hypothesis I-B stated, in the null form, that there would be no relationship between Freshman Orientation scores at Michigan State University and the degree of success or failure in student teaching. The Freshman Orientation scores were obtained from the folders of the students in the Student Affairs Office, College of Education.

The Freshman Orientation Tests used in this study were the MSU English Placement Test, the MSU Arithmetic Proficiency Test, and the MSU Reading Test.

The MSU English Placement Test consists of thirty objective test items representing many aspects of English usage. Included are items on spelling, capitalization, grammar, punctuation, sentence structure, and organization. The test is primarily designed to identify students who may require assistance in the area of remedial English services.[1]

The MSU Arithmetic Proficiency Test is also designed to detect students who are deficient in a basic skill. Students who score below the minimum standards are required to take a basic course in mathematics. The test, consisting of 45 problems in basic arithmetic, has proved to be relatively effective for this purpose.[2]

The MSU Reading Test is a 97 item test which yields a Vocabulary Score, a Comprehension Score, and a Total Reading Score. The vocabulary portion consists of 50 test items while the comprehension portion

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[1] _____, The Use of Orientation Test Data, The Office of Evaluation Services, Michigan State University, (February, 1957), p. 2. (Mimeographed).

[2] Ibid., p. 2.

portion is based on the student's ability to answer 47 questions concerning several reading passages involving concepts typical of several academic areas at Michigan State University. Although the basic purpose of the test is to measure the reading ability of students, no attempt is made to restrict the measure to the simple mechanics of reading. Instead, many factors involved in critical thought are undoubtedly assessed in this measure of reading proficiency.[3]

Hypothesis I-C stated, in the null form, that there would be no relationship between the socio-economic status of the parents and the degree of success or failure in student teaching. The socio-economic status of the family is a rough categorization of the parents' occupation. This information was obtained from the Personal Data Sheets which were completed by the subjects before the end of the term in which they were student teaching.

Hollingshead's[4] Two Factor Index to Social Position was utilized and adapted to allow placement of students into socio-economic classes. The single factor of occupation was the index to social position used in this study. The occupational scale of the Two Factor Index to Social Position, was used to classify students into five socio-economic

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[3]Ibid., p. 3

[4]August B. Hollingshead, Two Factor Index of Social Position, (New Haven: Yale University, 1957), p. 1-26.

classes. The seven point occupational scale is listed below.

The Occupational Scale[5]

1. Higher executives of larger concerns, proprietors, and major professionals. (established doctors and lawyers).[6]

2. Business managers, proprietors of medium-sized businesses, and minor professionals. (college and public school administrators)

3. Administrative personnel, owners of small businesses, and minor professionals. (college faculty members)

4. Clerical and sales workers, technicians, and owners of little businesses. (value under $6,000) -- (public school teachers)

5. Skilled manual employees.

6. Machine operators and semi-skilled employees.

7. Unskilled employees.

For the purpose of division this seven point Occupational Scale was divided under the five following socio-economic headings:

(1) Low Socio-Economic Class
Number 7 of the Occupational Scale
(2) Middle-Low Socio-Economic Class
Number 6 of the Occupational Scale
(3) Middle Socio-Economic Class
Numbers 4 and 5 of the Occupational Scale
(4) Middle-High Socio-Economic Class
Numbers 2 and 3 of the Occupational Scale
(5) High Socio-Economic Class
Number 1 of the Occupational Scale

Hypothesis I-D stated, in the null form, that there would be no significant relationship between those students who graduated from non-public high schools and the degree of success or failure in

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[5]Ibid., p. 17.

[6]The information in parenthesis was added to Hollingshead's Occupational Scale by the author so as to create broader categories within each class.

student teaching. The information, concerning the type of high school attended, was obtained from the Personal Data Sheet which was completed by the subjects before the end of the term in which they were student teaching.

Hypothesis I-E stated, in the null form, that there would be no significant relationship between the junior college transfer student, the four year institution transfer, and the student who has completed all his work at this institution and the degree of success or failure in student teaching. This hypothesis was derived from frequent criticism of the past preparation of transfer students, particularly junior college students. Whether there is any foundation for criticism of transfer students in teacher education is a question this study may hopefully explore.

Hypothesis I-F stated, in the null form, that there would be no significant relationship between the self evaluation of the student teacher's potential before and during the student teaching experience and the degree of success or failure in student teaching. This hypothesis was included in this study so that the author may attempt to examine the ability of the student teacher to examine his classroom teaching potential both prior to and immediately following student teaching. The instrument used with the student teacher for their self evaluation was the Confidence Level Inventory for Teachers,[7] an eight major item check list which was a slight modification of the

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[7]This is a modified version of the Michigan State University Student Teacher Evaluation Form, altered so it may be used as a self-evaluative device. A copy of this instrument may be found in the Appendix.

Michigan State University Student Teacher Find Evaluation Form.[8]

The CLIT (Confidence Level Inventory for Teachers) is so constructed so as to have the student teacher respond to eight major categories with seven of these having numerous sub-categories. The student teacher has a choice of ten numbered responses to each major and sub-category. This self evaluation provided the students with the following choices as descriptive of their efforts, prior to and near the conclusion of, their student teaching experience:

1-2 I feel extreme concern about my abilities in this area.
3-4 I feel greater than average concern about my abilities in this area.
5-6 I feel average concern about and have average confidence in my abilities in this area.
7-8 I feel relatively confident about my abilities in this area.
9-10 I feel extremely confident about my abilities in this area.

Hypothesis I-G stated, in the null form, that there would be no significant relationship between certain personality factors as measured by the Edwards Personal Preference Schedule and the degree of success or failure in student teaching.

The EPPS (Edwards Personal Preference Schedule) was given to the population of this study just prior to their student teaching experience. The EPPS was designed primarily as an instrument for research and counseling purposes, to provide quick and convenient measures of a number of relatively independent normal personality variables. The EPPS differs from many inventories in one key aspect. A number of personality inventories purport to measure such traits as emotional

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[8] This is a seven major item evaluation device used by supervising teachers and college coordinators at Michigan State University. A copy of this may be found in the Appendix.

stability, anxiety, adjustment, neuroticism. Still other inventories purport to measure such clinical and psychiatric syndromes as schizophrenia, paranoia, or hysteria. High and/or low scores on these inventories have associated maladjustive or clinical connotations. For research and counseling purposes, where it is often desirable to report back scores to subjects, such inventories present definite problems. These connotations are less likely to be attached to variables in the EPPS. The fifteen personality needs produced by the EPPS and correlated with the degree of success or failure in student teaching in this study are:

1. "Achievement"
2. "Deference"
3. "Order"
4. "Exhibition"
5. "Autonomy"
6. "Affiliation"
7. "Intraception"
8. "Succorance"
9. "Dominance"
10. "Abasement"
11. "Nurturance"
12. "Change"
13. "Endurance"
14. "Heterosexuality"
15. "Aggression"[9]

Simple correlations for twenty-seven items are constructed for this study. Each item has been set up so that both a correlation and an explained variance can be derived. The twenty-seven items are as follows:

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[9]Allen L. Edwards, Edwards Personal Preference Schedule Manual, (New York: The Psychological Corporation, 1959), p. 5-6.

1. Socio-economic class
2. Transfer data
3. Type of high school attended (public or non-public)
4. College grade-point average
5.--9. Freshman Orientation Scores
10. Pre-student teaching Confidence Level Inventory for Teachers
11. Post student teaching Confidence Level Inventory for Teachers
12. Combined ratings of supervising teacher and college coordinator on a one to twenty scale with 1-8 low; 9-14 middle; and 15-20 high.
13.-27. The fifteen item Edwards Personal Preference Schedule

The product-moment correlation coefficient was used in this study to calculate a simple correlation between each of the variables listed above and the criteria for the degree of success and failure as evaluated by a combined student teacher evaluation, developed by the student teaching office at Michigan State University and completed by each supervising teacher and coordinator. The method of obtaining the correlation was obtained from the following formula:

$$r = \frac{\Sigma XY - \frac{(\Sigma X)(\Sigma Y)}{n}}{\sqrt{\Sigma X^2 - \frac{(\Sigma X)^2}{n}\left(\Sigma Y^2 - \frac{(\Sigma Y)^2}{n}\right)}}$$

The mean, as calculated by the product-moment correlation coefficient formula, for each of the fifteen items on the Edwards Personal Preference Schedule was compared with the EPPS normative college sample.

To examine in more detail this researcher also selected fifty students receiving the highest combined supervising teacher and college coordinator rating, (15-20), the fifty student teachers receiving the lowest (1-9) combined ratings, and the one hundred student teachers

receiving the middle ratings (10-14). A separate analysis was made to supplement each hypothesis stated in this study.

SUMMARY

This chapter has provided a description of the basis for the hypotheses, a description of the population, a survey of the instruments used, and a review of the statistical analysis that is to be employed in this study.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purpose of this chapter is to present the results of the analysis of the data obtained for each of the hypotheses listed in Chapter I. The data are arranged in such a way as to indicate (1) the statistical process of a Simple Correlation Analysis, (2) the percent of variance that can be explained, (3) and the statistical significance of the correlation as it relates to success in student teaching and the seven hypotheses being tested.[1]

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[1]In this study a statistically significant figure at the .05 level is .138 and will be indicated by a single asterisk * in the tables, a statistically significant figure at the .01 level is .181 and will be indicated by a double asterisk **, and N S will indicate no significant correlation.

Hypothesis I-A

Hypothesis I-A postulates that there is no significant relationship between college grade-point average and the degree of success or failure in student teaching.

Table 1

Simple Correlation Between College Grade-Point Average and the Degree of Success or Failure in Student Teaching as Measured by Combined Student Teacher Evaluation

Variable	Degree of Success or Failure	Percent of Variance Explained	Significance
College Grade-Point	.327	11%	**

The computed analysis of data in Table 1 disproves the null position of Hypothesis I-A. Table 1 indicates that there is a statistical significant relationship between a students college grade-point average and the degree of his success or failure in student teaching. However, considering that only 11% of the relationship between grade-point and success or failure in student teaching can be explained as related directly to one another, this still leaves 89% of this relationship in the area of the unknown. Thus, the reliability of totally disproving Hypothesis I-A is open to considerable question.

Hypothesis I-B

Hypothesis I-B postulates that there is no significant relationship between freshman orientation scores at Michigan State University and the degree of success or failure in student teaching.

Table 2

Simple Correlation Between Freshman Orientation Test Scores and the Degree of Success or Failure in Student Teaching as Measured by Combined Student Teacher Evaluation

Variable	Degree of Success or Failure	Percent of Variance Explained	Significance
Freshman Orientation Tests			
English	.178	3%	*
Reading	.145	2%	*
Vocabulary	.069	½%	NS
Information	.014	½%	NS
Arithmetic	.106	1%	NS

The computed analysis of data in Table 2 supports Hypothesis I-B in three of the five test categories. Freshman Orientation Tests in English and Reading, however, were proven to have a significant correlation with the degree of success or failure in student teaching at the .05 level and thus disprove a portion of the hypothesis. English with a significant correlation of only .178 and reading with a correlation of .145, though statistically significant, are so low in explained variance the writer is extremely hesitant to negate the position of Hypothesis I-B.

Hypothesis I-C

Hypothesis I-C postulates that there is no significant relationship between the socio-economic status of the parents of college students and the degree of success or failure in student teaching.

Table 3

Simple Correlation Between the Socio-Economic Status of the Parents of the College Student and the Degree of His Success or Failure in Student Teaching.

Variable	Degree of Success or Failure	Percent of Variance Explained	Significance
Socio-Economic Status	.214	4%	**

The computed analysis of data in Table 3 disproves the null position of Hypothesis I-C. Table 3 illustrates that the socio-economic status of the college student's parents correlates statistically at a .01 significance level. However, the correlation of .214 leaves too many unexplained factors. This writer is very reluctant to support the Hypothesis on the basis of this significance factor.

Hypothesis I-E

Hypothesis I-E postulates that there is no significant relationship between the transfer student and the student who has completed his undergraduate work at Michigan State University and the degree of success or failure in student teaching.

Table 5

Simple Correlation Between the Transfer Student and the Student Who Has Completed His Undergraduate Work at Michigan State University and Their Degree of Success or Failure in Student Teaching.[2]

Variable	Degree of Success or Failure	Percent of Variance Explained	Significance
Transfer and Non-Transfer Student	.084	1%	NS

The computed analysis of data in Table 5 proves the null position of Hypothesis I-E. A correlation of .084 is not statistically significant thus, supporting the statement that there is no significant relationship between the transfer student and the student who has completed his undergraduate work at Michigan State University and their degree of success or failure in student teaching.

[2]To the statistical formula of a simple correlation there was added the Pearson analysis which from its score comes data that automatically yields point biserial between continuous and dichotomized variables.

Hypothesis I-F

Hypothesis I-F postulates that there is no significant relationship between the self evaluations of the student teachers before and during the student teaching experience and the degree of success or failure in student teaching.

Table 6

Simple Correlation Between the Self Evaluations of the Student Teachers Potential Before and During the Student Teaching Experience and the Degree of Success or Failure in Student Teaching

Variable	Degree of Success or Failure	Percent of Variance Explained	Significance
Pre-Confidence Level Inventory	.307	10%	**
Post-Confidence Level Inventory	.332	10%	**

The computed analysis of data in Table 6 disproves the null position of Hypothesis I-F. Table 6 shows that there is a statistical significant relationship between the self evaluation of the student teachers on both the Pre-Confidence Level Inventory and the Post-Confidence Level Inventory and the degree of success or failure in student teaching. However, with both Confidence Level Inventories having only a 10% level of explained variance one must be very careful in over emphasizing the strength of the refutation of the hypothesis.

Hypothesis I-G

Hypothesis I-G postulates that there is no significant relationship between certain personality factors as measured by the Edwards Personal Preference Schedule and the degree of success or failure in student teaching. Table 7 examines statistically each of the fifteen needs of the EPPS as they relate to this basic hypothesis.

Table 7

Simple Correlation Between Certain Personality Factors as Measured by the Edwards Personal Preference Schedule and the Degree of Success or Failure in Student Teaching.

Variable	Degree of Success or Failure	Percent of Variance Explained	Significance
Edwards Personal Preference Schedule			
"Achievement"	.144	2%	*
"Deference"	.217	5%	**
"Order"	.144	2%	*
"Exhibition"	.289	8%	**
"Autonomy"	.062	½%	NS
"Affiliation"	.348	12%	**
"Intraception"	.237	6%	**
"Succorance"	.203	4%	**
"Dominance"	.108	1%	NS
"Abasement"	.220	5%	**
"Nurturance"	.255	7%	**
"Change"	.306	10%	**
"Endurance"	.122	1%	NS
"Heterosexuality"	.179	3%	*
"Aggression"	.050	0%	NS

The computed analysis of data in Table 7 disproves the null position of Hypothesis I-G. Table 7 indicates that there are statistically significant relationships between eleven of the fifteen need items on the Edwards Personal Preference Schedule. The four items that tend to support

the Hypothesis are "Autonomy", "Dominance", "Endurance", and "Aggression". "Achievement", "Order", and "Heterosexuality" are needs that were significant at the .05 level. "Deference", "Exhibition", "Affiliation", "Intraception", "Succorance", "Abasement", "Nuturance", and "Change" were significant at the .01 level of significance. From the .01 significance it is interesting to note that three of the needs have a considerably higher percent of variance explained then the others, these being "Affiliation", "Change", and "Exhibition".

In order to look more closely at the predictability of certain factors as they relate to success or failure in student teaching the study population is divided into three groups. Group I is composed of fifty students receiving the highest combined supervision teacher and college coordinator final evaluation. Those assigned to the first group have a numerical score on their evaluation between fifteen and twenty. Group II is composed of fifty students receiving the lowest combined rating. Those students assigned to this group have a numerical score on their student teaching evaluation between one and nine. Group III is composed of the one hundred students who lie within the middle range of their evaluation. Those students in this group have numerical scores that fall between ten and fourteen on their student teaching evaluations.

The following tables have taken most of the factors that we have been examining for correlative significance and broken them down into the three groups indicating a degree of success and failure in student teaching. The data in these tables have been analyzed and presented in terms of both percentages and number of students falling into each category.

[illegible]

Table 8

Assignment of Students in Three Categories Based on Their Evaluation in Student Teaching and Their College Grade-Point Average

Student Teaching Evaluation	College Grade-Point Average
High Rating (15-20)	2.72
Low Rating (1-9)	2.61
Average Rating (10-14)	2.46

Examination of the data indicates that both the high and low ranked groups have a higher college grade-point average than the middle group despite the fact that all three categories are very close in the overall grade-point.

Table 9

Assignment of Students in Three Categories Based on Their Evaluation in Student Teaching and Their Socio-Economic Class

Student Teaching Evaluation	Socio-Economic Class Low	Middle	High
High Rating (15-20)	20% (10)	60% (30)	20% (10)
Low Rating (1-9)	34% (17)	36% (18)	30% (15)
Average Rating (10-14)	26% (26)	52% (52)	22% (22)

This table reveals that there is a larger percentage of low rated student teachers in the low and high socio-economic class categories than either the high rated students classified in the middle socio-economic class categories than either the low or average rated students.

Table 10

Assignment of Students in Three Categories Based on Their Evaluation in Student Teaching and Whether They Transferred from a Junior College, from another Four Year Institution, or Completed all Their Course Work at Michigan State Univ.

Student Teaching Eval.	Transfer Information 4 years at MSU	Junior College	Other 4 yr. Colleges
High Rating (15)	66% (33)	14% (7)	20% (10)
Low Rating (1-9)	58% (20)	34% (17)	8% (4)
Average Rating (10-14)	61% (61)	14% (14)	25% (25)
Total Number	123	38	39

This table reveals that a larger percentage of low rated students transferred from a junior college than in either the high or average group. There are also fewer junior college students (7) in the high rated group than transfer students from other four year institutions, though the groups are approximately the same size.

Table 11

Assignment of Students in Three Categories Based on Their Evaluation in Student Teaching and the Type of High School They Graduated From

Student Teaching Evaluation	Type of High School Public	Non-Public
High Rating (15-20)	98% (49)	2% (1)
Low Rating (1-9)	64% (32)	36% (18)
Average Rating (10-14)	78% (78)	22% (11)

This table reveals that a considerably greater percentage of high ranked students were located in the public high school category. Table 4 also reveals that the highest percentage of non-public students are found in the low rating category.

Table 13

Assignment of Students in Three Categories Based on Their Evaluation in Student Teaching and the Student's Evaluation of Himself on the Post-Confidence Level Inventory for Teachers

Student Teaching Evaluation	Post-Confidence Level Inventory Areas I	II	III	IV	V	VI	VII	VIII
High Rating (15-20)	8.51	8.43	8.42	8.20	8.52	9.11	8.94	8.41
Low Rating (1-9)	7.51	7.29	7.40	7.07	7.37	7.91	7.75	7.21
Average Rating (10-14)	7.94	7.57	7.75	7.61	7.63	8.54	8.31	7.71

This table reveals that the gap between high rated students and low rated students has widened considerably more at the end of student teaching than before student teaching, as indicated by Table 4. The reader may check the Appendix for a description of the areas in this table.

Table 14

Assignment of Students in Three Categories Based on Their Evaluation in Student Teaching and the Means on the Edwards Personal Preference Schedule and the Normative College Sample Means

EPPS Needs	College Normative Sample	Student Teaching Evaluation High	Low	Average
"Achievement"	13.08	11.48	13.63	11.71
"Deference"	12.40	11.85	11.75	12.65
"Order"	10.24	10.60	8.47	10.21
"Exhibition"	14.28	15.12	14.85	14.76
"Autonomy"	12.29	10.73	12.89	11.21
"Affiliation"	17.40	18.00	16.52	17.45
"Intraception"	17.32	18.75	18.60	18.40
"Succorance"	12.53	11.71	12.00	12.51
"Dominance"	14.18	12.84	13.60	13.40
"Abasement"	15.11	14.45	14.45	14.88
"Nurturance"	16.42	17.65	17.18	16.85
"Change"	17.20	19.12	18.91	18.10
"Endurance"	12.63	12.00	12.55	11.75
"Heterosexuality"	14.34	15.27	13.21	14.40
"Aggression"	10.59	10.34	14.85	10.01

This table reveals that the means are considerably higher for the high rated group on "Order," "Affiliation," and "Heterosexuality" as compared to the low rated group. Table 14 also reveals that the means are considerably higher for the low rated group on "Achievement," "Autonomy," and "Aggression" as compared to those of the high rated group.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

Chapter Five is organized in three sections. First is the review of purpose, analysis of population and the procedures of the study; second, the conclusions and implications of the study; and third is an exploration of this studies recommendations.

This study is an attempt to discover the degree of validity of certain predictive factors and instruments which would help clarify the predictability of the degree of success or failure of student teachers prior to their internship experience.

The sample for the study consists of two hundred elementary education majors who completed their professional education courses and their student teaching at Michigan State University. (The students in this study completed four basic instruments.) The respondents were given the Student Personnel Inventory, the Personal Teaching Evaluation, and the Edwards Personal Preference Schedule at the beginning of their professional education courses. The students repeated the Personal Teaching Evaluation and the Edwards Personal Preference Schedule near the end of their student teaching experience. The students were also given the Michigan State University Orientation Test Battery upon their admittance to the University.

Specifically the following hypotheses were tested:

Hypothesis I-A There is no significant relationship between college grade-point average and the degree of success or failure in student teaching.

Hypothesis I-B There is no significant relationship between freshman orientation scores at Michigan State University and the degree of success or failure in student teaching.

Hypothesis I-C There is no significant relationship between the socio-economic status of parents of college students and the degree of success or failure in student teaching.

Hypothesis I-D There is no significant relationship between these students who graduated from a non-public secondary school and the degree of success or failure in student teaching.

Hypothesis I-E There is no significant relationship between the transfer student and the student who has completed his undergraduate work at Michigan State University and their degree of success or failure in student teaching.

Hypothesis I-F There is no significant relationship between the self evaluations of the student teachers potential before and after the student teaching experience and the degree of success or failure in student teaching.

Hypothesis I-G There is no significant relationship between certain personality factors as measured by the Edwards Personal Preference Schedule and the degree of success or failure in student teaching.

SUMMARY

The second section of the chapter examines the conclusions and implications related to each of the assumptions presented and analyzed them in terms of the educational problems to which the writer is relating the findings of this particular study. This section also explores implications for future study relating to programs of teacher education.

The final section is a re-exploration of the plan, the procedures, and conclusions of this dissertation.

Hypothesis I-A postulated that there would be no significant relationship between college grade-point average and the degree of success or failure in student teaching. Despite the fact that the significance of the correlation is only .327, the 11% of explained variance is high enough for this writer to accept the fact that there are meaningful relationships between a student's academic success, as measured by grades, and his degree of success or failure in student teaching. Table 8 in Chapter Four gives us some additional data by breaking the student teachers into three groups, using the criterion of their student teaching evaluations. Using this method we find that the students who are evaluated as most successful and least successful in student teaching have the highest grade-point average, while those rated more nearly average in performance have the lowest college grade-point. This factor may possibly be explained by the supposition that high grades themselves must not be assumed to be the one relevant factor in determining teaching potential. Occasionally it is possible to discover that the most academically able student finds the structure of the school environment to be at odds with his or her intellectual performance and thus finds it difficult to adjust to the ability level of the younger children with whom he or she must relate.

Hypothesis I-B postulated that there would be no significant relationship between freshman orientation scores at Michigan State University and the degree of success or failure in student teaching. This hypothesis was quite strongly supported by Table 2 of Chapter Four, particularly with regard to the student teachers' scores in Vocabulary,

Information, and Arithmetic. However, there was some small significant correlation between scores in English and Reading and the degree of success or failure in student teaching. The correlations in English and Reading were very low but certainly this was not surprising. It would be difficult indeed to comprehend any measure of success or failure in elementary teaching without finding a certain degree of importance relating to the skills of English and Reading as essential tools in communication.

Hypothesis I-C postulated that there would be no significant relationship between the socio-economic status of the parents of college students and the degree of success or failure in student teaching. Table 3 in Chapter Four indicates a correlation of .214 which is statistically significant; however, the significance is low enough to leave many unexplained variances. Table 9 which divides the student teachers into three levels of evaluation, high, low, and average and into three socio-economic levels, offers little to enlighten the meaningfulness of this factor and permits the acceptance of the null hypothesis as stated.

Hypothesis I-D postulated that there is no significant relationship between those students who graduated from a non-public secondary school and the degree of success or failure in student teaching. Table 4 in Chapter Four statistically supports the null hypotheses; however, Table 10 in Chapter Four gives us a slightly different perspective where it structures those student teachers who graduated from either a public or non-public high school into three levels of success in student teaching.

This second view of Hypothesis I-D reveals that a greater percentage of high evaluated student teachers were located in the public school category and that a somewhat higher percentage of non-public school graduates are found in the low rated category. Table 10 might be explained by the fact that the public school graduate finds his student teaching experience in a public elementary school more familiar to him than to the graduate of a non-public school. Despite the fact that Table 10 uses some interesting questions regarding Hypothesis I-D the statistical analysis of Table 4 indicates that the null expression should be supported.

Hypothesis I-E postulated that there would be no significant relationship between the transfer student and the student who has completed his undergraduate work at Michigan State University and their degree of success or failure in student teaching. Table 5 in Chapter Four statistically supports this null hypothesis. Despite the fact that this writer fully accepts Hypothesis I-E as stated, Table 10 in Chapter Four does raise some interesting speculation, particularly when one notices the large percentage of low evaluated student teachers who transferred from a junior college and the very few junior college transfers who are rated in the high evaluation group.

Hypothesis I-F postulated that there would be no significant relationship between the self evaluation of the student teachers before and after the student teaching experience and the degree of success or failure in student teaching. An analysis of the data in Table 6 of Chapter Four refutes the contention as stated in the null hypothesis. The student teacher's evaluation of himself both before and during student

teaching correlates significantly at the .01 level with his success or failure in student teaching. Table 10 also supports this contention, particularly in the fact that the high evaluated student teachers definitely see themselves as better able than the other two evaluated groups. Colleges of education could well accept a student's evaluation of his own teaching potential with a great deal more credence if we could accept the rejection of this hypothesis.

Hypothesis I-G postulated that there would be no significant relationship between certain personality factors as measured by the Edwards Personal Preference Schedule and the degree of success or failure in student teaching. An analysis of the data in Tables 7 and 10 of Chapter Four refutes the null hypothesis as stated in most of the fifteen needs. The basic hypothesis is only supported in the areas of "Autonomy," "Dominance," "Endurance," and "Aggression". The hypothesis is disproved at the .05 level of significance by such needs as "Achievement," "Order," and "Heterosexuality". "Deference," "Exhibition," "Affiliation," "Intraception," "Succorance," "Abasement," "Nurturance," and "Change" are significant at the .01 level.

It is also apparent from looking at Table 7 in Chapter Four that a large number of the needs that can be categorized as statistically significant have such a low percent of explained variance that it is somewhat difficult to point to them all as personality keys that could unlock the door of predictive success or failure in student teachers. However, three of these needs stand statistically high enough to allow one to draw certain conclusions as to their use in identifying traits

in elementary education majors prior to their student teaching experience. "Affiliation" at the .348 degree of significance, "Change" at the .306 degree of significance, and "Exhibition" at the .289 degree of significance are worthy of deeper contemplation, analysis, and exploration.

Table 14 in Chapter Four also points out particularly that "Change" and "Affiliation" deviate considerably from the national college norms for the EPPS and the means established by this population. Table 14 also illustrates that students who were evaluated in the low category for their student teaching experience have considerably higher scores in such needs as "Achievement," "Autonomy," and "Aggression". Two of these three needs, "Aggression" and "Autonomy," were found, in Table 7, to support the null position of Hypothesis I-G.

Through the use of the Edwards Personal Preference Schedule it is possible to identify the basic personality needs of individuals. The EPPS projects fifteen basic items that may be considered as basic to one's personality. Tables 7 and 14 present a picture of the members of this studies sample as they relate to specific personality needs that are statistically relevant to an individual's success in student teaching. The following personality needs, as described by the EPPS, are important to one's success in the student teaching experience. Based on the EPPS instrument a student ....

> Needs to be loyal to friends, to participate in friendly groups, to do things for friends, to form new friendships, to make as many friends as possible, to share things with friends, to do things with friends rather than alone, to form strong attachments, to write letters to friends.
> (Affiliation)

and ....

> To say witty and clever things, to tell amusing jokes and stories, to talk about personal adventures and experiences, to have others notice and comment upon one's appearance, to say things just to see what effect it will have on others, to talk about personal achievements, to be the center of attention, to use words that others do not know the meaning of, to ask questions others cannot answer. (Exhibition)

and ....

> To do new and different things, to travel, to meet new people, to experience novelty and change in daily routine, to experiment and try new things, to eat in new and different places, to try new and different jobs, to move about the country and live in different places, to participate in new fads and fashions.[1] (Change)

Continued analysis of Tables 7 and 14 produces further personality needs based on the EPPS. However, these are needs that seem to be the least significant factors of personality that lead to success in student teaching and thus support Hypothesis I-G. These four needs are:

> "Autonomy:" To be able to come and go as desired, to say what one thinks about things, to be independent of others in making decisions, to feel free to do what one wants, to do things that are unconventional, to avoid situations where one is expected to conform, to do things without regard to what others may think, to criticize those in positions of authority, to avoid responsibility and obligations.

and ....

> "Dominance:" To argue for one's point of view, to be a leader in groups to which one belongs, to be regarded by others as a leader, to be elected or appointed chairman of committees, to make group decisions, to settle arguments and disputes between others, to persuade and influence others to do what one wants, to supervise and direct the actions of others, to tell others how to do their jobs.

and ....

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[1] Edwards, Op. Cit., p. 11

> "Endurance:" To keep at a job until it is finished, to complete any job undertaken, to work hard at a task, to keep at a puzzle or problem until it is solved, to work at a single job before taking on others, to stay up late working in order to get a job done, to put in long hours of work without distraction, to stick at a problem even though it may seem as if no progress is being made, to avoid being interrupted while at work.

and ....

> "Aggression:" To attack contrary points of view, to tell others what one thinks about them, to criticize others publicly, to make fun of others, to tell others of when disagreeing with them, to get revenge for insults, to become angry, to blame others when things go wrong, to read newspaper accounts of violence.[2]

Four of the areas that this study has encompassed have been identified as being significantly correlated to the degree of success or failure in student teaching. They are as follows:

1. There is a significant relationship between college grade-point average and the degree of success or failure in student teaching.

2. There is a significant relationship between the socio-economic status of parents of college students and the degree of success or failure in student teaching.

3. There is a significant relationship between the self evaluations of the student teacher's potential before and after the student teaching experience and the degree of success or failure in student teaching.

4. There are significant relationships between certain personality factors as measured by the Edwards Personal Preference Schedule and the degree of success in student teaching.

An analysis of the findings in this study may well assist educators, particularly those involved in the preparation of teachers, in an attempt to perfect the professions ability to screen, counsel, and place elementary education majors prior to student teaching. The results of this

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[2]Ibid., P. 1

study seem to indicate that there are specific factors that play, to some degree, upon the hierarchy of excellence as related to classroom performance by student teachers.

IMPLICATIONS

The implications of this study are as follows:

1. College students should be allowed to evaluate themselves in a number of situations during their pre-student teaching experiences. Educators, both public school and university personnel, must take more credence in the process of self-evaluation.

2. Those personnel who evaluate students should be continually alerted to the problem of their own personalities being injected into the evaluation process of student teachers. An evaluator must seek ways to maintain his objectivity while in an observational capacity.

3. The personality needs of a student should be carefully scrutinized during the pre-student teaching counseling process. This study points out certain needs that gives some direction to those factors that affect the degree of success or failure in student teaching.

SUGGESTIONS FOR FUTURE RESEARCH

1. Research should be conducted to follow-up the students in this study to determine the degree of their success or failure as they commenced teaching.

2. A vital need exists for expanding this study to include student teachers and their degree of success or failure while teaching in specific subject matter areas at the secondary school.

3. A wider range of variables, then those encompassed by this study, needs to be researched. Such items as pre-student teaching contact with children and levels of tolerance for deviant behavior are just two of many possibilities.

4. Research should be conducted regarding the perceptions of what is success and what is failure as it is viewed by the evaluators of student teachers.

5. Research should be undertaken to examine personality characteristics of college personnel who supervise student teaching programs and public school teachers who evaluate student teachers.

6. Research needs to be conducted to determine the relevancy of all aspects of a colleges planned experiences in their teacher preparation programs and its relationship to a student's performance in student teaching.

APPENDIX A
MICHIGAN STATE UNIVERSITY
FRESHMAN ORIENTATION TESTS

Testing Bulletin No. 3

THE USE OF ORIENTATION TEST DATA

Prepared by
The Office of Evaluation Services
The Basic College
Michigan State University
February, 1957

THE USE OF ORIENTATION TEST DATA

All new students who enter Michigan State University take a set of examinations which are generally known as "Orientation Tests." The results from these tests are distributed annually to all departments in two reports: Test Scores by Entering Students; and Comparative Standings of Various College and Curriculum Groups on the Orientation-Week Examinations. While the scores on the Orientation Tests are used regularly by Admissions Officers, Counselors, Improvement Services, and others who work with students, the major purpose of this bulletin is to acquaint faculty members with the availability of these data and to suggest ways in which the data can be used.

Brief Description of the Tests

The MSU English Placement Test consists of thirty objective test items representing many aspects of English usage. Included are items on spelling, capitalization, grammar, punctuation, sentence structure, and organization. The test is primarily designed to identify students who may require assistance from the Writing Improvement Service, but assignment to the Honor Sections of Communication Skills is also dependent, in part, upon scores on the test.

The MSC Arithmetic Proficiency Test is also designed to detect students who are deficient in a basic skill. Students who score below the minimum standard are referred to the Arithmetic Improvement Service. The test, consisting of 45 problems in basic arithmetic, has proved to be relatively effective for this purpose.

The ACE Psychological Examination seeks to measure scholastic aptitude, i.e., the mental alertness component in college success. The test yields three scores: Quantitative (Q), Language (1), and Total Score (PT). When this test was designed, it was hoped that the L-Score would measure mental abilities which are closely related to tasks which involve language, while the Q-Score would assess mental factors which are more closely related to areas in which language is not as important. Experience with the test, however, has shown that the Q-Score is sometimes more closely related to success in selected technical subjects than the L-Score, but the L-Score is usually the more predictive of the two scores for the large majority of curricula. As a consequence, counselors place more reliance upon the L-Score and the Total Score as an index of mental ability.

The MSU Reading Test is a 97-item test which yields a Vocabulary Score (V), a Comprehension Score (C), and a Total Reading Score (RT). The vocabulary portion consists of 50 test items, while the Comprehension Score is based on the student's ability to answer 47 questions concerning several reading passages involving concepts typical of several academic areas at MSU. Although the basic purpose of the test is to measure the reading ability of students, no attempt is made to restrict the measure to the simple mechanics of reading.

Instead, many factors involved in critical thought are undoubtedly assessed in this measure of reading proficiency. Recommendations to the Reading Improvement Service are often made on the basis of this test.

Brief Description of the Reports

The standings of individual students on all tests are reported in Test Scores by Entering Students. The scores listed are derived scores which range from the lowest possible score of 1 to the highest possible value of 10. These are not deciles. The approximate percentage of students who receive each score is presented below along with the percentage of students who score higher or lower than each derived score.

Derived Score	Percentage of Students Who Score Higher	Percentage of Students Who Receive the Score	Percentage of Students Who Score Lower
10	0	1	99
9	1	3	96
8	4	8	88
7	12	16	72
6	28	22	50
5	50	22	28
4	72	16	12
3	88	8	4
2	96	3	1
1	99	1	0

Under this system, extreme scores are much more significant in indicating superior or inferior ability. For example, scores of 10 or 1 are assigned to but one per cent of all entering students. A score of 9 means that a student scores among the highest four per cent of the students, while a score of 2 means that 96 per cent of all entering students secure scores which are higher.

In locating students in Test Scores by Entering Students, the alphabetic arrangement is sufficient when the year that the student entered MSU is known. If the student entered MSU as a freshman, the year can usually be determined from the student's present class in college. The annual report for that year will then provide his scores. The inclusion of scores on transfer students makes this problem more complex. However, since all students are assigned sequential student numbers on entrance, a particular student's number will indicate the approximate year of enrollment.

Comparative Standings of Various College and Curriculum Groups on the Orientation-Week Examinations presents summary data for students in different academic areas. Data are presented for freshman and transfer students, independently. The basic purpose of this

report is to enable comparisons to be made between scores for a given student and "typical" performance by fellow students within his own curricular group. In addition to the usual normative material, data are also provided on the proportionate number of students of high and low ability to be found in different curricula.

The Predictive Value of the Tests

Each of the Orientation Tests has been constructed for a different purpose. Each test must, therefore, satisfy different criteria in order to be considered a valid measure. Nevertheless, to be useful for many problems in the diagnosis of individuals or groups, each test must measure abilities important in collegiate work. A common method for evaluating the effectiveness of tests of this kind has been to compare the standings of students on the tests to the later academic attainment of the students as reflected in their grade point average.

Results from studies of this kind have demonstrated that all of the tests are of some value in the prediction of grades. The degree of relationship does vary, however. The Total Score on the MSU Reading Test has usually proved to be the best predictor of freshman GPA. The Total Score on the Psychological Exam and the English Test, followed closely by the Psychological L-Score and the Comprehension Score on the Reading Test, are usually next in predictive value. While this same pattern holds for both sexes, predictions made from test scores are usually more accurate for women.

The meaningfulness of prediction as a factor in evaluating tests can be better visualized by reference to Table I, which portrays the academic attainment of women at the end of the freshman year relative to scores secured on the Reading Test given the previous fall. Here students who maintained a GPA of 1.75 or lower were arbitrarily described as having an "unsatisfactory GPA" while students with an average higher than 1.75 were considered to have a "satisfactory GPA". The figures opposite each derived score represent the percentage of students with a given score on the Reading Test who fell into either of these two categories.

TABLE I

Percentage of Women with Indicated Derived Score Standing on the Reading Examination Securing Satisfactory or Unsatisfactory Grade Point Averages

Derived Score Reading	Unsatisfactory GPA	Satisfactory GPA
10	0.0	100.0
9	2.7	97.3
8	1.0	99.0
7	4.3	95.7
6	6.9	93.1
5	19.1	80.9
4	24.3	75.7
3	48.0	52.0
2	63.3	36.7
1	57.1	42.9

Table I shows that over 90% of the students with scores ranging from 6 to 10 made satisfactory progress in terms of the grade point standard, while approximately one-half of the students with scores of 3 and below failed to secure the 1.75 GPA.

Data of this kind enable us to comment with some accuracy on the likelihood of students of any ability level succeeding in college. Furthermore, our knowledge about the nature of the tests and what the measure enables us to identify possible reasons for a student's succeeding or not succeeding as we study his pattern of test scores.

Possible Applications (Illustrative Examples)

The discussion to this point has been concerned with general information about the Orientation Tests. In this section specific applications will be suggested. For convenience, the presentations will be under three headings: In the Classroom, In Student Advising, and Other Values.

A. In the Classroom

Example 1. You have two students in class who seem to be outstanding students. You feel they should be encouraged to carry on independent work and to plan a long-range program. The profiles for Orientation Scores are:

	E	A	Q	L	PT	V	C	RT
Student A	10	8	9	9	9	9	10	9
Student B	6	6	8	4	5	5	4	5

The scores for Student A confirm your initial hypothesis. His performance on the tests is outstanding. He may have even more ability than he has show in class. The test data for Student B, to the contrary, are not consistent with your beliefs. When the data from several sources lead to the conclusion, as in the case of Student A, one can feel more confident in executing a proposed plan of action. Where contradictions are found, as with Student B, additional study is necessary before a satisfactory decision can be made.

Example 2. One of your classes seems lackadaisical. Techniques and procedures which have worked well with previous classes seem to "fall flat". You tabulate the scores from Test Scores by Entering

Students and secure the following pattern:

Psych. Total	Reading Total
10	10
9	9
8	8
7	7
6	6
5	5
4	4
3	3
2	2
1	1
Average = 3.94	Average = 3.70

Both distributions show the same pattern. The students, as a group, score unusually low on the two tests. The data certainly point to this group being a typical, and suggest that the procedures used might be "over the heads" of the class. Had the analysis showed the group to be "very superior," a related hypothesis could be suggested. Lethargy can also accompany instructions which is keyed below the general level of the class. Reference to Comparative Standings of Various College and Curriculum Groups on the Orientation Week Examinations could make a class analysis of this type even more penetrating.

Example 3. Additional actions which might be suggested by reference to the Orientation Tests include:

a. Special aid to students deficient in specific areas.
b. Referral to remedial services, i.e., Reading Improvement Service, or English Improvement Service.
c. A search for special programs for students who seem not to be working up to their abilities.

B. In Student Advising

Advising or counseling is always a complex process where ability, interest, emotions, and other personality factors must be considered. The suggestions which follow must be considered only as clues coming from one source, and must not be followed mechanically.

Case I. A student comes in to plan his next quarter's program. Grades from previous quarters have been on the C-D borderline. His Orientation Test Scores are:

E	A	Q	L	PT	V	C	RT
2	5	6	1	3	2	1	2

The scores, with the exception of Arithmetic and the Psychological Q-Score, are uniformly low. This is consistent with his performance in college. The verbal areas, which are most indicative of general academic attainment, are especially low. The scores do not suggest any special need for specialized remedial programs since no specific disability is suggested. A complete re-evaluation of his educational and vocational plan would seem advisable. Referral to the Counseling Center, where facilities for service of this kind are available, should certainly be considered. Until a more intensive analysis is made, temporary provisions such as reducing class or extra-class activities might be suggested.

Case II. A student has exhibited borderline work in courses which place a heavy demand upon reading skills. Marks in other courses are adequate. His test profile is:

E	A	Q	L	PT	V	C	RT
5	6	6	4	5	3	1	2

Both his academic record and the test profile suggest a possible disability in reading. Other test scores are consistently about average. From the limited information presented here, referral to the Improvement Services should be considered. If retesting or further diagnosis is considered advisable, the testing facilities of the Counseling Center are available for services of this kind. A similar analysis is possible in other basic areas such as English and arithmetic, but the large majority of deficient students are routinely referred to these remedial services during Orientation Week.

Case III. A student is very submissive and seems to lack self-confidence. He looks upon his inferior past achievement as a major calamity and considers himself to be worthless in a number of ways. He seems to have withdrawn within himself and participates in no college activities. His test scores are as follows:

E	A	Q	L	PT	V	C	RT
6	4	5	8	7	4	5	6

The symptoms presented above suggest a general problem in adjustment. In cases of this type a simple diagnosis or solution is usually unlikely. While test scores may yield some clues on the problem, they can seldom be used in a simple prescribed manner. Instead, several interviews conducted in a very permissive atmosphere may yield further clues and likewise provide an opportunity for the student to begin working out his problem. In cases of this kind referral to the Counseling Center is always advisable, but an understanding faculty member working in cooperation with experienced counselors can be doubly effective.

C. Other Possible Values

The data from the Orientation Tests are available for individual or departmental research projects. The scores have been used widely as control data in learning experiments and for inquiries into the nature of students found in a given curriculum. When desirable, members of the Office of Evaluation Services are available for consultation on evaluation methodology or research design.

A Counseling Note

Scores on tests are often interpreted by students in erroneous ways. Scores should never be given to students without a careful explanation of their significance. Furthermore, test results should be introduced only when you feel the student is ready for this information and may benefit from it. If a student seems defensive and highly emotional, the giving of information from the tests might well be postponed to a more appropriate time. Too many students have had disturbing experiences with bad test usage prior to coming to college.

A Note of Caution

Test scores must never be considered infallible. Errors of one derived score point in either direction are quite common, and errors of several derived score points are possible for a given student. While the scores are much more dependable than impressions secured from casual classroom experiences or individual conferences, any one test score must be regarded only as suggestive and never final. In this regard, it is usually advisable to view a score as a possible range of scores, i.e., a derived score of 4 is considered as possibly being a score of 3, 4, or 5. Furthermore, when inconsistencies are found or when major decision are to be made on the basis of test scores, retesting is often advisable.

A Few Quick Guides

Routine procedures which others who work with students have found to be fruitful include the following:

1. The scores of advisees are recorded on a convenient record sheet. This sheet can also include other easily summarized background information, such as previous grades. Sometimes information of this kind is secured for small classes where individualized instruction is possible.

2. Indices of ability are compared to actual scholastic attainment. Students with marked discrepancies in the two sets of measures are noted for further study when the opportunity arises.

3. Before beginning a conference with a student, a moment spent in scanning the record sheet provides a useful orientation for the conference.

4. The average scores for students in a class are used to help determine the relative number of extreme grades (A's and D's and F's) to be assigned to a class. However, grades for an individual student should never be influenced by these scores.

APPENDIX B
STUDENT PERSONNEL INVENTORY

STUDENT PERSONNEL INVENTORY

NAME _____
(last) (first) (middle)

DATE _____ STUDENT NUMBER _____

ACADEMIC ADVISOR _____

1. PRESENT ADDRESS _____ PHONE _____

2. HOME ADDRESS _____ PHONE _____

3. SEX: MALE _____ FEMALE _____ 4. AGE LAST BIRTHDAY _____

5. Where were you born? _____
(City)

_____
(State or Country)

6. If foreign born, are you a U. S. citizen? Yes ____ No _____

7. What is your marital status?

_____ Single

_____ Married

_____ Separated

_____ Divorced

_____ Widowed

8. Do you have children?

Yes_____No _____

If yes, how many? _____

Their ages? _____

9. List all of the schools you have attended from the time you first entered school to present.

Name of School	City	Grades Attended	Type of School	
			Parochial or Private	Public

10. In what year did you graduate from high school? _____

11. What was the size of your high school graduating class? _____

_____	Under 25	_____	200-399
_____	25-99	_____	400-999
_____	100-199	_____	Over 1000

12. In what year did you first enter college? _____

13. What is your present college grade point average? _____

14. How many MSU credits do you have prior to this term? _____

15. Have you transferred to MSU from another institution? No__Yes___

16. If answer to above question is "Yes," give names and dates of attendance at previous institutions.

NAME	DATES

17. Indicate for each of the following courses whether you have taken it or its equivalent, whether you have yet to take it, or whether you are not required to take it:

		Completed or Presently Enrolled	Not Yet Taken	Not Required
ED 200:	Child and the School			
ED 301:	School and Society			
ED 322:	Elementary Curriculum			
ED 325:	Reading			
ED 325b:	Language Arts			
ED 325c:	Children's Literature			
ED 325d:	Social Studies			
ED 325e:	Mathematics			

	Completed or Presently Enrolled	Not Yet Taken	Not Required
ED 325f: Science			
ED 321a, b, c: Elementary Block			
Art 201			
Art 202			
Music 145			
Music 245			

18. What is your father's present occupation? (Specify as farm manager, carpenter, dentist, etc.) If your father is not living, list his last occupation and then write deceased.

_____

19. By whom is your father employed? (Name of company, self, etc.)

_____

20. How long has your father been employed at the present occupation?

_____

21. What is your mother's present occupation? If your mother is not gainfully employed, write housewife. If she is not living, list her last occupation then write deceased.

_____

22. By whom is your mother employed? (Name of company, self, etc.)

_____

23. How long has your mother been employed in her present occupation?

_____

24. If your mother is not gainfully employed at present or if she was not gainfully employed at the time of death, was she ever gainfully employed? Yes _____ No _____

25. If yes, what did she do? _____

IF YOU ARE MARRIED:

26. What is your spouse's occupation? _____

27. By whom is your spouse employed? (Name of company, self, etc.)

_____

28. How long has your spouse been employed at the present occupation? _____

APPENDIX C
PERSONAL TEACHING EVALUATION

PERSONAL TEACHING EVALUATION

Michigan State University College of Education

Student _____
(Last name) (First)

Subject and/or grade level desired _____

Term _____, 19__

Sex _____ College Class _____

The following scale is designed to help us discover some of your feelings about a number of teaching areas in order that the Professional Block may be planned more effectively. The instrument also introduces the beginning student to the many facets of classroom teaching. This questionnaire is very lengthy. We earnestly request your cooperation in answering faithfully all items.

Check each item below on the numerical scale. 1 is the low and 10 is the high end.

1 - 2 I feel extreme concern about my abilities in this area.

3 - 4 I feel greater than average concern about my abilities in this area.

5 - 6 I feel average concern about and have average confidence in my abilities in this area.

7 - 8 I feel relatively confident about my abilities in this area.

9 - 10 I feel extremely confident about my abilities in this area.

	1	2	3	4	5	6	7	8	9	10
I. WORKING WITH PEOPLE										
A. Teacher-pupil relationships										
1. Maintaining reasonable levels of expectations from pupils										
2. Retaining adult status while working at pupil's level										
3. Gaining confidence and respect of pupils										
4. Working successfully with pupils of various backgrounds										
B. Teacher-staff relationships										
1. Relating with staff members in a comfortable manner										
2. Seeking and using suggestions from staff and administration										
C. Teacher-parent relationships										
1. Seeking opportunities to meet and talk with parents at PTA, etc.										
2. Meeting parents at mature and professional level										
3. Communicating effectively with parents										
I. WORKING WITH PEOPLE (GENERAL, OVER-ALL RATING)										
II. ESTABLISHING CLASSROOM CLIMATE										
A. Cooperative Participation										
1. Assisting pupils in developing habits of democratic living										
2. Handling discipline problems effectively										
3. Adjusting appropriately between a permissive and authoritative manner in classroom situations										
4. Demonstrating judiciousness and fairness with all pupils										

	1	2	3	4	5	6	7	8	9	10
5. Providing for group discussion and pupil participation. Involving pupils in appropriate decision-making situations										
6. Working in such a manner that individual pupils seek help with personal problems										
B. Well-directed, Purposeful Activities										
1. Moving to specific learning activities as group show readiness										
2. Pacing activities so that interest lag among pupils is minimized.										
3. Using methods designed to reach and maintain attention of all pupils										
C. Attention to Physical Facilities										
1. Arranging and providing for facilities in the classroom conductive to optium learning (chairs, tables, library, corners, bulletin boards, etc.)										
2. Adjusting pupil activity (neatness, orderliness and quietness) to the instructional situation										
3. Attending to factor of ventilation, temperature, and lighting in the classroom										
4. Considering and attending to factors related to pupil safety										
II. ESTABLISHING CLASSROOM CLIMATE (GENERAL, OVER-ALL RATING)										

	1	2	3	4	5	6	7	8	9	10
III. PLANNING FOR INSTRUCTION										
A. Teaching Planning										
1. Consistently reading, studying, and gathering information for teaching plans										
2. Making appropriate use of textbook in planning										
3. Selecting appropriate teaching materials and having them immediately available for use when needed										
4. Planning thoroughly for short-term (daily) and long-term (unit or project) work										
5. Considering sequence and continuity of pupil experiences as key factors in learning										
6. When suitable, planning for a field trip and/or use of community resources in teaching										
7. Planning a wide variety of teaching techniques										
B. Evaluation Techniques										
1. Studying individual pupil and school records carefully as a basis for evaluating pupil progress										
2. Recognizing individual differences in evaluating pupil performance										
3. Using a wide variety of procedures for appraising pupil achievement										
4. Grading fairly and relating appropriately to acceptable criteria of good evaluation										
5. Recognizing the importance of parent-teacher conferences in evaluation										
6. Evaluating in terms of the purposes of the subject or grade taught										
III. PLANNING INSTRUCTION (GENERAL, OVER-ALL RATING)										

	1	2	3	4	5	6	7	8	9	10

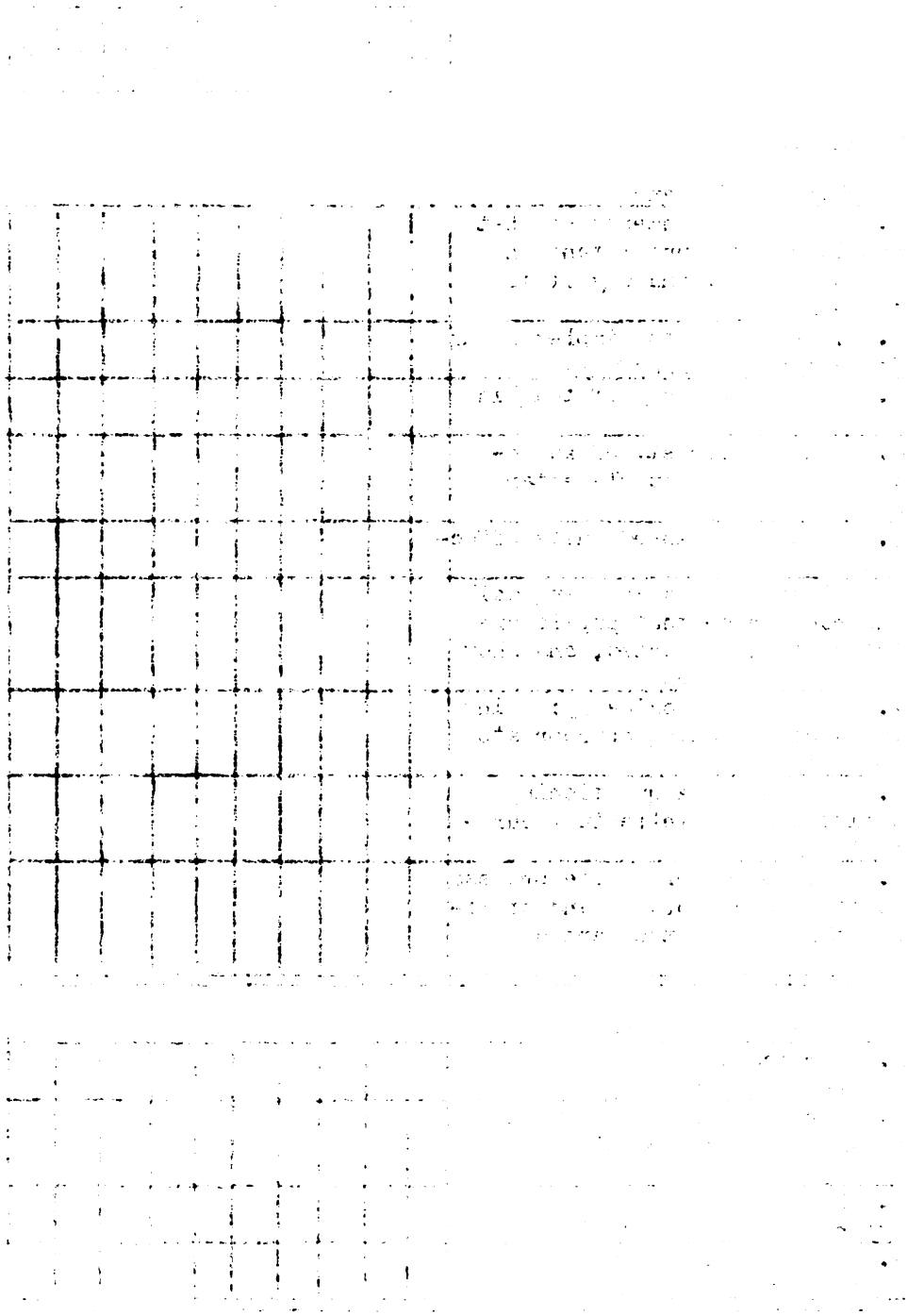
IV. MANAGING INSTRUCTION

A. Teaching Performance

1. Making assignments so that pupils clearly understand what is to be done, and why it is to be done										
2. Introducing and implementing daily plans meaningfully										
3. Using a variety of teaching techniques										
4. Using a variety of audio-visual aids and supplementary materials										
5. Teaching planned units effectively										
6. Directing and managing daily instruction so that pupils are interested, motivated, and show a desire to learn										
7. Explaining logically; using types of reasoning appropriate to pupil level										
8. Developing a questioning attitude and intellectual curiosity in pupils										
9. Developing effective processes of problem solving and critical thinking on the part of pupils										

B. Understanding Children

1. Working effectively with pupils of small groups										
2. Working effectively with pupils in large grouping (entire class)										
3. Being aware of interest and attention span of pupils										
4. Recognizing the need for reteaching at appropriate intervals										



	1	2	3	4	5	6	7	8	9	10
C. Flexibility										
1. Dealing appropriately with unexpected situations as they develop										
2. Having the ability to use smoothly spontaneous situations to achieve aims										
3. Adapting instruction to changing needs of pupils and class										
IV. MANAGING INSTRUCTION (GENERAL, OVER-ALL RATING)										
V. COMMAND OF SUBJECT AND TEACHING MATERIALS										
A. Knowledge of Subject (s)										
1. Being prepared in the subjects and/or grades assigned to teach										
2. Showing persistence in seeking added information and knowledge from many sources in teaching subjects										
3. Seeking help and suggestions from specialists and consultants in subject areas where needed										
4. Having knowledge of a variety of teaching materials in subject and/or grade										
5. Relating an area of knowledge to other areas of knowledge										
V. COMMAND OF SUBJECTS AND TEACHING MATERIALS (GENERAL, OVER-ALL RATING)										

	1	2	3	4	5	6	7	8	9	10

VI. PERSONAL QUALITIES

A. Physical Health

1. Being rarely absent because of illness										
2. Having stamina adequate for the job of teaching										
3. Showing physical vitality and enthusiasm										

B. Mental Health

1. Being emotionally stable										
2. Tending toward flexibility rather than rigidity in thought and behavior patterns										
3. Having an appropriate sense of humor										

C. Personal Appearance

1. Dressing appropriately										
2. Always being neat and well groomed										

D. Dependability

1. Being seldom, if ever, late										
2. Carrying out all tasks effectively and on time										
3. Being trustworthy in all respects										

E. Attitudes

1. Accepting and profiting from constructive criticism										
2. Demonstrating ability for self-evaluation										
3. Revealing genuine interest in pupils										
4. Being sensitive to feelings and needs of others										

CHAPTER 2

	1	2	3	4	5	6	7	8	9	10
F. Voice and Language										
1. Adjusting voice appropriately to the instructional situation										
2. Using spoken language correctly and effectively										
3. Writing effectively and legibly										
4. Spelling correctly										
VI. PERSONAL QUALITIES (GENERAL, OVER-ALL RATING)										
VII. PROFESSIONAL QUALITIES										
A. Initiative										
1. Participating willingly in school and faculty activities										
2. Seeking opportunity to assume responsibility										
3. Showing interest in and helping supervise pupils in extra-class activities										
B. Interest										
1. Showing persistence in completion of tasks										
2. Behaving in ethical and professional manner										
3. Having a sincere enthusiasm for the job										
VII. PROFESSIONAL QUALITIES (GENERAL, OVER-ALL RATING)										
VIII. MY GENERAL EFFECTIVENESS AS A TEACHER										

APPENDIX D
EDWARDS PERSONAL PREFERENCE SCHEDULE

EDWARDS PERSONAL PREFERENCE SCHEDULE

Allen L. Edwards

University of Washington

DIRECTIONS

This schedule consists of a number of pairs of statements about things that you may or may not like; about ways in which you may or may not feel. Look at the example below.

A I like to talk about myself to others.
B I like to work toward some goal that I have set for myself.

Which of these two statements is more characteristic of what you like? If you like "talking about yourself to others" more than you like "working toward some goal that you have set for yourself," then you should choose A over B. If you like "working toward some goal that you have set for yourself" more than you like "talking about yourself to others," then you should choose B over A.

You may like both A and B. In this case, you would have to choose between the two and you should choose the one that you like better. If you dislike A and B, then you should choose the one that you dislike less.

Some of the pairs of statements in the schedule have to do with your likes, such as A and B above. Other pairs of statements have to do with how you feel. Look at the example below.

A I feel depressed when I fail at something.
B I feel nervous when giving a talk before a group.

Which of these two statements is more characteristic of how you feel? If "being depressed when you fail at something" is more characteristic of you than "being nervous when giving a talk before a group," then you should choose A over B. If B is more characteristic of you than A, then you should choose B over A.

If both statements describe how you feel, then you should choose the one which you think is more characteristic. If neither statement accurately describes how you feel, then you should choose the one which you consider to be less inaccurate.

Your choice, in each instance, should be in terms of what you like and how you feel at the present time, and not in terms of what you think you should like or how you think you should feel. This is not a test. There are no right or wrong answers. Your choices should be a description of your own personal likes and feelings. Make a choice for every pair of statements; do not skip any.

The pairs of statements on the following pages are similar to the examples given above. Read each pair of statements and pick out the one statement that better describes what you like or how you feel. Make no marks in the booklet. On the separate answer sheet are numbers corresponding to the numbers of the pairs of statements. Check to be sure you are marking for the same item number as the item you are reading in the booklet.

If you answer sheet is printed in BLACK ink:	If your answer sheet is printed in BLUE ink:
For each numbered item draw a circle around the A or B to indicate the statement you have chosen.	For each numbered item fill in the space under A or B as shown in the Directions on the answer sheet.

DO NOT TURN THIS PAGE UNTIL THE EXAMINER TELLS YOU TO START.

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THE PSYCHOLOGICAL CORPORATION

New York, New York

1 A I like to help my friends when they are in trouble.
B I like to do my very best in whatever I undertake.

2 A I like to find out what great men have thought about various problems in which I am interested.
B I would like to accomplish something of great significance.

3 A Any written work that I do I like to have precise, neat, and well organized.
B I would like to be a recognized authority in some job, profession, or field of specialization.

4 A I like to tell amusing stories and jokes at parties.
B I would like to write a great novel or play.

5 A I like to be able to come and go as I want to.
B I like to be able to say that I have done a difficult job well.

6 A I like to solve puzzles and problems that other people have difficulty with.
B I like to follow instructions and to do what is expected of me.

7 A I like to experience novelty and change in my daily routine.
B I like to tell my superiors that they have done a good job on something, when I think they have.

8 A I like to plan and organize the details of any work that I have to undertake.
B I like to follow instructions and to do what is expected of me.

9 A I like people to notice and to comment upon my appearance when I am out in public.
B I like to read about the lives of great men.

10 A I like to avoid situations where I am expected to do things in a conventional way.
B I like to read about the lives of great men.

11 A I would like to be a recognized authority in some job, profession, or field of specialization.
B I like to have my work organized and planned before beginning it.

12 A I like to find out what great men have thought about various problems in which I am interested.
B If I have to take a trip, I like to have things planned in advance.

13 A I like to finish any job or task that I begin.
B I like to keep my things neat and orderly on my desk or workspace.

14 A I like to tell other people about adventures and strange things that have happened to me.
B I like to have my meals organized and a definite time set aside for eating.

15 A I like to be independent of others in deciding what I want to do.
B I like to keep my things neat and orderly on my desk or workspace.

16 A I like to be able to do things better than other people can.
B I like to tell amusing stories and jokes at parties.

17 A I like to conform to custom and to avoid doing things that people I respect might consider unconventional.
B I like to talk about my achievements.

18 A I like to have my life so arranged that it runs smoothly and without much change in my plans.
B I like to tell other people about adventures and strange things that have happened to me.

19 A I like to read books and plays in which sex plays a major part.
B I like to be the center of attention in a group.

20 A I like to criticize people who are in a position of authority.
B I like to use words which other people often do not know the meaning of.

21 A I like to accomplish tasks that others recognize as requiring skill and effort.
B I like to be able to come and go as I want to.

22 A I like to praise someone I admire.
B I like to feel free to do what I want to do.

23 A I like to keep my letters, bills, and other papers neatly arranged and filed according to some system.
B I like to be independent of others in deciding what I want to do.

24 A I like to ask questions which I know no one will be able to answer.
B I like to criticize people who are in a position of authority.

25 A I get so angry that I feel like throwing and breaking things.
B I like to avoid responsibilities and obligations.

26 A I like to be successful in things undertaken.
B I like to form new friendships.

27 A I like to follow instructions and to do what is expected of me.
B I like to have strong attachments with my friends.

28 A Any written work that I do I like to have precise, neat, and well organized.
B I like to make as many friends as I can.

29 A I like to tell amusing stories and jokes at parties.
B I like to write letters to my friends.

30 A I like to be able to come and go as I want to.
B I like to share things with my friends.

31 A I like to solve puzzles and problems that other people have difficulty with.
B I like to judge people by why they do something--not by what they actually do.

32 A I like to accept the leadership of people I admire.
B I like to understand how my friends feel about various problems they have to face.

33 A I like to have my meals organized and a definite time set aside for eating.
B I like to study and to analyze the behavior of others.

34 A I like to say things that are regarded as witty and clever by other people.
B I like to put myself in someone else's place and to imagine how I would feel in the same situation.

35 A I like to feel free to do what I want to do.
B I like to observe how another individual feels in a given situation.

36 A I like to accomplish tasks that others recognize as requiring skill and effort.
B I like my friends to encourage me when I meet with failure.

37 A When planning something, I like to get suggestions from other people whose opinions I respect.
B I like my friends to treat me kindly.

38 A I like to have my life so arranged that it runs smoothly and without much change in my plans.
B I like my friends to feel sorry for me when I am sick.

39 A I like to be the center of attention in a group.
B I like my friends to make a fuss over me when I am hurt or sick.

40 A I like to avoid situations where I am expected to do things in a conventional way.
B I like my friends to sympathize with me and to cheer me up when I am depressed.

41 A I would like to write a great novel or play.
B When serving on a committee, I like to be appointed or elected chairman.

42 A When I am in a group, I like to accept the leadership of someone else in deciding what the group is going to do.
B I like to supervise and to direct the actions of other people whenever I can.

43 A I like to keep my letters, bills, and other papers neatly arranged and filed according to some system.
B I like to be one of the leaders in the organization and groups to which I belong.

44 A I like to ask questions which I know no one will be able to answer.
B I like to tell other people how to do their jobs.

45 A I like to avoid responsibilities and obligations.
B I like to be called upon to settle arguments and disputes between others.

46 A I would like to be a recognized authority in some job, profession, or field of specialization.
B I feel guilty whenever I have done something I know is wrong.

47 A I like to read about the lives of great men.
B I feel that I should confess the things that I have done that I regard as wrong.

48 A I like to plan and organize the details of any work that I have to undertake.
B When things go wrong for me, I feel that I am more to blame than anyone else.

49 A I like to use words which other people often do not know the meaning of.
B I feel that I am inferior to others in most respects.

50 A I like to criticize people who are in a position of authority.
B I feel timid in the presence of other people I regard as my superiors.

51 A I like to do my very best in whatever I undertake.
B I like to help other people who are less fortunate than I am.

52 A I like to find out what great men have thought about various problems in which I am interested.
B I like to be generous with my friends.

53 A I like to make a plan before starting in to do something difficult.
B I like to do small favors for my friends.

54 A I like to tell other people about adventures and strange things that have happened to me.
B I like my friends to confide in me and to tell me their troubles.

55 A I like to say what I think about things.
B I like to forgive my friends who may sometimes hurt me.

56 A I like to be able to do things better than other people can.
B I like to eat in new and strange restaurants.

57 A I like to conform to custom and to avoid doing things that people I respect might consider unconventional.
B I like to participate in new fads and fashions.

58 A I like to have my work organized and planned before beginning it.
B I like to travel and to see the country.

59 A I like people to notice and to comment upon my appearance when I am out in public.
B I like to move about the country and to live in different places.

60 A I like to be independent of others in deciding what I want to do.
B I like to do new and different things.

61 A I like to be able to say that I have done a difficult job well.
B I like to work hard at any job I undertake.

62 A I like to tell my superiors that they have done a good job on something, when I think they have.
B I like to complete a single job or task at a time before taking on others.

63 A If I have to take a trip, I like to have things planned in advance.
B I like to keep working at a puzzle or problem until it is solved.

64 A I sometimes like to do things just to see what effect it will have on others.
B I like to stick at a job or problem even when it may seem as if I am not getting anywhere with it.

65 A I like to do things that other people regard as unconventional.
B I like to put in long hours of work without being distracted.

66 A I would like to accomplish something of great significance.
B I like to kiss attractive persons of the opposite sex.

67 A I like to praise someone I admire.
B I like to be regarded as physically attractive by those of the opposite sex.

68 A I like to keep my things neat and orderly on my desk or workspace.
B I like to be in love with someone of the opposite sex.

69 A I like to talk about my achievements.
B I like to listen to or to tell jokes in which sex plays a major part.

70 A I like to do things in my own way and without regard to what others may think.
B I like to read books and plays in which sex plays a major part.

71 A I would like to write a great novel or play.
B I like to attack points of view that are contrary to mine.

72 A When I am in a group, I like to accept the leadership of someone else in deciding what the group is going to do.
B I feel like criticizing someone publicly if he deserves it.

73 A I like to have my life so arranged that it runs smoothly and without much change in my plans.
B I get so angry that I feel like throwing and breaking things.

74 A I like to ask questions which I know no one will be able to answer.
B I like to tell other people what I think of them.

75 A I like to avoid responsibilities and obligations.
B I feel like making fun of people who do things that I regard as stupid.

76 A I like to be loyal to my friends.
B I like to do my very best in whatever I undertake.

77 A I like to observe how another individual feels in a given situation.
B I like to be able to say that I have done a difficult job well.

78 A I like my friends to encourage me when I meet with failure.
B I like to be successful in things undertaken.

79 A I like to be one of the leaders in the organizations and groups to which I belong.
B I like to be able to do things better than other people can.

80 A When things go wrong for me, I feel that I am more to blame than anyone else.
B I like to solve puzzles and problems that other people have difficulty with.

81 A I like to do things for my friends.
B When planning something, I like to get suggestions from other people whose opinions I respect.

82 A I like to put myself in someone else's place and to imagine how I would feel in the same situation.
B I like to tell my superiors that they have done a good job on something, when I think they have.

83 A I like my friends to be sympathetic and understanding when I have problems.
B I like to accept the leadership of people I admire.

84 A When serving on a committee, I like to be appointed or elected chairman.
B When I am in a group, I like to accept the leadership of someone else in deciding what the group is going to do.

85 A If I do something that is wrong, I feel that I should be punished for it.
B I like to conform to custom and to avoid doing things that people I respect might consider unconventional.

86 A I like to share things with my friends.
B I like to make a plan before starting in to do something difficult.

87 A I like to understand how my friends feel about various problems they have to face.
B If I have to take a trip, I like to have things planned in advance.

88 A I like my friends to treat me kindly.
B I like to have my work organized and planned before beginning it.

89 A I like to be regarded by others as a leader.
B I like to keep my letters, bills, and other papers neatly arranged and filed according to some system.

90 A I feel that the pain and misery that I have suffered has done me more good than harm.
B I like to have my life so arranged that it runs smoothly and without much change in my plans.

91 A I like to think about the personalities of my friends and to try to figure out what makes them as they are.
B I sometimes like to do things just to see what effect it will have on others.

92 A I like to have strong attachments with my friends.
B I like to say things that are regarded as witty and clever by other people.

93 A I like my friends to make a fuss over me when I am hurt or sick.
B I like to talk about my achievements.

94 A I like to tell other people how to do their jobs.
B I like to be the center of attention in a group.

95 A I feel timid in the preence of other people I regard as my superiors.
B I like to use words which other people often do not know the meaning of.

96 A I like to do things with my friends rather than by myself.
B I like to say what I think about things.

97 A I like to study and to analyze the behavior of others.
B I like to do things that other people regard as unconventional.

98 A I like my friends to feel sorry for me when I am sick.
B I like to avoid situations where I am expected to do things in a conventional way.

99 A I like to supervise and to direct the actions of other people whenever I can.
B I like to do things in my own way without regard to what others may think.

100 A I feel that I am inferior to others in most respects.
B I like to avoid responsibilities and obligations.

101 A I like to be successful in things undertaken.
B I like to form new friendships.

102 A I like to analyze my own motives and feelings.
B I like to make as many friends as I can.

103 A I like my friends to help me when I am in trouble.
B I like to do things for my friends.

104 A I like to argue for my point of view when it is attacked by others.
B I like to write letters to my friends.

105 A I feel guilty whenever I have done something I know is wrong.
B I like to have strong attachments with my friends.

106 A I like to share things with my friends.
B I like to analyze my own motives and feelings.

107 A I like to accept the leadership of people I admire.
B I like to understand how my friends feel about various problems they have to face.

108 A I like my friends to do many small favors for me cheerfully.
B I like to judge people by why they do something--not by what they actually do.

109 A When with a group of people, I like to make the decisions about what we are going to do.
B I like to predict how my friends will act in various situations.

110 A I feel better when I give in and avoid a fight, than I would if I tried to have my own way.
B I like to analyze the feelings and motives of others.

111 A I like to form new friendships.
B I like my friends to help me when I am in trouble.

112 A I like to judge people by why they do something---not by what they actually do.
B I like my friends to show a great deal of affection toward me.

113 A I like to have my life so arranged that it runs smoothly and without much change in my plans.
B I like my friends to feel sorry for me when I am sick.

114 A I like to be called upon to settle arguments and disputes between others.
B I like my friends to do many small favors for me cheerfully.

115 A I feel that I should confess the things that I have done that I regard as wrong.
B I like my friends to sympathize with me and to cheer me up when I am depressed.

116 A I like to do things with my friends rather than by myself.
B I like to argue for my point of view when it is attacked by others.

117 A I like to think about the personalities of my friends and to try to figure out what makes them as they are.
B I like to be able to persuade and influence others to do what I want to do.

118 A I like my friends to sympathize with me and to cheer me up when I am depressed.
B When with a group of people, I like to make the decisions about what we are going to do.

119 A I like to ask questions which I know no one will be able to answer.
B I like to tell other people how to do their jobs.

120 A I feel timid in the presence of other people I regard as my superiors.
B I like to supervise and to direct the actions of other people whenever I can.

121 A I like to participate in groups in which the members have warm and friendly feelings toward one another.
B I feel guilty whenever I have done something I know is wrong.

122 A I like to analyze the feelings and motives of others.
B I feel depressed by my own inability to handle various situations.

123 A I like my friends to feel sorry for me when I am sick.
B I feel better when I give in and avoid a fight, then I would if I tried to have my own way.

124 A I like to be able to persuade and influence others to do what I want.
B I feel depressed by my own inability to handle various situations.

125 A I like to criticize people who are in a position of authority.
B I feel timid in the presence of other people I regard as my superiors.

126 A I like to participate in groups in which the members have warm and friendly feelings toward one another.
B I like to help my friends when they are in trouble.

127 A I like to analyze my own motives and feelings.
B I like to sympathize with my friends when they are hurt or sick.

128 A I like my friends to help me when I am in trouble.
B I like to treat other people with kindness and sympathy.

129 A I like to be one of the leaders in the organizations and groups to which I belong.
B I like to sympathize with my friends when they are hurt or sick.

130 A I feel that the pain and misery that I have suffered has done me more good than harm.
B I like to show a great deal of affection toward my friends.

131 A I like to do things with my friends rather than by myself.
B I like to experiment and to try new things.

132 A I like to think about the personalities of my friends and to try to figure out what makes them as they are.
B I like to try new and different jobs---rather than to continue doing the same old things.

133 A I like my friends to be sympathetic and understanding when I have problems.
B I like to meet new people.

134 A I like to argue for my point of view when it is attacked by others.
B I like to experience novelty and change in my daily routine.

135 A I feel better when I give in and avoid a fight, than I would if I tried to have my own way.
B I like to move about the country and to live in different places.

136 A I like to do things for my friends.
B When I have some assignment to do, I like to start in and keep working on it until it is completed.

137 A I like to analyze the feelings and motives of others.
B I like to avoid being interrupted while at my work.

138 A I like my friends to do many small favors for me cheerfully.
B I like to stay up late working in order to get a job done.

139 A I like to be regarded by others as a leader.
B I like to put in long hours of work without being distracted.

140 A If I do something that is wrong, I feel that I should be punished for it.
B I like to stick at a job or problem even when it may seem as if I am not getting anywhere with it.

141 A I like to be loyal to my friends.
B I like to go out with attractive persons of the opposite sex.

142 A I like to predict how my friends will act in various situations.
B I like to participate in discussions about sex and sexual activities.

143 A I like my friends to show a great deal of attention toward me.
B I like to become sexually excited.

144 A When with a group of people, I like to make the decisions about what we are going to do.
B I like to engage in social activities with persons of the opposite sex.

145 A I feel depressed by my own inability to handle various situations.
B I like to read books and plays in which sex plays a major part.

146 A I like to write letters to my friends.
B I like to read newspaper accounts of murders and other forms of violence.

147 A I like to predict how my friends will act in various situations.
B I like to attack points of view that are contrary to mine.

148 A I like my friends to make a fuss over me when I am hurt or sick.
B I feel like blaming others when things go wrong for me.

149 A I like to tell other people how to do their jobs.
B I feel like getting revenge when someone has insulted me.

150 A I feel that I am inferior to others in most respects.
B I feel like telling other people off when I disagree with them.

151 A I like to help my friends when they are in trouble.
B I like to do my very best in whatever I undertake.

152 A I like to travel and to see the country.
B I like to accomplish tasks that others recognize as requiring skill and effort.

153 A I like to work hard at any job I undertake.
B I would like to accomplish something of great significance.

154 A I like to go out with attractive persons of the opposite sex.
B I like to be successful in things undertaken.

155 A I like to read newspaper accounts of murders and other forms of violence.
B I would like to write a great novel or play.

156 A I like to do small favors for my friends.
B When planning something, I like to get suggestions from other people whose opinions I respect.

157 A I like to experience novelty and change in my daily routine.
B I like to tell my superiors that they have done a good job on something, when I think they have.

158 A I like to stay up late working in order to get a job done.
B I like to praise someone I admire.

159 A I like to become sexually excited.
B I like to accept the leadership of people I admire.

160 A I feel like getting revenge when someone has insulted me.
B When I am in a group, I like to accept the leadership of someone else in deciding what the group is going to do.

161 A I like to be generous with my friends.
B I like to make a plan before starting in to do something difficult.

162 A I like to meet new people.
B Any written work that I do I like to have precise, neat, and well organized.

163 A I like to finish any job or task that I begin.
B I like to keep my things neat and orderly on my desk or work-space.

164 A I like to be regarded as physically attractive by those of the opposite sex.
B I like to plan and organize the details of any work that I have to undertake.

165 A I like to tell other people what I think of them.
B I like to have my meals organized and a definite time set aside for eating.

166 A I like to show a great deal of affection toward my friends.
B I like to say things that are regarded as witty and clever by other people.

167 A I like to try new and different jobs--rather than to continue doing the same old things.
B I sometimes like to do things just to wee what effect it will have on others.

168 A I like to stick at a job or problem even when it may seem as if I am not getting anywhere with it.
B I like people to notice and to comment upon my appearance when I am out in public.

169 A I like to read books and plays in which sex plays a major part.
B I like to be the center of attention in a group.

170 A I feel like blaming others when things go wrong for me.
B I like to ask questions which I know no one will be able to answer.

171 A I like to sympathize with my friends when they are hurt or sick.
B I like to say what I think about things.

172 A I like to eat in new and strange restaurants.
B I like to do things that other people regard as unconventional.

173 A I like to complete a single job or task at a time before taking on others.
B I like to feel free to do what I want to do.

174 A I like to participate in discussions about sex and sexual activities.
B I like to do things in my own way without regard to what others may think.

175 A I get so angry that I feel like throwing and breaking things.
B I like to avoid responsibilities and obligations.

176 A I like to help my friends when they are in trouble.
B I like to be loyal to my friends.

177 A I like to do new and different things.
B I like to form new friendships.

178 A When I have some assignment to do, I like to start in and keep working on it until it is completed.
B I like to participate in groups in which the members have warm and friendly feelings toward one another.

179 A I like to go out with attractive persons of the opposite sex.
B I like to make as many friends as I can.

180 A I like to attack points of view that are contrary to mine.
B I like to write letters to my friends.

181 A I like to be generous with my friends.
B I like to observe how another individual feels in a given situation.

182 A I like to eat in new and strange restaurants.
B I like to put myself in someone else's place and to imagine how I would feel in the same situation.

183 A I like to stay up late working in order to get a job done.
B I like to understand how my friends feel about various problems they have to face.

184 A I like to become sexually excited.
B I like to study and to analyze the behavior of others.

185 A I feel like making fun of people who do things that I regard as stupid.
B I like to predict how my friends will act in various situations.

186 A I like to forgive my friends who may sometimes hurt me.
B I like my friends to encourage me when I meet with failure.

187 A I like to experiment and to try new things.
B I like my friends to be sympathetic and understanding when I have problems.

188 A I like to keep working at a puzzle or problem until it is solved.
B I like my friends to treat me kindly.

189 A I like to be regarded as physically attractive by those of the opposite sex.
B I like my friends to show a great deal of affection toward me.

190 A I feel like criticizing someone publicly if he deserves it.
B I like my friends to make a fuss over me when I am hurt or sick.

191 A I like to show a great deal of affection toward my friends.
B I like to be regarded by others as a leader.

192 A I like to try new and different jobs--rather than to continue doing the same old things.
B When serving on a committee, I like to be appointed or elected chairman.

193 A I like to finish any job or task that I begin.
B I like to be able to persuade and influence others to do what I want.

194 A I like to participate in discussions about sex and sexual activities.
B I like to be called upon to settle arguments and disputes between others.

195 A I get so angry that I feel like throwing and breaking things.
B I like to tell other people how to do their jobs.

196 A I like to show a great deal of affection toward my friends.
B When things go wrong for me, I feel that I am more to blame than anyone else.

197 A I like to move about the country and to live in different places.
B If I do something that is wrong, I feel that I should be punished for it.

198 A I like to stick at a job or problem even when it may seem as if I am not getting anywhere with it.
B I feel that the pain and misery that I have suffered has done me more good than harm.

199 A I like to read books and plays in which sex plays a major part.
B I feel that I should confess the things that I have done that I regard as wrong.

200 A I feel like blaming others when things go wrong for me.
B I feel that I am inferior to others in most respects.

201 A I like to do my very best in whatever I undertake.
B I like to help other people who are less fortunate than I am.

202 A I like to do new and different things.
B I like to treat other people with kindness and sympathy.

203 A When I have some assignment to do, I like to start in and keep working on it until it is completed.
B I like to help other people who are less fortunate than I am.

204 A I like to engage in social activities with persons of the opposite sex.
B I like to forgive my friends who may sometimes hurt me.

205 A I like to attack points of view that are contrary to mine.
B I like my friends to confide in me and to tell me their troubles.

206 A I like to treat other people with kindness and sympathy.
B I like to travel and to see the country.

207 A I like to conform to custom and to avoid doing things that people I respect might consider unconventional.
B I like to participate in new fads and fashions.

208 A I like to work hard at any job I undertake.
B I like to experience novelty and change in my daily routine.

209 A I like to kiss attractive persons of the opposite sex.
B I like to experiment and to try new things.

210 A I feel like telling other people off when I disagree with them.
B I like to participate in new fads and fashions.

211 A I like to help other people who are less fortunate than I am.
B I like to finish any job or task that I begin.

212 A I like to move about the country and to live in different places.
B I like to put in long hours of work without being distracted.

213 A If I have to take a trip, I like to have things planned in advance.
B I like to keep working at a puzzle or problem until it is solved.

214 A I like to be in love with someone of the opposite sex.
B I like to complete a single job or task before taking on others.

215 A I like to be in love with someone of the opposite sex.
B I like to avoid being interrupted while at my work.

216 A I like to do small favors for my friends.
B I like to engage in social activities with persons of the opposite sex.

217 A I like to meet new people.
B I like to kiss attractive persons of the opposite sex.

218 A I like to keep working at a puzzle or problem until it is solved.
B I like to be in love with someone of the opposite sex.

219 A I like to talk about my achievements.
B I like to listen to or to tell jokes in which sex plays a major part.

220 A I feel like making fun of people who do things that I regard as stupid.
B I like to listen to or to tell jokes in which sex plays a major part.

221 A I like my friends to confide in me and to tell me their troubles.
B I like to read newspaper accounts of murders and other forms of violence.

222 A I like to participate in new fads and fashions.
B I feel like criticizing someone publicly if he deserves it.

223 A I like to avoid being interrupted while at my work.
B I feel like telling other people off when I disagree with them.

224 A I like to listen to or to tell jokes in which sex plays a major part.
B I feel like getting revenge when someone has insulted me.

225 A I like to avoid responsibilities and obligations.
B I feel like making fun of people who do things that I regard as stupid.

The Manifest Needs Associated With Each Of The 15 EPPS Variables Are:

1. ach Achievement: To do one's best, to be successful, to accomplish tasks requiring skill and effort, to be a recognized authority, to accomplish something of great significance, to do a difficult job well, to solve difficult problems and puzzles, to be able to do things better than others, to write a great novel or play.

2. def Deference: To get suggestions from others, to find out what others think, to follow instructions and do what is expected, to praise others, to tell others they they have done a good job, to accept the leadership of others, to read about great men, to conform to custom and avoid the unconventional, to let others make decisions.

3. ord Order: To have written work neat and organized, to make plans before starting on a difficult task, to have things organized, to keep things neat and orderly, to make advance plans when taking a trip, to organize details of work, to keep letters and files according to some system, to have meals organized and a definite time for eating, to have things arranged so that they run smoothly without change.

4. exh Exhibition: To say witty and clever things, to tell amusing jokes and stories, to talk about personal adventures and experiences, to have others notice and comment upon one's appearance, to say things just to see what effect it will have on others, to talk about personal achievements, to be the center of attention, to use words that others do not know the meaning of, to ask questions others cannot answer.

5. aut Autonomy: To be able to come and go as desired, to say what one thinks about things, to be independent of others in making decisions, to feel free to do what one wants, to do things that are unconventional, to avoid situations where one is expected to conform, to do things without regard to what others may think, to criticize those in positions of authority, to avoid responsibilities and obligations.

6. aff Affiliation: To be loyal to friends, to participate in friendly groups, to do things for friends, to form new friendships, to make as many friends as possible, to share things with friends, to do things with friends rather than alone, to form strong attachments, to write letters to friends.

7. int Intraception: To analyze one's motives and feelings, to observe others, to understand how others feel about problems, to put one's self in another's place, to judge people by why they do things rather than by what they do, to analyze the behavior of others, to analyze the motives of others, to predict how others will act.

8. suc Succorance: To have others provide help when in trouble, to seek encouragement from others, to have others be kindly, to have others be sympathetic and understanding about personal problems, to receive a great deal of affection from others, to have others do favors cheerfully, to be helped by others when depressed, to have others feel sorry when one is sick, to have a fuss made over one when hurt.

9. dom Dominance: To argue for one's point of view, to be a leader in groups to which one belongs, to be regarded by others as a leader, to be elected or appointed chairman of committees, to make group decisions, to settle arguments and disputes between others, to persuade and influence others to do what one wants, to supervise and direct the actions of others, to tell others how to do their jobs.

10. aba Abasement: To feel guilty when one does something wrong, to accept blame when things do not go right, to feel that personal pain and misery suffered does more good than harm, to feel the need for punishment for wrong doing, to feel better when giving in and avoiding a fight than when having one's own way, to feel the need for confession of errors, to feel depressed by inability to handle situations, to feel timid in the presence of superiors, to feel inferior to others in most respects.

11. nur Nurturance: To help friends when they are in trouble, to assist others less fortunate, to treat others with kindness and sympathy, to forgive others, to do small favors for others, to be generous with others, to sympathize with others who are hurt or sick, to show a great deal of affection toward others, to have others confide in one about personal problems.

12. chg Change: To do new and different things, to travel, to meet new people, to experience novelty and change in daily routine, to experiment and try new things, to eat in new and different places, to try new and different jobs, to move about the country and live in different places, to participate in new fads and fashions.

13. end Endurance: To keep at a job until it is finished, to complete any job undertaken, to work hard at a task, to keep at a puzzle or problem until it is solved, to work at a single job before taking on others, to stay up late working in order to get a job done, to put in long hours of work without distraction, to stick at a problem even though it may seem as if no progress is being made, to avoid being interrupted while at work.

14. het Heterosexuality: To go out with members of the opposite sex, to engage in social activities with the opposite sex, to be in love with someone of the opposite sex, to kiss those of the opposite sex, to be regarded as physically attractive by those of the opposite sex, to participate in discussions about sex, to read books and plays involving sex, to become sexually excited.

15. agg Aggression: To attack contrary points of view, to tell others what one thinks about them, to criticize others publicly, to make fun of others, to tell others off when disagreeing with them, to get revenge for insults, to become angry, to blame others when things go wrong, to read newspaper accounts of violence.

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