

THE RELATIONSHIPS AMONG TEACHER SELF CONCEPT,  
TEACHER LOCUS OF CONTROL AND STUDENT  
READING ACHIEVEMENT

THESIS

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## Abstract

The purpose of this study was to investigate the relationships among teacher self-concept, teacher locus of control, and student reading achievement. Twelve male/female sixth-grade teachers from one urban school district in central New York State participated in this investigation. The Tennessee Self-Concept Scale and the Nowicki Adult Locus of Control Scale were used to assess teacher self-concept and locus of control. The total reading score from the California Achievement Test was used to measure student achievement. Data obtained from these measuring devices were computer analyzed to determine correlation coefficients among the variables. Statistically significant relationships were not found between teacher self-concept and teacher locus of control, between teacher self-concept and student reading achievement, and between teacher locus of control and student reading achievement. Based on the results of this investigation, it would be recommended that a replication of this study be conducted with a larger sample to determine if a significant relationship exists among the variables. Further research could be conducted on grade levels other than sixth to determine if a stronger relationship exists among the variables in the younger grade levels. Further research could also be conducted using different instruments other than the ones used herein.

## Chapter I

### Statement of the Problem

#### Purpose

The purpose of this study was to investigate the relationships among teacher self-concept, teacher locus of control, and student reading achievement. Scores on the teacher self-concept measure and the teacher locus of control measure were independently compared with the student total reading score. The following questions were investigated:

1. Is there a significant relationship between teacher self-concept and teacher locus of control?
2. Is there a significant relationship between teacher self-concept and student reading achievement?
3. Is there a significant relationship between teacher locus of control and student reading achievement?

#### Need for the Study

Self-concept and its effect on student reading achievement has provided an interesting topic for research. Bodin (1959), Campbell (1967), Lumpkin (1959), and Reeder (1955) all found significant positive correlations between self-concept and general achievement. In their longitudinal study of 269 children, Wattenburg and Clifford (1962) concluded that a child's self-concept as he enters kindergarten was predictive of later achievements in reading. In the same study, they also concluded that mental ability did not have the predictive power concerning reading

achievement that measures of self-concept had. As a result of their research, Canfield and Wells (1976) reported that students with poor self-concepts did not learn to read as well as students who had positive self-concepts.

Most researchers agree that this development of self-concept hinges upon the child's contact with significant others. A significant other is someone who the child sees as important through a result of what that person says or does. For most students, significant others are parents and teachers. Combs (1965) and Purkey (1970) theorized that self-concept of students was related to self-concept of their teachers. Davidson and Lang (1960) and Edeburn and Landry (1976) concluded from their research that teacher self-concept affects student self-concept.

Research has shown relationships between self-concepts of students and student achievement and/or cognitive growth (Aspy and Buhler, 1969; Williams, 1973). Research has also shown relationships between student self-concept and teacher self-concept. A possible extension of these studies is that teacher self-concept could have an effect on student achievement. This area of research is relatively unexplored. Of the research studies conducted in this area, many have shown a significant relationship between teacher self-concept and student reading achievement. In a study on 6 fifth grade teachers and 123 students, Aspy and Buhler (1969) reported that levels of teachers' self-concepts were related positively to their students' cognitive growth at the .01 level of significance. Glavin (1973) also found a significant relationship between teacher self-concept and student skill gain. In her doctoral dissertation, Brantley (1976) used the Index of Adjustment and Values for Teachers with 17 first grade teachers. She found that teacher self-concept and views

of teaching were related to changes in pupil reading achievement as measured on the Metropolitan Achievement Tests. However, Hill (1974) and Boardman (1975) using the Iowa Test of Basic Skills and Metropolitan Achievement Tests, respectively, found no significant relationships between teacher self-concept and student skill gain in reading or math. Boardman, in the same study, did find that high self-concepts on the part of the English teachers appeared to be a critical factor in their pupils' academic achievement.

Locus of control of teachers as it relates to student reading achievements has also been relatively unexplored. Murray and Staebler (1974) noted that teachers with internal locus of control had more positive influence on student achievement than those teachers with external locus of control. However, Johnson (1976), in a similar study, did not find significant relationships between teacher locus of control and student skill gain. Both researchers concluded that more studies are needed in this area. Further research is needed to investigate the independent contributions of teacher self-concept and teacher locus of control to student reading achievement.

#### Definition of Terms

Terms important to this study are defined as follows:

Self-concept - a person's total appraisal of his appearance, background and origins, abilities and resources, attitudes, and feelings which culminate as a directing force in behavior (LaBenne and Greene, 1969).

Locus of control orientation - the degree to which one individual perceives that his positive and negative reinforcements are contingent upon his own behavior (Lefcourt, 1966).

Internal locus of control - the perception of positive and negative events as being a consequence of one's own actions and thereby under personal control (Lefcourt, 1966).

External locus of control - the perception of positive and negative events as being unrelated to one's own behavior in certain situations and therefore beyond personal control (Lefcourt, 1966).

Student reading achievement - the total reading score obtained from Level 3, Form D of the California Achievement Test.

#### Limitations

This study was limited to sixth grade teachers from one urban school district in central New York State.

#### Summary

Research supports the contention that a relationship exists between teacher self-concept and student reading achievement and teacher locus of control and student reading achievement. Research is needed to investigate the independent contributions of teacher self-concept and teacher locus of control to student reading achievement. This study examined the relationships between teacher self-concept, teacher locus of control and student reading achievement. The sample for this investigation consisted of 12 male/female sixth grade teachers from an urban school district.

## Chapter II

### Review of the Literature

#### Purpose

The relationships among teacher self-concept, teacher locus of control and student reading achievement were investigated in this study. The specific relationships examined were the relationship between teacher self-concept and teacher locus of control, the relationship between teacher self-concept and student reading achievement, and the relationship between teacher locus of control and student reading achievement. The results of an exploration of the literature relating to these areas are presented.

#### Self-Concept

In the 1940's, psychologists began to stress the importance of the perception an individual has of himself and its relation to his behavior. This perception began to be referred to as the self-concept of a person. Since the 1940's, self-concept of an individual has become the topic of much research (Mead & Sullivan, 1968; Purkey, Avila & Combs, 1971; Rogers, 1951). Self-concept has also been the topic of many theories. The single most important assumption of modern theories of self, according to Purkey (1970), is the theory advanced by Syngg and Combs (1949). Syngg and Combs concluded from their research that "whatever one does, the maintenance and enhancement of self is the prime objective of one's existence." There is agreement among researchers that this enhancement of self has and

strives to maintain a generally stable quality. In addition, this enhancement of self is unique. No two individuals will ever hold identical sets of beliefs about themselves. In other words, it could be said that each individual is trying to maintain, protect, and enhance the self of which he himself is aware and his behavior is then determined by these unique perceptions of self.

This term's "self-concept," broad in its theories, meanings, and characteristics, has been defined by educators and theorists according to their own perceptions. Quandt (1972) has referred to self-concept as "all perceptions that an individual has of himself; especially emphasized are the individuals' perceptions of his values and abilities." Jersild (1952) simply defined self-concept as "the nature of self" (p. 23). In a more academically orientated definition, Brookover, Thomas, and Patterson (1964) described self-concept as "evaluation one makes of one's self in respect to the ability to achieve in academic tasks in general as compared with others" (p. 271).

From these definitions, it can be concluded that self-concept is a learned structure. The key factors in this development are the individual's view of himself as compared with others; individual's view of how others see him; way in which one wishes he could be seen (Felker, 1974, p. 24). Most researchers, although differing in definitions, are in agreement that these key factors hinge upon a child's contact with significant others. A significant other is someone who the child sees as important in his life through a result of what that person says or believes. For most students, significant others are parents and teachers. Maehr (1969) relates this concept to a child's experiences by suggesting that a child's reaction to a task is not based so much on his success or failure with the task but

rather on the reactions given to him by the significant others in his life. The responsibility of the teacher, as the child's significant other, is to assure that the first experiences students confront in school are positive and successful ones.

### Self-concept and School Achievement

It was not until the fifties that the importance of self-concept as a contributing factor to achievement began to gain prominence. Bodwin (1959) and Lumpkin (1959) both found positive correlations between self-concept and general achievement. As a result of his research, Bruck and Bodwin (1962) concluded that a positive and significant relationship exists between self-concept and grade point average on all grade levels.

Investigating the relationship between self-concept and reading ability, Mangieri and Olsen (1974) found that the students reading above their actual grade placement were those students who had a significantly higher academic self-concept. Williams and Cole (1968) found that this relationship to self-concept and reading achievement exists through elementary school and on into high school. Analysis of the data collected by Hamachek (1965) revealed a positive correlation between self images of intellectual achievement and reading age. Consequently, he theorized, the higher the self-concept of academic abilities, the higher the reading age. Zimmerman and Allebrand (1965) found that the poor readers they studied had a poor self-concept to the extent that they avoided achievement in reading.

The effect on self-concept and reading achievement is, therefore, often influenced by the self fulfilling prophesy. A person with low self-concept often does less than expected when compared with his ability and the lack of success leads to an even lower self-concept. Cole (1974)

discovered, as a result of his research, that self-concept and achievement motivation influenced the achievement of third graders more than academic ability. Investigations by Quandt (1972) found a significant difference in self-concept scores between high achieving and low achieving students, with the high achieving students receiving higher self-concept scores. A child centered reading program in New York City found that the self fulfilling prophecy can be reversed. The program found changes in total and social self-concept were positively associated with successes achieved in a clinical reading program. The program attempted to raise the reading scores and improve the self-concept in 2,000 kindergarten through third graders. After a year, their data revealed that 82% of the children had improved their self-concept and 60% of the students had increased their reading scores.

The importance of self-concept to school achievement, especially as it relates to reading, can be summed up through a quote from Williamson (1973) which stated: "To teach reading, we must first teach students to like themselves" (p. 233).

#### Teacher Self-concept and Student Self-concept

Research has shown relationships between teacher self-concept and student self-concept. Combs (1965) and Purkey (1970) theorized that self-concept of students was related to self-concepts of their teachers.

Edeburn and Landry (1976), as a result of their research, concluded that teacher self-acceptance is positively related to development of positive self-concepts in their students. Christensen (1960) and Trowbridge (1972) designed programs to develop teacher affective responsiveness. From results of the data compiled, they found that increases in teacher affective responsiveness was significantly related to increases in their

students' self-concepts. LaBenne and Greene (1969) found that a highly significant relationship exists between pupils' perceptions of themselves in the classroom and their teachers' self-concepts. More recently, Curtis and Altman (1977) concluded from their research that a positive relationship exists between teacher self-concept and student self-concept. Available evidence, compiled by Combs (1969), indicates that a teacher's attitude toward himself and others is as important, if not more so, than his techniques, practices, or materials.

#### Teacher Self-concept and Student Achievement

A teacher with a low self-concept can affect not only his student's self-concept, but research is also demonstrating supporting evidence that poor self-concept on the part of the teacher can affect student achievement.

In one of the most conclusive studies to date regarding the relationship between teacher self-concept and student achievement, Aspy and Buhler (1969) reported that the average amount gained in scores by students of high self-concept teachers was significantly more than the average amount gained in scores by students of low self-concept teachers. This positive relationship existed in four of the five tests administered from the Stanford Reading Achievement Test. This significance was at the .05 level of confidence. In her doctoral dissertation, Brantley (1976) found significant correlations between teacher self-concept and changes in pupils' self-concept as well as changes in pupil's reading achievement on the first grade level. Using the Views of Teaching instrument, she also found significant correlations between teachers' views of their professions and changes in pupil reading achievement. The results showed that the more positive the teacher viewed her profession, the more her pupils gained in reading achievement as measured on the Metropolitan Achievement Test.

However, Hill (1974) and Boardman (1975) found no significant relationships between teacher self-concept and students' skill gain in reading or math. Hill noted that the district used in her dissertation was in transition due to mandated busing and redistricting. She recommended replication of the study in a more stable district to see if the results would be the same. Boardman, in the same study, did find that high self-concepts on the part of the English teachers seemed to be related to increases in their pupils' achievement.

In researching teacher morale, as in aspect of self-concept, Koura (1963) found that a partial correlation of .541 existed between teacher morale and student achievement as measured on standardized tests. He concluded that a significant difference exists between achievement of students taught by relatively high morale teachers than that of students taught by relatively low morale teachers. Coble and Hounshell (1972) researched self-actualization as an aspect of self-concept. From their data, they concluded that the more self-actualizing the teacher was, the more gains the biology students made in critical thinking abilities.

The research into the area of teacher self-concept and student achievement is limited. Research into this vital area is needed before the results can be conclusive. Nonetheless, "it has been well documented that a high degree of self esteem is necessary for any one in the helping professions" (Combs, Avila, Purkey, 1971, p. 124).

#### Locus of Control

As researchers and theorists have tried to explain self-concept, so have philosophers tried to account for and explain their own behavior and that of others. Social learning theory is one theory which has made an

attempt to understand human social behavior. The concept of locus of control emerged from this theory. The social learning theory describes how choices are made by individuals from a variety of potential behaviors available to them. "Behavior is then determined by the degree to which people expect that their behavior will lead to goals" (Phares, 1976, p. 13). In following with social learning theory, locus of control orientation will be defined as "the degree to which individuals perceive that their positive and negative reinforcements are contingent upon their own behavior" (Lefcourt, 1966, p. 186).

Attempts to measure the individual differences in perception began in 1955 through a 26 item, Likert type scale developed by Phares. This instrument, while a beginning, was later refined by James (1957). A later instrument was developed by Rotter (1966) and published in Psychological Monographs 1966. This internal-external scale devised by Rotter has been a frequently used instrument in a vast amount of research (Phares & Rotter, 1971; Seeman & Evans, 1962).

In general terms, the resulting score from the scale designates the subjects as either having an external locus of control orientation or an internal locus of control orientation. In ideal terms, a person with internal locus of control orientation views the outcomes of his behavior as causally related to his own skills, efforts, and personality characteristics. Whereas, a person with external locus of control orientation sees the outcomes of his behavior as dependent, not on his own characteristics; but on whims, luck, fate, and the power of others. Lefcourt (1966) recommends placing persons on a continuum according to the degree that they accept personal responsibility for what happens to them.

Much research supports the contention that perceived differences in locus of control orientation are related to various qualities of human behavior. Research has shown that internals are more active and directive in attempting to control and manipulate their environment than are externals. In a study on tuberculosis patients, Seeman and Evans (1962) found that internals were more knowledgeable and sought out information about their illness more often than did externals. Davis and Phares (1967) and Seeman (1963, 1967) concluded from their research that internals possess a higher level of knowledge, at least in part, because they actively seek to acquire such knowledge.

Research by Getter (1966), Rothschild and Horowitz (1970), and Ude and Volger (1969) suggests that internals are more likely to be alert and sensitive to cues in their environment. The aforementioned studies, in addition to recent work by DuCette and Wolk (1973) and Rines and Julian (1972), support the conclusion that internals are superior in some respects of cognitive processing. Research to date has supported the contention that this cognitive processing of internals should increase their personal effectiveness when compared to externals (Felton, 1971; Phares, 1965; Phares, Ritchie, & Davis, 1968).

#### Locus of Control and School Achievement

Research to investigate the relationship between cognitive functioning and locus of control of students began to gain impetus in the 1960's. It would be expected that internally controlled students would generally perform better academically than externally controlled students. Research to date has generally supported that assumption. Nowicki and Walker (1972b),

using fifth and sixth grade students, found higher achievement scores on the Metropolitan Achievement Test to be significantly related to those students with an internal locus of control orientation. McGhee and Crandall (1968) concluded from their research that internally controlled students achieved higher grades than externally controlled students. Messer (1972) also found that internals achieved higher school grades. Messer (1972) suggests that perhaps in giving grades teachers are more likely to reflect subjective judgments about work, efforts, or attitudes; aspects in which an internal is likely to excel. Finch (1975), as a result of his research, did find significant correlations between locus of control orientation and general achievement. In a study on older students, Lessing (1969) concluded that internality in junior and senior high school students seems to be related to grade-point averages.

In regards to reading achievement, Drummond, Smith, and Pinette (1975) and Culver and Morgan (1977) concluded from their research that internally controlled students made the greatest gains in reading achievement. Eldredge (1979) found significant correlations between internally controlled students and higher reading scores as measured on the Metropolitan Achievement Tests. Pressman (1978) summarized her research by stating that locus of control accounted for more of a variable in reading scores than did socioeconomic status.

#### Teacher Locus of Control and Student Achievement

Research has been limited in attempts to find relationships between teacher locus of control and student achievement. The research to date demonstrated a positive relationship between teacher locus of control and student achievement.

Porter and Cohen (1978) concluded from their research that a teacher's orientation has significance for student achievement. Using Rotter's Internal-External Scale and the Iowa Test of Basic Skills, respectively, on 58 fourth through eighth grade teachers and their students, they found that a teacher's tendency to express personal causation for goals was directly and consistently related to student achievement. Over the same two year period, they also found that teachers' perceptions of control, as measured on the Rotter scale, was also related to student achievement.

Murray and Staebler (1974) used Rotter's Internal-External Locus of Control Scale as a measure of teachers' locus of control. The major conclusion reached from their study was that the fifth grade students taught by the internally controlled teachers gained more on achievement measures than did students taught by externally controlled teachers.

However, Frankel (1975) did not find a statistically significant relationship between teacher locus of control and student reading achievement. He stated in his conclusion that the reading program used in the school district he studied was extremely structured. He recommended replication of the study in a less structured reading program to determine if similar results would be found.

Johnson (1976) also found similar results. In his doctoral dissertation, he did not find a significant relationship between teacher locus of control and student skill gain. Johnson did find student locus of control to be related to student skill gain. The only teacher variable that Johnson found to be related to student skill gain was teacher education level.

Most researchers who have studied the relationship between teacher locus of control and student achievement growth recommend that more studies be conducted in this area.

### Conclusion

The need for the teacher to be sensitive to the attitudes he expresses towards students should not be underestimated. The importance of the teacher's influence on children is addressed by Richardson (1968):

The teacher has a powerful influence, especially in aspects of self-concept relating to intelligence and competency. Consciously or unconsciously the child thinks, 'Who can know better than the teacher whether I am bright or dumb. (p. 112)

The teacher should be aware that the feelings he has for himself are transferred to his students. The effects of teachers' attitudes and opinions concerning themselves and their students have a significant influence on their students' success in school. In reference to teacher self-concept, Combs et al. (1974) states:

The teachers who believe in themselves are able and will try, and the teachers who do not believe in themselves are not able and will avoid responsibility. Teachers who feel that they are liked by their students will behave differently than those teachers who feel they are not liked. The teacher's self-concept is like everyone else's--a function of his concept of self. (p. 254)

## Chapter III

### The Research Design

#### Purpose

The relationships between teacher self-concept, teacher locus of control, and student reading achievement were examined in this study.

Three hypotheses were formulated:

1. There is no significant relationship between teacher self-concept and teacher locus of control.
2. There is no significant relationship between teacher self-concept and student reading achievement.
3. There is no significant relationship between teacher locus of control and student reading achievement.

#### Methodology

##### Subjects

The subjects for this study consisted of twelve sixth grade teachers from one urban school district in central New York State. Four female and eight male teachers participated in the study. The teachers constituted approximately one half the sixth grade teachers employed by the district.

##### Instruments

The Tennessee Self-Concept Scale was used as a measure of the self-concept of the subjects. The Tennessee Self-Concept Scale is an easily

administered self report instrument developed in 1972 by William Fitts. It is individually or group administered and is quickly completed in twenty to thirty minutes. The test requires an approximate fourth grade reading level. The test consists of 100 items which are answered on a five point scale, from "Completely False" to "Completely True." The resulting score was used as an overall measure of the subjects' level of esteem. The test items ask for responses to various self-descriptive sentences related to various personality traits.

The Nowicki Adult Locus of Control Scale was used as a measure of internal-external control. The scale, developed by Stephen Nowicki, Jr., is a paper and pencil test consisting of 40 questions that are answered either "yes" or "no." The items were derived through modification of the Nowicki-Strickland Locus of Control Scale for Children. As in the children's scale, the test items describe reinforcement situations such as achievement and dependency. The scale can be group or individually administered, takes 15-20 minutes to complete, and requires an approximate fifth grade reading level.

The 1970 edition, Form D, of the California Achievement Test was used to measure student reading achievement. The total reading score was converted to a standard score for comparison purposes. Standard scores are directly comparable from battery to battery and from form to form. The test yields scores for total reading which consists of phonic analysis, structural analysis, vocabulary, and comprehension subtests; for total language, for math; and for science. For the purposes of this study, the total reading score was used.

### Procedure and Statistical Analysis

The Tennessee Self-Concept Scale and the Adult Nowicki Locus of Control Scales were individually completed by the teachers during the month of March. The California Achievement Tests were administered to all sixth grade students, by their regular classroom teachers, during the first week in October, 1980.

The teachers were aware that they were participating in a research study. No other information regarding the nature of the study was known to them. To assure anonymity, no names were written on the inventory. Each teacher selected a number by lot. The teachers wrote their chosen number on the scales and on their students' reading scores.

The data collected from the scores of the three instruments were computer analyzed to determine correlation coefficients among the variables.

### Summary

The sample for this study consisted of twelve male/female sixth grade teachers in an urban school district in central New York State. The Tennessee Self-Concept Scale was used to assess self-concept of the teachers. The Adult Nowicki Locus of Control Scale was used to obtain a measure of internal-external control. Reading achievement was measured by the total reading score from the California Achievement Tests. The two scales were administered during the month of March, 1981. The California Achievement Tests were given during the first week in October, 1980.

Correlation coefficients among the three variables, teacher self-concept, teacher locus of control, and student reading achievement were computed.

## Chapter IV

### Analysis of the Data

#### Purpose

This study was designed to examine the relationships among teacher self-concept, teacher locus of control, and student reading achievement.

The following hypotheses were tested:

1. There is no significant relationship between teacher self-concept and teacher locus of control.
2. There is no significant relationship between teacher self-concept and student reading achievement.
3. There is no significant relationship between teacher locus of control and student reading achievement.

#### Findings and Interpretations

The data collected from the scores of the three measuring instruments were computer analyzed using the program MINITAB which is a part of the computer system at the SUNY College at Brockport, New York. The correlation coefficients obtained from this analysis are presented in Table 1.

Table 1

Correlation Coefficients Determined Among Teacher  
Self-Concept, Teacher Locus of Control,  
and Student Reading Achievement

	Teacher Locus of Control	Teacher Self-Concept
Teacher Self-Concept	-0.246 (n.s.)	
Student Reading Achievement	-0.237 (n.s.)	-0.014 (n.s.)

$$r_{\text{crit}} = \pm .549 \quad p = .05$$

$$df = 10$$

1. The correlation coefficient between teacher self-concept and teacher locus of control was -0.246.

2. The correlation coefficient between teacher self-concept and student reading achievement was -0.014.

3. The correlation coefficient between teacher locus of control and student reading achievement was -0.237.

This study did not find a significant relationship between teacher self-concept and teacher locus of control. Higher or lower self-concept scores were not significantly related to higher or lower locus of control scores. Consequently, hypothesis one was accepted.

A highly significant correlation was not determined to exist between teacher self-concept and student reading achievement. Higher self-concept scores were not significantly related to higher student reading achievement scores. Lower teacher self-concept scores were not significantly related to lower student reading scores. Therefore, hypothesis two was accepted.

This study did not find a significant correlation between teacher locus of control scores and student reading achievement. Lower (more internal scores) were not significantly related to higher student reading scores. Higher (more external scores) were not found to be significantly related to lower student reading scores. Therefore, hypothesis three was accepted.

Based on the results of a computer analysis of the data, all three hypotheses tested in this study were accepted.

#### Summary

Correlation coefficients among the three independent variables of teacher self-concept, teacher locus of control, and student reading achievement were computed. This study did not find statistically significant relationships between teacher self-concept and teacher locus of control, between teacher self-concept and student reading achievement, and between teacher locus of control and student reading achievement. All three hypotheses were accepted.

## Chapter V

### Conclusions and Implications

#### Purpose

This study investigated the relationship between teacher self-concept, teacher locus of control, and student reading achievement.

Specifically, three questions were examined:

1. Is there a significant relationship between teacher self-concept and teacher locus of control?
2. Is there a significant relationship between teacher self-concept and student reading achievement?
3. Is there a significant relationship between teacher locus of control and student reading achievement?

#### Conclusions

This study did not find significant relationships among the three variables tested. In this study, high teacher self-concept scores were not statistically related to high teacher locus of control scores. High teacher self-concept and teacher locus of control scores were not significantly related to high student reading achievement scores.

#### Implications for Further Research

Based on the findings of this study, several recommendations for further research can be made. To examine the relationships among the variables as a function of age, this study could be replicated at grade

levels other than sixth. Also, a comparison between grade levels might provide interesting data. More of a relationship among teacher self-concept, teacher locus of control, and student reading achievement might exist at the younger grade levels. A longitudinal approach might give insights into the developmental nature of the relationships among the variables.

A replication of this study could be conducted using measuring devices other than the ones employed in this study. Of special interest is the idea of using a scale designed to measure teachers' views of their profession, rather than the global self-concept as measured by the scale used in this investigation. Another possibility would be to use a different locus of control scale than the one employed in this study.

It would be interesting to determine if a replication of this study, using a larger subject pool, would yield more statistically significant results between the relationships. It would be recommended that any replication of this study would contain a larger sample.

#### Summary

This study did not find statistically significant relationships to exist between teacher self-concept and teacher locus of control, between teacher self-concept and student reading achievement, and between teacher locus of control and student reading achievement. Suggestions for further research were discussed.

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