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# Implementing psychological curriculum : an examination of teacher behavior and student self-concept.

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IMPLEMENTING PSYCHOLOGICAL CURRICULUM: AN EXAMINATION

OF TEACHER BEHAVIOR AND STUDENT SELF-CONCEPT

A Dissertation Presented

by

Marilyn B. Wightman

Submitted to the Graduate School of the
University of Massachusetts
in partial fulfillment of the requirements
for the degree of

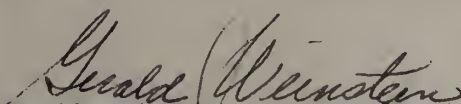DOCTOR OF EDUCATION

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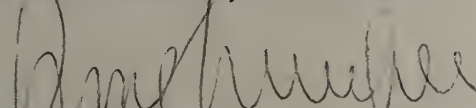
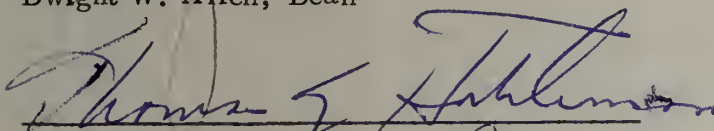OF TEACHER BEHAVIOR AND STUDENT SELF-CONCEPT

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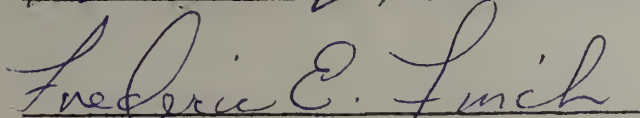
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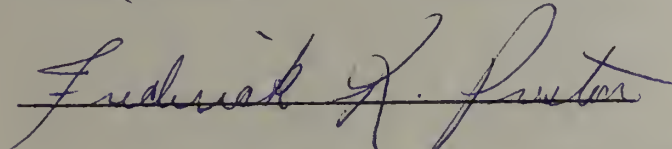
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Gerald Weinstein, Chairman

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June 1973

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OF TEACHER BEHAVIOR AND STUDENT SELF-CONCEPT

June 1973

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## ABSTRACT

This investigation focused on teacher attitudes and behaviors and their relationship to student self-concept in a setting in which teachers have received training in psychological curriculum and one in which the curriculum is being experienced daily in their classrooms for one school year. The study sample is the elementary students and teachers of the Montague, Massachusetts Public Schools, all of whom are involved in a Title III Project in Humanistic Education.

The study first examines possible changes in teacher self-reporting of attitudes and behaviors. The instrument used for this purpose was the Teacher Self-Inventory of Attitudes and Behaviors administered prior to initial teacher training in psychological education and after one school year of implementing the curriculum.

Secondly, at the time of post-testing, staff members who had been responsible for teacher training throughout the year including many classroom observations and teacher conferences, made reports of project teachers using

the same inventory of attitudes and behaviors. Thirdly, variance of student scores on self-concept measurements administered in the fall and again in late spring are reported. Coopersmith's Self-Esteem Inventory was the instrument used with intermediate students, Self-Appraisal Inventory was used in the primary grades. Finally, results of intermediate and primary testing are correlated with results of four of the sub-categories of the teacher self-inventory: Style of Teaching, Interpersonal Relationships, Classroom Management and Control, and Divergent and Productive Thinking. Correlations are also reported on relationship between total teacher test results and student self-concept measurements.

A correlated t-test showed no significant change in student pre- and post-test measurements of self-esteem. An examination of teacher pre- and post-reporting of attitudes and behaviors indicated no significant change. A significant difference was found between staff reporting of project teachers and the self-reports made by teachers both using the identical instrument to measure attitudes and behaviors. Staff ratings were significantly lower.

Relationships between student and teacher measurements were examined. Findings showed no correlations at .05 level of significance between student self-concept measurements and the results of teacher testing on the four sub-categories on the teacher instrument. No significantly positive relationship was established between student self-concept scores and either the teacher or staff reportings on Style of Teaching, Interpersonal Relationship, Classroom

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Management and Control or Divergent and Productive Thinking. In fact a near significantly negative correlation was found between student self-concept scores and teacher self-reportings on Interpersonal Relationships.

In the intermediate group near significant positive correlations were found between teacher post-test results for the combination of four categories and student self-esteem change scores (difference between pre- and post-testing). Similar not quite significant at .05 level, correlations appeared between the sum of teacher pre- and post-total test scores and student change scores. This seemed to indicate the possibility of a relationship between the amount of change in student self-concept scores and teacher composite view of their attitudes and behaviors as recorded on this instrument. This trend did not appear in the primary group, however.

Teacher age or years of teaching experience seemed to have no bearing on either teacher or student measurements. No significant relationship was found between student change scores and a more subjective rating of project teachers made by staff members. The staff was asked to place teachers in three categories ranging from most to least humanistic. While such ratings are often consciously or unconsciously made, they proved to have little relationship to the amount of change in student self-concept scores in this instance.

The study strongly suggests that a carefully planned research design needs to be developed before a project such as this is undertaken. Such a design might include alternative means of evaluating events within a program, such as

measurement of self-knowledge now being developed. Measurements are also needed for phase objectives of the program. Teachers especially need means of assessing their efforts and diagnosing the needs of their students. Such instruments need to be developed, tested, and refined.

This study is part of the over-all evaluation of a Title III Project. While little statistically significant conclusions are reached, it does provide findings for one year of the Project. Further evaluation of the project will be undertaken over the next two years. This study provides a base for such investigations which will further illuminate these findings.

# CHAPTER I

## NATURE AND SCOPE OF THE PROBLEM

Much of the discontent expressed regarding education has focused on school's lack of attention to the total human needs of their students. Education has been termed "irrelevant" and not educating the "whole man," (Brown, 1971; Weinstein, Fantini, 1971; Borton, 1969; Goodlad, 1966; Silberman, 1971). Schools have traditionally emphasized the cognitive capacities of their students without intentionally nurturing the affective or emotional side. Until recently, attitudes, motivation, self-esteem, self-confidence, and social awareness have not been directly treated through formal classroom learning experiences. Unfortunately, in many school systems affective learning experiences still remain as "hidden curricula," that which is unspoken or unwritten.

A contemporary educational psychology is evolving which recognizes the irrelevance of studying man's intellectual development and cognitive processing without also acknowledging the importance of his emotional life. A student comes to a learning situation with a potential for learning, but also with a past filled with feeling about learning, about himself, and about the world (Rubenstein, 1969). Educational goals are emerging that are stated not just in terms of a student's intellectual development, but also in terms of his emotional growth.

Humanistic Education is concerned with the integration of cognitive and affective learning. The focus of Humanistic Education is on creating a relevant, person-oriented educational experience. Its major goal is aimed at permitting, encouraging and extending a student's ability to be an independent, self-directed, responsible person, (Macdonald, 1969). Within this broad framework, Psychological Education Programs have emerged which are designed to directly promote psychological growth (Alschuler, 1969).

Significant contributions are now being made relative to making schooling more humanistically oriented as well as attempting to identify dehumanizing practices prevalent in schools.

Slowly, curriculum is being designed from the Humanistic Educational objective of discovering the personal meaning of information rather than concentrating simply on acquiring information. More specific prescriptions for humanizing teacher behaviors have been developed by Zahorik and Brubaker (1972). Projects such as the one at the University of Massachusetts have been developing psychological curricula concurrent with teacher training programs in the use of that curricula.

"The transition from a cognitively-based, factually-oriented system to one that appreciates and utilizes affective processes in achieving its goal presents a challenge to educators and educational researchers at all levels," (Rubenstein, 1969).

Research needs to be conducted for there to be adequate evaluation of any of these changes. This investigator's primary interest is in the field of Psychological Education. Therefore, this study will examine the interplay between the variables of psychological education (including both teacher training and classroom implementation of psychological curriculum) and the variables of teacher attitudes and behaviors and their relationship to student self-concept. The study will be conducted in the Title III Project in Humanistic Education undertaken in the elementary schools of the Montague Public School System, in Montague, Massachusetts.

The Title III Project in Humanistic Education in the Montague School System enables students in elementary grades K-6 to experience psychological curriculum for one-half hour at the beginning of each school day. The curriculum during those periods is designed to assist students with their psychological needs, thus making available for study heretofore unstudied curriculum. The teachers in this project experienced an initial two week training workshop, have monthly in-service workshops in psychological education and are members of an on-going support group. Staff members in psychological education work with the teachers in their classroom, in individual conferences, and in weekly

support groups. This study attempts to examine teacher attitudes and behavior and their relationship to student self-esteem within a school system implementing psychological curriculum.

## PURPOSE OF THE STUDY

The major purpose of this study centers on determining possible correlations of teacher behaviors and attitudes with student self-concept in a setting in which teachers have received training in psychological curriculum and one in which the curriculum is being experienced daily in their classrooms. The study examines possible changes in teacher attitudes and behaviors through self-inventory scales administered prior to the initial two week training, and after one school year of implementing psychological curriculum. Secondly, humanistic education staff members who have been responsible for teacher training will, at the time of post-testing, make observational reports of project teachers using the same inventory of attitudes and behaviors. Thirdly, variance of student scores on pre- and post-tests of self-concept are reported. Comparisons are made between the results of the teacher self-inventories, staff reports and the pupils self-concept scales. Finally, the study examines the relationship between student self-concept scores and the results of measurement of teacher attitudes and behaviors.

## HYPOTHESES TO BE TESTED

1. In an environment in which teacher training in psychological education is a variable, there will be no significant change in teacher pre- and post-reporting using the Teacher Self-Inventory of Attitudes and Behaviors.

2. In an environment in which students have been exposed to psychological education there will be no significant change in the pre- and post-measurement of self-esteem.

3. There will be no significant difference between teacher self-reporting and staff observer reporting using the Teacher Self-Inventory of Attitudes and Behaviors.

4. There will be no positive correlation between teacher ratings on the Style of Teaching category in the Teacher Self-Inventory of Attitudes and Behaviors and measured self-esteem of students.

5. There will be no positive correlation between teacher ratings on the Interpersonal Relationship category on the Teacher Self-Inventory of Attitudes and Behaviors and the measured self-esteem of students.

6. There will be no positive correlation between teacher ratings on the Classroom Management and Control category on the Teachers Self-Inventory of Attitudes and Behaviors and the measured self-esteem of students.

7. There will be no positive correlation between teacher ratings on the Divergent and Productive Thinking category on the Teacher Self-Inventory of Attitudes and Behaviors and the measured self-esteem of students.

## DEFINITIONS OF TERMS USED IN THE STUDY

Alschuler (1969) defines psychological education as educational programs that attempt to promote psychological growth directly through educational courses.

Psychological growth, for the purpose of this study is defined as maturation on personal issues of identity, connectedness and personal power (Shallcross, 1972).

Identity is a sense of self-valuing, self-concept and self-esteem.

Connectedness is a sense of interpersonal competencies of an individual in the dynamics of interpersonal experience.

Power is a sense of agency of personal competency in goal-setting and achievement motivation (Weinstein, 1972).

Direct Programming is a set of intended learnings in which experiences toward personal growth are primary objectives rather than concomitant objectives (Weinstein, 1972).

Educational programs in personal growth as opposed to therapeutic programs are: (1) non-pathological, and (2) developmental rather than remedial. Educational programs provide opportunities for one to develop skills in self-maintenance. They deal with more personal issues of knowledge rather than external knowledge. Their intent is to expand one's repertoire for dealing with personal rather than external issues (Weinstein, 1972). Alschuler (1972) makes the distinction between two types of congruent courses.

<u>Lateral courses</u> attempt to expose students to alternative patterns processes, motives or goals without trying to facilitate advancement in hierarchy of developmental stages. This type of course increases lateral freedom by helping people explore and enrich their repertoire of options for action, response and enjoyment.

<u>Vertical courses</u> teach toward capacities in developmental hierarchies. These kinds of courses almost always use methods that focus on conflicts between developmental stages. For example, the work of Blatt and Kohlberg (1970) focuses on fostering moral development by choosing moral dilemmas to be argued by two students who are at adjacent stages of moral development (Alschuler, 1972).

This study focuses on the lateral congruent approach which is being developed at the Center for Humanistic Education at the University of Massachusetts and used in the Montague Project.

<u>Psychological curriculum</u> is a set of intended learnings aimed directly at personal growth in which content and process are congruent and the emphasis is on personal growth (Shallcross, 1972).*

<u>Humanistic Teacher Behavior</u> in the instructional setting is aimed at permitting, encouraging and extending the student's ability to be an independent,

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*The above definition of psychological education is found in: Shallcross, Doris, unpublished dissertation, "Implementing Psychological Curriculum: An Investigation of the Instructional Concerns of Teachers," University of Massachusetts, 1972.

self-directed, responsible person. It is intended to inspire and aid students in their effort to develop those human qualities which they possess: thinking, feeling, valuing and symbol-creating (Macdonald, 1969).

Non-humanistic teacher behavior thrusts students into dependent, passive roles in which real thought and real values are not accepted and not encouraged (Zahorik and Brubaker, 1972).

Self-concept is an abstraction that an individual develops about the attributes, capacities, objects and activities which he possesses and pursues. A person's idea of himself to himself (Coopersmith, 1967).

Attitude is the disposition a person has to favor or not to favor a type of social object or social action (Guilford, 1959).

SIGNIFICANCE OF THE STUDY

Psychological education is a new and emerging field intent on the humanization of education. Because of its infancy as formal discipline, very little research has been undertaken concerning aspects of the field. This exploratory study of teacher attitudes and behaviors and their relationship to student self-concept, undertaken within a psychological educational program, will provide needed data which hopefully will be built upon in further research.

This study concerns itself with a project in in-service training in an emerging educational field. Due to a decrease in staff turnover within most school systems, increased emphasis is being placed upon in-service training of teachers. Teachers seem now to be staying in positions longer and fewer

new teachers are being hired. The resultant effect has been the recognition on the part of many school systems of the need for in-service training to familiarize teachers with new approaches to education. This study may suggest a rationale for further training of teachers in psychological education using a similar training model. Findings may indicate a need for changes in this present approach. Indications may be that teacher training models need to concentrate on a more direct educational means for influencing teacher attitudes and behaviors toward those which seem most directly related to increasing the self-concept of students. An example might be in-service training focused on specific teacher behaviors found to be most highly related to student self-concept.

The state of Massachusetts established the Title III Project at Montague as an exemplary project. This study will provide additional data for the evaluation of that project, input for decisions to continue the project, and possibly to determine the establishment of similar projects elsewhere in the State. The Montague Project is also being observed by numerous other state and local bodies of education. This study will provide them with additional data about one aspect of the project, the relationship of teacher attitudes and behavior to student-self-concept.

The study is of importance to the Center for Humanistic Education at the University of Massachusetts as it provides additional research in the Center's continuous efforts to refine its on-going program in psychological curriculum and teacher training.

Results of the study will be important to the Montague School System, and specifically the Title III Project, as further evaluation of their efforts; to the community of Montague and its interests and most important, to the children and teachers within that system as they live and grow together in their classrooms.

## LIMITATIONS OF THE STUDY

The findings of this study are qualified by several factors inherent in the Title III Project of Montague.

1.  While there may be implications in these findings for a larger population, further research in other locations will need to be undertaken.

2.  Inherent in the Title III Project were: (a) the securing of highly qualified staff, (b) considerable time for teacher training, and (c) daily classroom exposure to psychological education.

    At this time, such a project design may be difficult to reproduce in other settings.

3.  No attempt has been made to measure what effects being part of a pilot project may have had on the sample group of participants.

4.  Due to the framework of this project, it was not possible to randomly select a control group of teachers or pupils not exposed to psychological education, therefore, no attempt has been made to ascertain the direct effects of psychological education on teacher attitudes and behaviors or student self-concept.

5. This study is limited to discovering possible relationships between the variables of teacher attitudes and behaviors and student self-concept in a setting where there has been a program of exposure to psychological education.

6. Due to the teachers using a new curriculum in this initial year of the project, the project director and staff felt a more elaborate observation of teacher classroom behavior (such as videotaping) would be unwelcome by some teachers and disruptive to the project. Therefore, no attempt has been made to record actual teacher classroom behaviors in order to correlate that with teacher self reporting.

7. The study is limited to the perceptions of teachers' attitudes and behaviors made by humanistic education staff members after a school year of observing teachers and having conferences with them.

8. Another limitation is that findings in this study are reported after only one school year of experiencing psychological curriculum. (In the case of the primary self-concept testing, there is only a five month lapse between the pre- and post-testing.) Later reports will need to be made of the second and third year self-concept measures of students in the project as well as similar measures of teacher attitudes and behaviors. No normative base rates are presently available.

## ORGANIZATION OF THE STUDY

This study is concerned with examining possible relationships between several variables in a psychological education program. Chapter I presents an overview of the study purposes and rationale. Included are statements of the significance of this study to the investigator and the field of education. Limitation as to the scope of the study have been noted and questions to be researched have been presented.

Chapter II will present a review of the literature which examines research and theoretical assumption concerning the variables of the study. This includes (1) the goals and rationale of psychological education, (2) teacher attitudes and behaviors and their inter-relationship, (3) teacher behavior as it relates to student's perception of self and (4) student self-concept. The review will point out limitations in existing studies as well as highlight those which have contributed to the investigators understanding of the present study.

A description of the population to be studied as well as methodology for collecting data will be explained in Chapter III. Procedures for the administration of instruments as well as the statistical treatment and analysis of data will be outlined.

Chapter IV will offer an analysis of the data and a discussion of the findings. The final chapter will offer a summary of the study, recommendations for further research and implications for action.

CHAPTER II

REVIEW OF THE LITERATURE

This study is an investigation into the interplay between the variables
of psychological education, teacher attitudes and behaviors and student self-
concept. In an effort to explore the basic issues and assumptions in this study
relevant theoretical foundations and related research will be examined:

1. Goals and Rationale of Psychological Education

2. The Interplay of Teacher Attitudes and Behavior

3. Teacher Behavior and Student Perception of Self

4. Student Self-Concept

GOALS AND RATIONALE OF PSYCHOLOGICAL EDUCATION

The emergence over the last fifty years of humanistic psychology and
the application of its principles to education has paved the way for humanistic
education and its component psychological education. These principles relate
to a contemporary understanding of learning and psychological growth. Unlike
traditional psychology which focused on "mental illness," contemporary
psychology is focusing on "mental health." Attempts have been made to
characterize ideal states of human development, (Allport, 1961; Erikson, 1959;
Maslow, 1962; and Piaget, 1960). Descriptions of ideal states of human

development lead to the existing repertoire of change techniques to promote those

states (Alschuler, 1969).

A major contribution of humanistic psychology has been its impact on

theories of learning. Weinberg (1972) describes how the following principles

refer to learning:

1.  Persons learn in a free environment. Carl Rogers
    (1969), terms freedom an internal freedom, where
    a person is free within himself, who is open to his
    experience and responsible choice and is not nearly
    so likely to be controlled by his environment as a
    person who lacks these qualities.

2.  The child learns by relating the world to his own
    experience. Learning by relating the world to
    one's experience is a psychological principle
    having to do with the relationship between learning
    and applying our senses to the problem of knowing.

3.  Persons learn cooperatively. This principle refers
    to relying upon others to support the learning
    experience rather than retard it.

4.  Persons learn from the inside out. Individuals learn
    by constructing a sense of something from within
    themselves, not from beging given labels from
    without.

5.  Persons learn in relation to their human qualities.
    A student is a unique, feeling, social person who
    is part of the human experience.

These principles highlight the affective component of all learning. For

Piaget (1968) although the cognitive and affective processes are distinct they

are also inseparable and interdependent. Schools have traditionally focused

on cognitive and ignored affect. Humanistic education has emerged to provide

a linking of these two elements. Various centers and projects are developing

curriculum aimed at promoting psychological growth. Curriculum such as that

being designed at the University of Massachusetts provide opportunities for one

to develop self-maintenance. They are concerned with issues of

knowledge related to personal rather than external knowledge (Weinstein, 1972).

Such a program is termed psychological education.

In order to clarify the frequent confusion in the usage of the terms

"humanistic education" and "psychological education," Phillips (1972) states

"Humanistic education is a broader term and is education which:

1. Helps individuals to acquire the information and skills which are necessary if they are to fulfill their basic physiological needs.

2. Helps to facilitate the development of individuals who are able to manipulate their environment in a way which insures their survival and happiness and, at the same time, does not interfere with the survival and happiness of others.

3. Facilitates the development of individuals who accept responsibility for their own behavior.

4. Helps individuals to acquire self-knowledge.

5. Provides an atmosphere which fosters the growth of positive self-concept in students.

6. Fosters the development of sensitive caring human beings, who have the capacity for empathy, a sense of responsibility for others, and both the willingness and ability to act to help others.

7. Creates a climate in which individuals are free to express dissent and in which channels are

available for transforming dissent into constructive
action.

8.  Learners are the major data source in determining
    educational objectives.

9.  Provides a maximum number of learning opportunities
    which students can choose from in attempting to
    reach the same objective.

Psychological education is more narrowly defined as seen in the focus
of the four goals defined for the field by Alschuler (1972).

1.  To promote the existing aims of education, especially
    the often neglected psycho-social goals. Psychological
    educators attempt to teach positive attitudes, motives
    and values that facilitate learning among students.

2.  To teach students effective and pleasurable processes
    to reach the goals they choose.

3.  To teach positive mental health.

4.  To promote normal development.

Although psychological education is being developed with sound ideological
and psychological roots, it is still not a well-defined field. The establishment
of goals for psychological education has provided an essential framework within
which objectives can be delineated for the development and evaluation of programs.

Three tactics have been suggested by Alschuler for achieving the above
goals; congruent courses, confluent courses and contextual approaches.
Congruent courses teach psychological characteristics solely and directly.
Confluent courses attempt to integrate academic and psychological subject
matter at the experimental level. Contextual approaches alter the environment

to stimulate desired psychological states (Alschuler, 1971).

It is the congruent approach that is being employed in the Montague Project. Teachers have been exposed to and are teaching a congruent educational program. A major emphasis of the program focuses on fostering positive self-concept in students. Increased positive self-concept could be seen as a movement toward the above goals.

The congruent approach of utilizing concepts and techniques of psychological curriculum in academic subject matter such as English and social studies, has been adopted by some teachers in the Montague Project. In addition to using psychological curriculum during the time period set aside for its use, these teachers are emphasizing the affective component of other subject matter.

Changes in school structures, physical environment, classroom climate, and teaching style are examples of contextual approaches. Since the teacher is probably the most influential member of a classroom setting, teacher attitudes and behaviors are major components in a contextual tactic for achieving the goals of psychological education. Considerable discussion and research is being undertaken concerning the humanizing effects of various school structural models and environmental settings. These too are important contextual components. For the purpose of this study, however, concentration will be given to teacher attitudes and behaviors.

Alschuler (1971) states that all three tactics are important in implementing a maximally effective psychological educational program. This study examines student self-concept measurements in the Montague Public School system which is presently implementing a congruent educational program. Secondly it looks at teacher attitudes and behaviors in a setting where they have received training for teaching congruent courses. Stimulating changes in classroom climate and teaching style are elements of a contextual approach. A possible impact of the Montague's congruent program teacher training may be the emergence of more humanistic teacher behaviors, a contextual change.

A major source of curriculum used in the congruent educational program has been the Ford Foundation Psychological Curriculum developed at the Center for Humanistic Education at the University of Massachusetts. A study conducted by Shallcross (1972) sought to determine the instructional concerns of teachers using this curriculum. Comparisons were made of the instructional concerns identified by recognized leaders in psychological education and the concerns expressed by elementary and secondary teachers attempting to implement psychological curriculum.

> The findings revealed that both sample groups expressed greatest concern in the category concern pattern I dealing with the subject matter and skills involved in teaching psychological curriculum and needs for further training (40.3%). Pattern III (Curriculum development: objectives, organization, evaluation) yielded the second highest percentage of concerns expressed by the total sample. Pattern II (Logistics: time, space, and grouping procedures) and Pattern IV (Student

attitudes, student progress) revealed far greater
numbers of concerns expressed by teachers than
those expressed by leaders.  This is however an
expected discrepancy for the teacher is naturally
more concerned with the immediacy of daily
classroom.

In a survey conducted in the Montague Project by Jones (1973), teachers

expressed similar concerns in relation to need for further curriculum and training.

This study sought to discover the resistance to change in the Montague and Fall

River, Massachusetts Humanistic Education Projects.  Both Projects are

utilizing psychological curriculum in schools, but vary in implementation

procedures.  Every elementary teacher in the Montague system has been

involved, with no reimbursement, in a mandatory project.  The Fall River

Project teachers have volunteered and are paid for continued training.

Teachers using humanistic education curriculum in both projects were

asked to complete a fourteen item questionnaire.  No attempt was made to

measure resistance to the project among the Fall River teachers not in the

project.  The questionnaire allowed for four choices of answers ranging on a

continuum from positive to negative.  Generally, a higher degree of positive

responses and a lesser degree of negative responses were registered by the

Fall River teachers while the Montague teachers recorded a higher instance

of qualified middle-range responses.

There appear to be common perceptions relating
to the questionnaire items in both groups:  in
seeing the project as being run partly by people
from their system and partly by outsiders, in

feeling an adequate understanding of the goals of humanistic education, in feeling that the goals are mostly in accord with their own values, and in feeling that their comfort in the classroom is not threatened by teaching humanistic education.

High differences do appear in the responses to several items--the degree of participation in need diagnosis, the amount of participation in decision-making, the degree of support perceived among teachers who are using the curriculum and in the amount of curriculum materials available (Jones, 1973).

The Montague teachers recorded more negative responses to questionnaire items in the above categories. There is an indication of support for the innovation itself in both groups. However, differences do appear in the area of responses as to how the program is implemented (Jones, 1973).

Continued research needs to be undertaken concerning resistance to the implementation of psychological education programs. Extensive research needs to be undertaken concerning the more basic issue of whether such programs will provide movement toward the achievement of the goals set forth for psychological education.

## THE INTERRELATIONSHIP OF TEACHER ATTITUDES AND BEHAVIOR

The importance of considering teacher attitudes as well as behavior is stressed by Rubin (1971) and Allen (1971). Rubin (1971) refers to the teacher's sense of motivation and commitment. He suggests that, "How a teacher feels about something, how strongly and in what order of importance, are tightly

interwoven with his view of educational process. The desire to perform at an optimum level is rarely stimulated when he does not believe in the worth of what he does." Allen (1971) expresses the view that "personalogical skills," how the teacher feels about himself and the behavior he is expected to use in the classroom, are as important as performance skills.

The concept of attitudes has received a great deal of attention in the literature providing a variety of definitions and theories of attitude formation. In their exhaustive review of the literature on attitudes, Shaw and Wright (1967) suggest an attitude is "a relatively enduring system of evaluative, affective reactions based upon and reflecting the evaluative concepts or beliefs which have been learned about the characteristics of a social object or class of social objects." Shaw and Wright (1967) delineate three primary variations in definitions of the term attitude. Williams (1972) summarizes their theory in the following manner. "One variation, the issue of specificity versus generality in the determination of behavior revolves around whether or not attitudes have a specific referent. The second variation in attitude definition as postulated by Shaw and Wright is found in definitions which would include any predisposition to respond, as compared to a more narrow view which would restrict the use of the term attitude to the predisposition to respond only to social aspects of the environment. The third variation in definition deals with the theoretical conception of the composition of attitudes."

Numerous definitions fitting each of these variations have been proposed

for the term attitude. For the purposes of this study, an attitude will be defined as a disposition a person has to favor or not to favor a type of social object or social action (Guilford, 1959).

Early investigation by Alexander (1950), McGee (1955) and Ryans (1960) demonstrate that teacher attitude scale scores are consistent with their class-room behaviors. Brown and Webb (1968) maintain there is a relationship between beliefs and behavior in teaching, however, often no relationship is found between measured attitudes and observed behavior.

A more recent study by Mitchell (1972) investigated predictions of teacher behavior by attitudinal variables. The study concluded that the best predictors of a single act of behavior is the corresponding behavioral intention and that a general attitude measure can predict a multiple act criterion better than a single act criterion.

Clusters of attitudes and beliefs have been found to predict behavior more effectively than unitary attitude measures. Harvey, et al., (1968) devised a measure of four conceptual belief systems ranging from concreteness to abstractness. Teachers with a more abstract belief system were found to be more resourceful, less dictatorial and less punitive than teachers with a more concrete belief system. Results also indicated that the classroom behavior of the teacher and of the students are significantly related. Murphy and Brown (1970) used Harvey's conceptual system as a measure of beliefs and grouped teachers accordingly. It was then possible to predict teachers' verbal behavior for seven out of nine behaviors.

This study uses a general attitude measure as a self-inventory of the teacher's attitudes and statement of their behaviors. Humanistic education staff members who have observed these teachers use the same instrument to record their perceptions of each teacher's attitudes and behaviors. Unfortunately, a more detailed observation of teacher behavior is not presently possible in this project.

In conclusion, despite the opinion of many persons, including this investigator, that there is an existing relationship between the attitudes teachers hold and their related classroom behaviors, a review of the literature reveals minimal difinitive support of this assertion.

TEACHER BEHAVIOR AND STUDENT PERCEPTION OF SELF

A major contributor to the area of teacher behavior is Arthur Combs. Combs utilizes the principles of perceptual psychology as a framework for understanding teacher behavior. Combs (1955) states:

> The basic concept of perceptual psychology
> is that all behavior of a person is the direct
> result of his field of perceptions at the moment
> of his behaving. More specifically his behavior
> at any instant is the result of (1) how he sees
> himself, (2) how he sees the situation in which
> he is involved and (3) the interrelation of these
> two.

Combs further states that to understand human behavior it is necessary to understand the behaver's perceptual world, how things seem from his point of view. An individual's self is the center of his world, the point of origin for

all behavior. Therefore, what he believes about himself affects every aspect of his life. Educators now know that many academic deficiencies are related to low self-concepts. Many children have reading difficulties because they believe they cannot read, just as many adults do not dance because they feel incapable of doing so (Combs, 1955).

> The effects of self-concept extends far beyond the
> matter of skills, however. We now know that even
> an individual's adjustment or maladjustment is
> likely to depend on the ways in which he perceives
> himself. The psychotherapist knows that the mal-
> adjusted persons with whom he works are people
> who characteristically see themselves as unliked,
> unwanted, unacceptable, unable. On the other hand,
> self-actualizing, adequate, effective, efficient,
> well-adjusted citizens are persons whose self-
> concepts are highly positive. They perceive them-
> selves to be persons who are liked, wanted, acceptable,
> able. They see themselves as belonging, responsible,
> effective personalities, and because they see them-
> selves so, they behave so (Combs, 1965).

Purkey, (1970) states a similar view when he points out that one's self-concept is made up of a variety of beliefs one holds about oneself and that these beliefs may vary in positiveness and negativeness.

The self-concept of both teachers and students play an active part in the classroom. According to perceptual theory, the effectiveness of a teacher is contingent on not only the professional skills acquired, but also on their attitudes and perceptions of themselves. How teachers perceive themselves affects their relationships with students. The students self-concepts are affected by their perception of the attitudes and behaviors others in the classrooms direct toward

them. Likewise, how the students perceive themselves effects not only their academic performances, but also their attitudes and behaviors concerning their teacher and each other. This circular phenomenon of interaction between the perceptions of oneself, the environment, and one's behavior is known in perceptual psychology as the perceptual basis of behavior.

Numerous studies strongly support the importance the self-concept of both teachers and students plays in the classroom environment. Trent (1957) found that teachers tend to see others as they see themselves. What a teacher believes about him or herself strongly influences his or her behavior toward students (Berger, 1953, Fey, 1954, Luft, 1966). People who accept themselves tend to be more accepting of others. The reverse also seems true, that people who reject themselves tend to reject others. Omwake (1954) and Jersild (1952, 1960, and 1965) emphasized the importance of teachers' attitudes about themselves.

> The teacher's understanding and acceptance of
> himself is the most important requirement in
> any effort he makes to help students to know
> themselves and to gain healthy attitudes of self
> acceptance (Jersild, 1955).

A study conducted by Gooding (1964) reaches these conclusions about the ways good teachers typically perceived themselves.

1. Good teachers feel identified with, rather than

    apart from others.

2. Good teachers feel basically adequate rather than

    inadequate.

3. Good teachers feel trustworthy rather than untrustworthy.

4. Good teachers see themselves as worthy rather than unworthy.

5. Good teachers see themselves as wanted rather than unwanted.

The effectiveness of teachers in this study was determined by judges who inferred the perceptual organizations of the teachers through observing their behaviors, coupled with the opinions of teachers effectiveness held by students and/or supervisors.

From the students' point of view, children who felt their teachers' perceptions of them were positive were rated higher in academic achievement and positive classroom behavior by their teachers than children who saw teachers as feeling negatively toward them (Davidson and Lang, 1960). This study strongly supports the perceptual basis of behavior stated earlier. Children who had positive perceptions of their teacher's feelings concerning them, had better academic achievement and more desirable classroom behavior as rated by their teacher. A study by Sears (1964) completes our circular perceptual interaction by finding that teachers who liked pupils tend to have students who like each other.

Brookover (1954) reported that teachers having the closest personal contact with students were least effective. The findings seemed to indicate it

was not sufficient for teachers to "love" their students or give them a warm, supportive environment without providing intellectual stimulation or challenge. Problems exist when teachers are unable to maintain the delicate balance between themselves as professionals and as persons.

A teacher's personality may have a positive or negative effect on a student. Studies by Hart (1934), Withy (1947), and Jersild (1940) examined desirable personal characteristics of teachers as these characteristics are identified by students. These characteristics grouped themselves under the general headings of capacity for warmth, patience, tolerance and interest in students. The following tests were conducted to determine whether having these qualities made any difference in actual student performance (Hamachek, 1971).

Sears (1964) found a positive relationship between the extent to which a teacher reflects personal interest in and a willingness to listen to students ideas and the creativity shown by students. Heil, Powell and Feifer (1960), using achievement tests as criteria, found healthy, well-rounded teachers were most effective with all types of children; fearful, turbulent teachers were successful with only a few.

Further studies by Brookover et al (1965, 1967) found that teachers' attitudes and opinions of students directly influence both students' feelings about themselves and their academic success. Brookover, Erikson and Joiner (1967) confirmed the hypothesis that students' perceptions of the evaluation of their

academic ability by others (teachers, parents, friends) are associated with self-concepts of academic ability.

Kenneth Clark (1963) was one of the first to express the belief that teachers expectations of pupils performance serves as a self-fulfilling prophecy. A study by Rosenthal and Jacobsen (1968) stated that teacher's rigid expectations of poor achievement for lower class children or pupils of low ability tracks may function as a self-fulfilling prophecy. In an attempt to correct some of the deficiencies seen in earlier studies on teacher expectation, Rist (1970) found that teachers determine expectations by a series of subjectively interpreted attributes and characteristics of students. Rist determined that teachers possess a roughly constructed "ideal type," characteristics that are necessary to achieve "success" in both public school and the larger society. Such characteristics are significantly related to social class. Secondly, he found that students receive differential treatment determined by the teacher's perception of the possession of the traits deemed necessary for success or failure.

These studies on teacher expectation and students performance seems to support earlier statements of perceptual psychology that a student's behavior is effected by how he or she feels perceived by the teacher.

Jackson, Silberman and Wolfson (1969) empirically demonstrated that teachers feel differently about various children in their classroom. Silberman (1969) intended this work to show such differential teacher attitudes are associated with different teacher behaviors. In this study, students were divided by their

teachers into four sub-groups: those teacher felt attached to, concerned about, indifferent towards or rejected. Silberman reported differential teacher behavior toward concerned and indifferent students, but found little evidence of differential treatment of students they felt attached to or rejected. Both studies found indifferent students do not approach the teacher nor does the teacher approach them. Students in the indifferent category were seldom praised or criticized, even though their performance was similar to others in the class.

These findings suggest that teachers' attitudes and perceptions of themselves are related to how they view students, and in turn how they behave with students. Students' perceptions of their teacher's feelings are related to students' self-perceptions and their academic achievements. Therefore, in a classroom environment, what one believes about oneself influences what one believes about others and how one behaves toward others (Forster, 1972).

Substantial research has been undertaken concerning teacher leadership and interaction models: Anderson - "dominative and integrative," Lippitt and White - "authoritarian, democractic, and laissez-faire," Whitehall, Flanders, Perkins - "teacher centered and student centered," and Cogan - "preclusive and inclusive." The studies of Anderson, Lippett and White and Flanders seem to have the most to contribute to this review.

Anderson (1945) conducted a study to examine the influence of teacher personality on elementary children's behavior. He divided teacher behavior into two main categories - Integrative and Dominative. Integrative behavior was

that which expanded the children's opportunities which led to self-directive and cooperative behavior with the teacher and their peers; dominative behavior tended to restrict children's activities which led to distracted, aggressive, non-cooperative conduct. Anderson's findings produced evidence that children's behavior was consistent with the kind of personality the teacher displayed in the classroom.

Flanders (1951) studying teachers' "learner-centered" "teacher-centered," relating behavior found: "teacher-centered" behavior of directing, demanding, and using private criteria in deprecating a student leads to hostility of self or teacher, aggressiveness or withdrawal, apathy and even emotional disintegration; "learner-centered behavior of accepting students, being evaluative or critical only by public criteria, and being usually supportive elicited problem-orientation, decreased personal anxiety and led to emotionally healthy integrative behavior. Later Flanders (1960b, 1960c) found that teachers of high achievement classes, (1) accepted, clarified, and used pupils ideas significantly more, (2) criticized significantly less, and (3) encouraged significantly more pupil-initiated talk than did teachers of students who scored low on achievement tests.

Independent and inner-directed students tend to spring up in classrooms where teachers use democratic, as opposed to authoritarian or laissez-faire leadership styles (Lewin, 1939). Lewin, Lippitt and White reported that authoritarian leadership styles tend to create an atmosphere where students did a greater quantity of work, but they were less original, more hostile, competitive

and aggressive, felt more tension, expressed more discontent, more dependence, and greater feelings of self-concern. Democratically-led groups became increasingly productive, praised each other more, were more cooperative, friendly, stable, and highly constructive, had greater teamwork, expressed more objective attitudes, and had greater feelings of we-ness and concern for group goals. More horse-play occurred in laissez-faire led groups. Students in these groups did less work, poorer work, and were more aggressive than authoritarian led groups. According to this study it seems a democratic led classroom is most conducive to creating the environment suggested earlier in which individuals perceive themselves and others positively.

Unfortunately, as Flanders (1968) himself said concerning the use of polarities, "These concepts not only connote value judgments, but they are so abstract that they fail to denote very much about the behavior of the teacher. If someone tries to create either role, his choice of behavior pattern depends primarily on his personal and often unique understanding of the concept. Such a choice involves too many alternatives: specificity is lacking."

A variation in roles tailor-made to the situation seems appropriate. A later study by Flanders (1960) suggests that teachers who were able to provide flexible interaction styles by shifting from direct to indirect depending on the situation were better able to create climates where students learned more effectively. Less successful teachers tend to use the same interaction styles in a more or less rigid fashion. Although this researcher could find no study

investigating this assertion, there may be a relationship between more rigid interaction styles and the more concrete conceptual belief systems described by Harvey et al (1968).

Variations between teachers seem to lie in the degree of difference. Teachers are not one or the other, dominative or integrative, direct or indirect, but use both types of behavior, (Amidon, Flanders, 1963). Findings seem to suggest that effective teachers are ones whose classrooms are most often characterized as integrative or indirect or have student-centered or democratic climates.

No single teaching method or skill seems common to all good teachers. Studies do suggest that a variety of behaviors on the part of teachers who are professionally competent and personally sensitive often lead to high achievement and a positive attitude in students. Teacher effectiveness is determined by the interaction of the teacher's style and the environment which includes both student and situational variables. It follows that there is no single ideal teacher behavior style which is appropriate to all situations. It also follows that an effective teacher must be able to diagnose the demands of the environment and then adapt her or his teaching style to fit these demands, or to change in some manner the variables (Forster, 1972).

## STUDENTS SELF-CONCEPT

As expressed earlier, each person, whether consciously or not,

carries about a mental blueprint or picture of him or herself. An individual

"acts like" the sort of person she or he conceives her or himself to be. Despite

the importance given to self-attitude, very little empirical research concerning

this area has been undertaken. Coopersmith (1967) states:

> In light of the potential significance of self-esteem
> and the wide belief that it is a theoretically central
> variable, it is surprising to note that the topic has
> been barely investigated. There have been theories
> and speculations in number, but these have not been
> subjected to more critical empirical analysis and
> investigation. The net result is that we have several
> free-floating hypotheses regarding the conditions
> that produce and affect feelings of confidence,
> superiority, and optimism, but little basis for
> determining their validity or selecting between
> contrary claims.

Coopersmith (1967) sees research of the self falling within the province

of attitude studies and the conditions that produce positive or negative self-

attitudes. He understands the developmental stages of self-concept as follows:

> During his early years the child develops a concept
> that the parts of his body, the responses of others
> to him, and the objects he receives had a common
> point of reference. With more experience he
> arrives at an abstraction of what these attributes
> and events have in common and what they subsume. . . .
>
> In as much as young children have little experience
> and only limited capacity to abstract, they tend to
> form relatively vague, simple, haphazard abstractions
> of themselves. Their idea of themselves as an object

is sketchy and is likely to be associated with highly
localized and specific parts of the body. With
additional experience and information that give
perspective upon the referents of events, and with
an increased capacity to abstract, the child symbolic
representation become more precise and complex.
The concept of self comes to cover more attributes
and experiences, while at the same time it becomes
more selective as to which feature of these experiences
are assumed to be self-referring. As with any
abstraction, selectivity results in certain attributes
being excluded and others being over-emphasized.
The self--that is, the object a person regards him-
self to be--is thus selectively weighted according to
the individuals abstraction of common features of his
personal experiences. Although the idea of self is
open to change and alteration, it appears to be
relatively resistant to such change.

This developmental sequence contributes to understanding the emergence

of the self-concept of both teacher and student. Further work is being undertaken

at the Center for Humanistic Education at the University of Massachusetts by

Gerald Weinstein and Alfred Alschuler who are considering the stages of ego

development and the emergence of self-concept as they relate to a developmental

psychological curriculum. Consideration also needs to be given to optimum

periods of intervention for that curriculum in order for it to be most effective

within that developmental sequence.

Presently much of the research undertaken in the area of student self-

concept has concentrated on the relationship between self-concept and academic

achievement or self-concept and personal adjustment in school (Hamachek, 1971).

Prescott Lecky (1945) was one of the first to relate low academic

achievement to a student's conception of himself as being unable to learn

academic material. Evidence suggests that low self-concept can have adverse effects on a child's school performance at a very young age. Wattenberg and Clifford (1964) found that measures of self-concept and ego-strength made at the beginning of kindergarten were more predictive of reading achievement two and one-half years later than were measures of intelligence.

Teigland (1966) studied a group of fourth-grade achievers and under-achievers. He found significant differences between achievers and underachievers in terms of peer relationships. Peers of underachievers reject them not only in school situations but in play and social situations as well. Achievers scored higher on all scales of the California Test of Personality which includes dimensions such as self-reliance, sense of personal worth, feelings of belonging, and so on.

A later investigation by Shaw, et al (1960) of bright under-achieving high school students found male achievers feel relatively more positive about themselves than do male underachievers. Combs (1964) in studying high school boys found that underachievers saw themselves as less adequate and less acceptable. Similarly, Reese, (1961) while working with fourth, sixth and eighth grade children, found both boys and girls who "liked themselves" also "liked others." More recently, Williams and Cole (1968) discovered a positive relationship between self-concept and school adjustment among eighty sixth-grade students.

Research seems to indicate that personal, social and academic difficulties commonly associated with low self-concept apparently begin in early elementary

school and affect not only a student's performance in the academic arena, but in his broader social world as well (Hamachek, 1971).

Studies involving both children and college students indicate a relation between negative self-concept and measures of anxiety. One of these studies conducted by Coopersmith (1959) found children who had high self-esteem were significantly less anxious than those with low self-esteem. In a later research report Coopersmith (1960) noted that fifth and sixth graders who had positive self-concepts were better able to recall their failures than are children with negative self-concepts, who apparently repress and deny their poor performances.

Finally, in a study conducted by Walsh (1956) low-achievers differed reliably from high-achievers in (1) feelings of being criticized, rejected, or isolated; (2) acting defensively through compliance, evasions, or negativism; and (3) being unable to express themselves appropriately in actions and feelings.

These research studies are among many which establish relationships between student's self-concept and both academic achievements and personal adjustment. These studies are not saying that positive self-concept causes high academic achievement, but that high self-concept appears to be a necessary and vital personal quality for one to have prior to achievement. The inevitable question in relating self-concept and achievement is "Which comes first?" It seems reasonable to suggest that each is mutually reinforcing (Hamachek, 1971).

This mutual reinforcing can be illustrated in the following manner:

Psychological
Education

SELF ESTEEM                                    ACHIEVEMENT
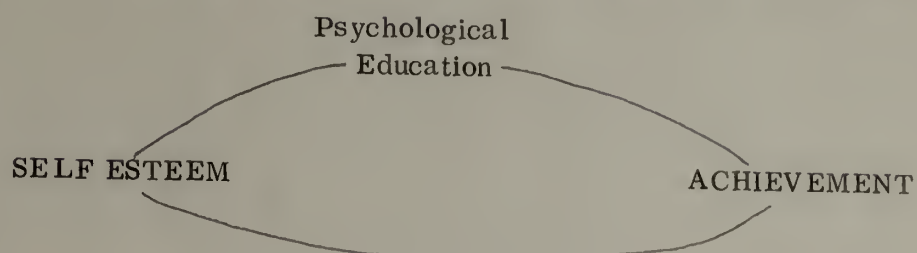
The implementation of psychological curriculum is an attempt to intervene in this cycle directed at student self-esteem. In Montague this intervention takes the form of a congruent course in psychological education. One objective of that course is to increase student self-esteem. Another objective of the intervention of psychological education is aimed at creating contextual changes in the socio-emotional climate in the classroom. Teacher training in psychological education is designed to familiarize teachers with the skills needed to teach psychological curriculum in their classrooms. It is hoped that this training will foster those attitudes and behaviors research indicates are most conducive to enhancing the self-concept of a child. It is the researcher's desire in undertaking this study to give further consideration to the relationship between teacher attitudes and behaviors and student self-concept and to do this in a situation where there has been considerable exposure to psychological curriculum.

## Summary

Humanistic education has emerged in recent years as an attempt to reverse, what many termed, the school's lack of attention to the total needs of their students. This lack was described as schools emphasizing the cognitive capacities of their students without intentionally nurturing the affective or emotional side. Humanistic education provides for a linking of these two elements.

Within the broad framework of humanistic education exists the more narrowly defined field of psychological education. Psychological education focuses on: (1) creating an educational environment conducive to the emotional growth of students, (2) developing educational programs aimed at fostering psychological growth and (3) emphasizing the affective component of traditional subject matter.

Psychological education is being developed from roots in humanistic psychology and contemporary learning theory, but as yet is not a well defined field with a significant empirical backing.

The teacher is seen as the primary climate setter in the classroom. Psychological educators are interested in creating a climate that will encourage the emotional growth of students. In attempting to understand the influence of a teacher in the classroom, the importance of considering both teacher attitudes and behaviors has been stressed.

The concept of attitudes has received extensive attention in the literature providing a variety of definitions and theories of attitude formation. Guilford's (1959) definition: "a disposition a person has to favor or not favor a type of social object or social action," is used in this study. Research has sought to discover the relationship between measured attitudes and classroom behavior. Several studies seem to indicate a positive relationship, but support is minimal. However clusters of attitudes and behaviors have been found to be better predictors of behavior than unitary measures (Harvey, 1968, Mitchell, 1972).

Perceptual psychology provides a construct for examining the impact of attitudes and behaviors in the classroom. A basic concept states that all behavior of a person is a direct result of his field of perception at the moment of his behaving (Combs, 1965). Therefore in a classroom environment, what one believes about oneself influences what one believes about others and how one behaves towards others. The self-concept of both the teacher and the student play an active part in the classroom. Several research findings suggest that teacher's attitudes and perceptions of themselves are related to how they view students and in turn how they behave with students. Student's perceptions of their teachers feelings toward them are related to the student's self-perception. Student's perception of self is related to their academic achievement and personal adjustment. Low self-concept and low academic achievement seem mutually reinforcing while high self-concept appears to be a necessary and vital quality for one to have prior to achievement.

Psychological education is an attempt to intervene in this cycle directed at student self-esteem. This intervention may be in the form of educational programs designed to promote psychological growth. It may also be in the form of contextual changes in the socio-emotional climate of the classroom. It is hoped that teacher training in psychological education will foster those attitudes and behaviors research indicates are most conducive to enhancing the self-concept of a child.

CHAPTER III

DESIGN OF THE STUDY

THE POPULATION STUDIED

The Title III Project in Humanistic Education of the Montague Public

Schools is used as a sample for this study. Named Project C.A.R.E., Curriculum

of Affect for Responsive Education, the project was conceived as a pilot humanistic

education venture for the State of Massachusetts. Funding began in August of

1972 with E.S.E.A. Title III federal monies received through the Bureau of

Curriculum Services of the Massachusetts State Department of Education.

In order to provide a setting for this project, it seems important to first

describe the community of Montague and its school system and then to follow with

the design and operation of the humanistic education project itself.

Montague Public Schools serve the small town of Turners Falls and

four outlying communities in northwestern Massachusetts. Turners Falls is located

on the Connecticut River about six miles east of its largest neighbor, Greenfield.

The main industry in Turners Falls is a paper mill adjacent to the river. For

the most part, parents of students in the school system work in the mill or commute

to Greenfield to find employment.

The sociological composition of the Turners Falls area seems similar to

the structure of many mill town communities. One aspect of the community make-up

had an observable impact on the schools. At the outset of the project, the school system maintained six elementary schools. Two of the oldest four room schools were located in "the patch," an area surrounding the mill. In this area, along with one rural area, lived most of the low income families of the district. Children from this rural area were bussed to these two schools. However, the newest and largest elementary school is located on the hill overlooking the town and serving the more afluent families of the community.

This researcher was most closely connected with the South End and Montague City Schools located in "the Patch" and found the dynamics of these schools not unlike inner city schools with which she had been previously connected. Teachers made similar expressions of low expectations for their students, of difficulty with classroom management and conflicts between their personal value system and what they perceived to be the value system of their students. Several of these teachers felt they were teaching the "toughest kids" in the system as opposed to several teachers in the newest school, Hillcrest, who felt they were teaching the "best kids." Students from all the elementary schools merged to attend one junior high and high school. One legacy they carried with them was the label of being a "patch kid" or "hill kid."

Initially Project C.A.R.E. has been concerned with only an elementary program. A total of forty elementary teachers and their students were involved. The project was staffed by a full time program director, a recent graduate from the Center for Humanistic Education at the University of Massachusetts, and five

doctoral students from the same Center, who served as part-time staff members. The assistant superintendent of schools, responsible for federal projects, served as director. The management of the project might best be represented as follows:

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┌─────────────────────────────────────────────────┐
│        STATE DEPARTMENT OF EDUCATION             │
└─────────────────────────────────────────────────┘
                        │
          ┌─────────────────────────────┐
          │   Montague School Committee  │
          └─────────────────────────────┘
                        │
     ┌──────────────────────────────────────────┐
     │ Superintendent of Schools -- Daniel Morrison │
     └──────────────────────────────────────────┘
                        │
     ┌──────────────────────────────────────────┐
     │ Federal Projects Director - Paul Bassett  │
     └──────────────────────────────────────────┘
                        │
  ┌──────────────────────────────────────────────────┐
  │ C.A.R.E. Program Director -- Doris J. Shallcross  │
  └──────────────────────────────────────────────────┘
```

| Lois Jones Central & Hillcrest | Diane Archer Hillcrest | Donna Mulcahey Highland | Marilyn Wightman South End & Montague City | Marie Hartwell Montague Center |
|---|---|---|---|---|
| Teachers | Teachers | Teachers | Teachers | Teachers |
| Children | Children | Children | Children | Children |

The proposal for the project was composed by the federal projects director with the assistance of the program director. No formalized attempt was made to involve the teachers in needs assessment or developing the proposal. Therefore, in a later survey conducted by a humanistic staff member, (Jones, 1973)

53% of the teachers expressed the feeling that they did not participate in diagnosing their school system's need for the implementation of humanistic education. In answer to a related question on the survey, 83% of the teachers felt they had no part in making the decision to use humanistic education in their school system.

As part of this survey on resistance to change conducted by Lois Jones, open-ended comments were encouraged. She reported, "One recurring theme in the open-ended comments was a repeated concern about being ignored or shut out by superiors. There were eleven direct negative references to administrative policies, indicating a feeling among those particular teachers that the administration does not understand, listen to, or support teacher's views adequately."

The project was introduced into a school system where major policy and decision making is concentrated almost exclusively with the central administration, primarily the superintendent.

An early indication of how this decision making structure was to effect the project came in August of 1972. The program director and humanistic staff members joined the project at that time with the understanding that participation in the project on the part of teachers would be voluntary. Such a strategy was highly recommended by this staff, the State Department of Education, and was supported by faculty from the University of Massachusetts. However, a decision was made by the superintendent and ultimately the school board, that all teachers were to participate in the project and humanistic education would be taught for one-half hour daily in each classroom.

All but four of the elementary teachers and administrators attended a two week training workshop held in August prior to the beginning of school. This workshop was designed and carried out by the humanistic education staff and the program director. It's purposes were two fold:

1. To provide opportunities for elementary personnel to experience psychological education.

2. To provide the tools and skills for implementing psychological curriculum.

The content of this intensive workshop focused on the following areas:

Creative Behavior

Communication Skills

Values Clarification

Magic Circles (from Human Development Program)

Positive Self-Concept Activities

Improvisational Theater

Gestalt Awareness Activities

Transactional Analysis (as a tool for understanding classroom dynamics)

Weinstein and Fantini's Trumpet (A curricular framework for cognitively processing affective experiences).

Gaming Techniques and Processing (Project Director's Pre-Evaluation Report, See Appendix D)

Exposure to these areas was seen by the staff as important to using psychological curriculum in the classroom. Reactions of the teachers to the workshop were highly favorable.

In order to continually reinforce the two program objectives for teachers stated above, an ongoing support system was developed. This support system became an integral part of the project. Each humanistic staff member worked closely with a group of eight to ten teachers comprising the staff of one school or two small schools. Staff members worked with teachers in their classrooms and in weekly individual conferences. "Support Group" meetings also provided an opportunity for each staff member to meet with her group of teachers. These meetings held weekly in the fall and less frequently in the spring, provided an opportunity for teachers to share ideas and concerns. A weekly newsletter was developed to provide still another way for teachers to share ideas. Teachers submitted suggestions of activities they had tried in their classroom and wished to share with the entire elementary faculty. Finally, in order to provide ongoing training and maintain a sense of community within the elementary faculty, each month students were released for one half day and teacher personnel from all buildings met for inservice training.

These teachers taught psychological education during the first half hour of each school day in each of their classrooms, K through 6. During this half hour, and at various other periods of the day, children were in "family groups." This grouping arrangement brought together children of two or three grade levels which meant there could be an age span of three years among the group members.

The long range objectives of the psychological education program with children centered around three major concern areas:

1. Concern about self-image

2. Concern about connectedness

3. Concern about control over one's life.

Long range objectives were developed for each area of concerns. They are as follows:

1. Self-Image

   a. Having been exposed to curriculum (exercises) leading to concern about self-image, the pupil will think and feel more positively about himself.

   b. Given the "self" as subject matter, the pupil will become more aware of one's major concerns.

2. Connectedness

   a. Given the framework from which to operate the pupil will increase his disclosure of thoughts and feelings to friends.

   b. With the thoughts and feelings of others in the class fresh in mind, the pupil will become more accepting and supportive of same.

   c. Having identified their affective status pupils will increase their abilities to accurately express themselves in these terms.

3. Control Over Own Life

    a. Given patterns of behavior, pupils will become more aware of how these patterns serve them.

    b. With increase awareness of themselves, pupils will increase acceptance of responsibilities for themselves.

These long range objectives are designed to indicate the outcome the total humanistic approach is striving for and it is hoped many students will reach over a number of years.

Additional elements to the above program were:

1. A "catsup" (catch up) course for teachers who missed the summer workshop and other interested people such as teacher aides, interns, and administrators from other levels.

2. A community evening course for interested townspeople, secondary teachers, etc.

3. Parent "coffee hours" in the schools to explain the program.

4. Program director articulating the program by speaking to numerous community groups and agencies such as Rotary, County Mental Health Clinic and church groups.

5. Advanced courses in humanistic education offered by humanistic staff and the program director giving University of Massachusetts credit. Courses were open to interested elementary school personnel.

The evaluation design of the project was the following:

1.  Prior to August 1972 teacher-training workshop, the
    Teacher Self-Inventory of Attitudes and Behaviors was
    administered.   The instrument was administered again
    as a post-test in May.

2.  Primary children were administered a pre- and post-test
    using the Self-Appraisal Inventory.

3.  Intermediate children were given a pre- and post-test
    using Coopersmith's Self-Esteem Inventory.  (Project
    Director's Pre-Evaluation Report Appendix D.)

An on-site evaluation of this project by a State Department of Education
authorized team was undertaken in March, 1973.  Project C.A.R.E. received an
"Excellent" rating.  The evaluation team felt the project had achieved greater
progress toward achievement of its objectives than they had anticipated would
be achieved during the first year.  A more detailed description of the strengths and
weaknesses seen in the project along with recommendations for future improvements,
may be found in the evaluation teams' report (Appendix E).

The sample for this study are the elementary teachers and students of this
school system.  They are of particular interest due to their participation in Project
C.A.R.E.  Results obtained from project evaluation testing are the primary data
source of this study.  It is hoped this study will provide input into ongoing project
evaluation.

Of the 44 teachers who took part in the initial summer workshop, 27 are the sample for this study. The remaining 17 teachers were not used in the study for these reasons: (1) most were principals or special teachers not directly connected to a specific group of students, (2) some had neglected to take or complete the teacher post-test and (3) they were kindergarten teachers. Kindergarten teachers were not used even though they taught psychological education in their classroom. These teachers had not been able to attend inservice training throughout the year as their afternoon classes had not been dismissed enabling them to attend. Consequently they had not received the same amount of formal training as their colleagues in other elementary grades.

Thus the sample became 27 teachers and the students in their classrooms, approximately 700 in number. These teachers ranged greatly in age and number of years teaching experience. The charts below illustrate that range. Of the 27 teachers, only four, or 15% of them, were male, three intermediate and one primary teacher.

## Age of Teachers

| Age Range | # of Teachers | % of Teachers |
|---|---|---|
| 20–29 years | 14 | 52 |
| 30–39 years | 4 | 15 |
| 40–49 years | 3 | 11 |
| 50 + years | 6 | 22 |
| | 27 | 100 |

## Years Teaching Experience

| Years of Teaching | # of teachers | % of Teachers |
|---|---|---|
| 1–4 years | 10 | 37 |
| 5–10 years | 5 | 19 |
| 11–20 years | 3 | 11 |
| 21–47 years | 9 | 33 |
| | 27 | 100 |

Average number of years teaching – 12.

The following research design was used as a means of implementing the study with this sample group.

RESEARCH DESIGN – CONCEPTUAL MODEL

Pre-Test                                                        Post-Test

Teacher                          Teacher            Staff Observation
Self Inventory        ⟷         Self Inventory  ⟷   Self Inventory
of                               of                  of
Attitudes                        Attitudes           Attitudes
and Behaviors                    and Behaviors       and Behaviors
                                                     Staff Ratings

Treatment

Teacher Training
and Classroom
Implementation of
Psychological Curriculum

Treatment

Classroom Exposure
to
Psychological Curriculum

Pre-Test                                                        Post-Test

Students                                         Students
Self Esteem Inventory       ⟷                    Self Esteem Inventory
Primary Self-Appraisal                           Primary Self-Appraisal
Inventory                                        Inventory

The study examined a Self-Inventory of Teacher Attitudes and Behaviors

(Eberle, 1968), administered to teachers prior to any formal exposure to

psychological education and after teachers had been involved in the project for one school year. The study sought to determine relationships between teacher's expressions on the post test of the Self-Inventory of Attitudes and Behaviors and rating made of them by a humanistic staff member using the same instrument.

The study sought to determine if there were significant changes in the teacher's own perceptions of their attitudes and behaviors, as recorded on the Self-Inventory of Attitudes and Behaviors, during a school year in which they have been exposed to considerable training in psychological curriculum and were teaching that curriculum in their classroom. The study then examined possible correlations between teacher's perceptions of their own attitudes and behavior and staff member perceptions of their attitudes and behaviors. Each staff member used the Self-Inventory of Attitudes and Behaviors to rate the teachers they had worked most closely with throughout the year. Staff ratings were made at the same time as the post-test is administered to the teachers. At this time staff members were also asked to make a more subjective rating of the teachers they had worked with. Staff members placed teachers in one of three groups according to perceptions of the classroom climate created and ease in teaching psychological curriculum. Teachers in each group were then compared and correlation obtained between these groupings and other scores obtained.

Variance of students' scores on self-concept tests administered at the beginning and end of the school year were determined. Tests used for this purpose in the intermediate grades were the Coopersmith Self-Esteem Inventory, and in the primary grades, the Self-Appraisal Inventory.

Finally, comparisons were made of student self-concept scores and the measurements obtained from tests administered to teachers.

Instrumentation

The following are descriptions of each of the instruments used in this study. Samples of each instrument may be found in the Appendix. These instruments were chosen for use in the overall evaluation of the project. Selection of instruments was made by the project and program director with the exception of the Self Appraisal Inventory which was suggested by the humanistic staff. Each instrument selected was perceived to adequately measure the desired variable.

Other considerations in selecting instruments were: ease of administration, time needed for testing and comfortableness of those to whom the test was to be administered. For example, the Bower Behavior Rating of Pupils was considered. The test was subsequently discarded because it required teacher training for administering and a lengthy scoring procedure. It was the desire of this researcher to undertake a more detailed measurement of teacher classroom behavior. Such a measurement would have required an on-site evaluation of teacher behavior. It was feared that such an evaluation would have been too threatening to the teachers in this their first year of the project. These are but two of the considerations and limitations which contributed to the selection of the following instruments.

Self-Inventory of Attitudes and Behaviors

The teacher Self-Inventory of Attitudes and Behaviors was prepared by Robert F. Eberle, Assistant Superintendent of Schools, Edwardsville District 7 Schools, Edwardsville, Illinois. Questions for the test were developed by Calvin W. Taylor, University of Utah, Salt Lake City, Utah; by two clinical psychologists, Elwin Neilsen and Pat Goldberg from Project Impact, Polk County, Des Moines, Iowa, and Eberle. This test has been used in association with programs of continuing education and training throughout the mid-west and on the west coast.

The test is comprised of 58 multiple choice questions classified into five categories.

        A. Style of teaching

        B. School and staff relationships

        C. Inter-personal relationship (Teacher-pupil)

        D. Classroom management and control

        E. Divergent (Productive) thinking

Four of the above five categories will be used in this research. For the purposes of this study, no attention will be given to Catebory B, School and staff relationships.

The test had not been standardized and as no scoring device was provided with the test, Doris Shallcross, the Program Director, developed the following scoring system for the test.

The inventory asks teachers to respond by selecting among lettered choices. They are asked to give serious thought to what they really believe and

behavior they <u>really display</u> before marking the items on the inventory. It was felt that awarding each letter a numerical equivalent would facilitate the analysis of data. Three raters were asked to determine the numerical values for each lettered response in all categories. All three raters had either completed their doctorate in education or were near completion and represented varied areas within the field of education. Numerical values were placed on a scale in which the low number represented authoritarian, closed, rigid or convergent and where high numbers represented democratic open, or divergent. The categories and scales are as follows:

A.  Style of Teaching

     Authoritarian   1    2       3       4       5   Democratic

C.  Interpersonal Relationships (Teacher-Pupil)

     Closed 1    2       3       4       5   Open

D.  Classroom Management and Control

     Rigid Structure  1    2       3       4      5  Open Structure

E.  Divergent-Productive Thinking

     Convergent Thinking 1    2      3      4     5  Divergent Thinking

Of the questions selected to be used in analysis (64%) or 32 questions represent total agreement among the three raters and 36 per cent or 18, represent agreement between two of the raters. Eight questions which showed no agreement among the raters were discarded.

Self-Esteem Inventory

The Self-Esteem Inventory, developed by Stanley Coopersmith (1968), is a general assessment of self-esteem. Most of the items in this Inventory were based upon items selected from Rogers and Dymond (1954) scale. Several original items were included. Statements were then reworded for use with children age 8 to 10. Five psychologists sorted the items into two groups -- those indicative of high self-esteem and those indicative of low self-esteem. Ambiguous or repetitious items were eliminated along with items for which there was disagreement. The inventory was then tested for comprehensibility with a group of 30 children. The final Inventory consisted of 40 items concerned with the subjects' self-attitude in four areas: peers, parents, school, and personal interest. Differences in self-attitude expressed by subjects for these different areas were not significantly different from one another. The final form of the Inventory was initially administered to 5th and 6th grade classes. With the sample of 30, test-retest reliability after a five week interval was .88.

The inventory was subsequently administered to 1,748 children of diverse ability, interests, and social background. As with earlier samples, distribution scores were skewed in the direction of high self-esteem. Test-retest reliability after a three-year interval with a sample of 56 children from this populat ion was .70. (Coopersmith, 1968).

Self Appraisal Inventory (Primary)

The Self Appraisal Inventory is a self-report device developed by the Instructional Objective Exchange (1970). This measure was developed after representatives of Title III programs in approximately forty states met in Washington, D.C. They were concerned about the lack of available objectives and measuring devices which might be used for their educational needs assessment and evaluation, particularly in the affective domain. These representatives decided to pool certain of their financial resources and cooperatively support a development project by the Instructional Objective Exchange.

A direct self report measure was prepared including a number of items in each of four dimensions of self-concept: (1) family, i.e., one's self-esteem yielded from interactions, (2) peer, i.e., one's self-esteem associated with peer relations, (3) scholastic, i.e., one's self-esteem derived from success or failure in scholastic endeavors, and (4) general, i.e., a comprehensive estimate of how the self is esteemed. Different levels of self-report measures were prepared for use with primary, intermediate and secondary students.

The test was revised and field tested with 1,229 pupils from 11 schools representing varied socioeconomic status.

Field test trials yielded a test-retest stability of .73 and an internal consistency of .37.

One asset of this test is its ease in administering for young children. The forty items are read by the teacher. Each child circles a yes or no answer

on the score sheet. The score sheet is divided into boxes containing the words yes and no and designated by number and figure such as a flower or a dog. A teacher can therefore say, "Find the dog in box number one." Students need only to locate the box and be familiar with or taught the words yes or no.

## Personal Information Questionnaire

At the time of teacher post-test using Self Inventory of Attitudes and Behaviors, teachers were asked to complete an additional questionnaire supplying the followihg information:

1. Years of teaching experience

2. Age grouping

3. Other humanistically oriented courses taken during this school year.

## Humanistic Staff Ratings

Staff members were asked to place the teachers they worked most closely with in the following categories:

Category I - Teachers who are basically "humanistic," who create a classroom environment most conducive to teaching psychological curriculum and seemed to be using the curriculum with greatest ease.

Category II - Teachers who were interested in and open to learning new skills and developing competencies in teaching psychological education.

Category III - Teachers who were least "humanistic," who

had difficulty creating a climate conducive to using

the curriculum and had less ease in using the material

and subsequently were resistant to using it.

These three categories were informally voiced by staff members

throughout the year. It was of interest to this researcher to have the staff place

the teachers they worked with in a category and to then see if our subjective

ratings correlated with other measurements.

## ADMINISTRATION OF STUDY INSTRUMENTS

The instruments used in this study were administered in the following

time sequence.

| Instrument | Pre-test | Post-test | Time Span |
|---|---|---|---|
| Teacher Self-Inventory of Attitudes & Behaviors | 8/19/72 | 5/16/73 | 9 m onths |
| Self Esteem Inventory (Intermediate Students) | 10/1/72 | 5/7/73 | 7 m onths |
| Self-Appraisal Inventory (Primary Students) | 11/18/72 | 5/7/73 | 5-1/2 months |
| Teacher Self-Inventory of Attitudes and Behaviors (Staff Ratings) | | 5/16/73 | |

The Teacher Self-Inventory of Attitudes and Behaviors was administered to teachers during the first session of the August workshop prior to any involvement with psychological education. Probably not enough care was taken to protect the anonymity of the teachers. Unfortunately the tests had not been numbered to enable anonymity and teachers were asked to put their names on them. They were assured however that individual test scores were not of concern to the project and only entire group information would be given to the school officials.

The instrument was administered again at the May inservice. At this point each test had been numbered. Teachers were informed that their number appeared only on a master list. Teachers were also informed that we were looking at scores for the entire group and were in no way evaluating individuals. The Personal Information Questionnaire was completed at this time also.

The Self-Inventory of Attitudes and Behaviors was used in May by staff members for the purpose of rating the teachers they had worked most closely with. These instructions were given to the staff:

> During the past year you have had opportunities
> to both observe and talk with the following
> teachers. Using observed behavior or discussions
> as your criteria, fill out these tests with your
> perception of each teachers' attitudes and behaviors.

Staff members were also asked to place these teachers into one of the three categories described in Chapter III under Humanistic Staff Ratings.

The pre-test was scored by an independent research assistant hired for that purpose by the project. Post-tests and the remainder of the teacher instruments were scored by this investigator. Scores for each of the sub-categories on the Self-Inventory of Attitudes and Behaviors were obtained along with a total test score.

There were six teachers who responded positively to having other humanistically-oriented courses during the school year. These teachers scores were considered with the entire group and separately.

The project's evaluation design proposed that students be tested early in the fall. The Coopersmith's Self-Esteem Inventory was the instrument chosen for this purpose. Unfortunately, until the staff arrived, no thought had been given to the fact that this instrument was designed for intermediate students and could neither be read or comprehended by primary children. The intermediate grade testing was undertaken in September along with a quest to find an instrument which could be used with groups of primary students. The Self-Appraisal Inventory was obtained and in late November, primary students were tested.

Testing was completed in both primary and intermediate classrooms by the teachers, during humanistic education time periods. Post-testing of students in both groups was accomplished in the same manner during the second week in May. Scoring of student tests was completed by the research assistant and senior citizen volunteers who worked under the direction of the project secretary.

## STATISTICAL ANALYSIS

Scores from all the instruments were gathered and arranged according to classroom by this investigator. Since it was of interest to determine possible relationships among scores, correlations were made between variables in these categories:

I.

a. Pre and post-test of sub-groups on teacher inventory.

b. Staff ratings on sub-groups of teacher inventory.

c. Pre and post-test of student self-concept.

d. Teacher category (staff rating).

e. Teacher age-group.

f. Group according to years of teaching experience.

II.

a. Total pre and total post teacher inventory scores.

b. Total staff inventory score.

c. Sum of teacher pre and post inventory scores.

d. Student pre and post self-concept scores.

e. Difference between pre and post self-concept scores.

III. Same categories as I using just the six teachers who had taken other humanistically oriented courses. These scores were then compared with the total group.

Pearson-Product Correlation Coefficients were obtained to determine whether a positive or negative relationship exists between the variables in each group. In addition a correlated t-test was used to test the first three hypotheses. A t-test is a statistical technique used to determine the difference between group mean pre-test scores and post-test scores.

Since two different self-concept instruments were used which were not enough alike to be considered one test, primary and intermediate classroom group scores were analyzed separately. Relationships between the variables in I and II were determined first for 14 primary classrooms and then 13 intermediate classrooms. Therefore whenever self-concept scores were compared with another variables, it was done in a primary or intermediate grouping. In addition relationships between the teacher variables for all 27 teachers were obtained.

The decision to reject or not reject a null hypothesis rested on the probability that the observed event would occur by chance less than five times out of one hundred or significance at the .05 level.

The findings secured in this manner follow in Chapter IV.

# CHAPTER IV

## FINDINGS

This study explores several hypotheses concerning teacher attitudes and behaviors and their relationship to measures of student self-concept. The study sample has been teachers and students who have been involved in a psychological education project.

This chapter is arranged in the following fashion. First, the seven null hypotheses are presented followed by a statement of being rejected or not rejected. Second, each null hypothesis is examined separately along with data relevant to the decision reached. Finally, additional findings not directly related to stated hypotheses are reported. Each hypothesis has been tested statistically to determine the probability of events observed occurring by chance.

The investigation findings presented in this chapter will provide the basis for conclusions and implications presented in the final chapter.

# HYPOTHESES TESTED

I. In an environment in which teacher training in psychological education is a variable, there will be no significant change in teacher pre and post reporting using the Teacher Self-Inventory of Attitudes and Behaviors. Not Rejected

II. In an environment in which students have been exposed to psychological education, there will be no significant change in the pre and post measurement of self-esteem. Not Rejected

III. There will be no significant difference between teacher self reporting and staff observer reporting using the Teacher Self-Inventory of Attitudes and Behaviors. Rejected

IV. There will be no positive correlation between teacher ratings on the Style of Teaching sub-category in the Teacher Self-Inventory of Attitudes and Behaviors and the measured self-esteem of students. Not Rejected

V. There will be no positive correlation between teacher ratings on the Inter-personal Relationship sub-category in the Teacher Self-Inventory of Attitudes and Behaviors and the measured self-esteem of students. Not rejected

VI. There will be no positive correlation between teacher ratings on the Classroom Management and Control sub-category in the Teachers Self-Inventory of Attitudes and Behaviors and the measured self-esteem of students. <u>Not Rejected</u>

VII. There will be no positive correlation between teacher ratings on the Divergent and Productive Thinking category on the Teacher Self-Inventory of Attitudes and Behaviors and the measured self-esteem of students. <u>Not Rejected</u>

<u>Hypothesis I</u>

In an environment in which training in psychological education is a variable, there will be no significant change in pre and post reporting using the Teacher Self-Inventory of Attitudes and Behaviors.

An analysis of teacher pre and post-test scores showed no significant change. The mean difference for the total test score is .963. No one of the four sub-categories shows a significant mean change. Correlations for each of the sub-categories and the total test are significant at the .05 level. This shows a moderate positive correlation between the results of each testing situation. For the most part, teachers who scored high in the pre-test situation did again on the post-test. Of course, the reverse is also true.

The correlated <u>t</u>-test ratio for the total test score is .5287. Since this is much lower than the critical value of 2.056 needed to reach the acceptable

TABLE 1

Comparison of Pre- and Post-Test Results of Teacher Self-Inventory of Attitudes and Behaviors

| Category | Test | Mean | Standard Deviation | Correlation |
|---|---|---|---|---|
| Style of Teaching | Pre-Test | 40.15 | 3.61 | |
| | Post-Test | 39.41 | 3.88 | .58* |
| Interpersonal Relationships | Pre-Test | 35.74 | 2.75 | |
| | Post-Test | 36.33 | 3.49 | .45* |
| Classroom Management and Control | Pre-Test | 33.81 | 3.91 | |
| | Post-Test | 32.81 | 3.43 | .67* |
| Divergent and Productive Thinking | Pre-Test | 21.59 | 2.29 | |
| | Post-Test | 21.19 | 2.88 | .46* |

*Significant at the .05 level.

probability level of .05, no significant change is shown. Therefore null

hypothesis I is not rejected. (See Table 1.)

## Hypothesis II

In an environment in which students have been exposed to psychological education, there will be no significant change in the pre and post measurements of self-esteem.

An almost identical means score was achieved between the pre and post-testing of primary classrooms with little difference in standard deviations. Therefore a correlated t- test was not performed. A high positive correlation, however, of .82 was found between the pre and post-testing results. A change score was determined by subtracting pre and post-test scores. An analysis of these change scores showed of the 14 classrooms, 7 classrooms showed an increase in mean score and 7 a decrease. The mean change score was a -.46. Thus on the primary level, there was no significant change in self-esteem scores.

At the intermediate grade level the mean post-test score is 1.883 lower than the pre-test with a negative correlation of -.08. This negative correlation is not significant at the .05 level however. The correlated T-ratio of 1.009 is also not significant at that level. Thus no significant change is seen. Change scores revealed that of the 13 classrooms, the mean scores in 10 classrooms decreased with an increase in 3 and a mean change score of -.25.

TABLE 2

Comparison of Pre- and Post-Test Results of Student Self-Esteem

N = 13  INTERMEDIATE GRADES SELF ESTEEM INVENTORY

| Test | Mean | Standard Deviation | Standard Error Mean | Correlation | Mean Difference | Correlated T-Ratio | Degree of Freedom |
|------|------|--------------------|---------------------|-------------|-----------------|--------------------|-------------------|
| Pre-Test | 32.853 | .979 | .565 | -.08 | 1.883 | 1.009 | 12 |
| Post-Test | 30.97 | 2.569 | 1.483 | | | | |

N = 14  PRIMARY GRADES SELF APPRAISAL INVENTORY

| Test | Mean | Standard Deviation | Correlation | Mean Change |
|------|------|--------------------|-------------|-------------|
| Pre-Test | 25.69 | 3.11 | | |
| Post-Test | 25.23 | 3.13 | .82* | -.46 |

*Significant at .05 level

Critical Value: Correlations - N=13 - .55; N=14 - .52

Since no significant change was shown between either the primary

or intermediate pre and post-test scores, the hypothesis is not rejected.  (See Table 2.)

Hypothesis III

There will be no significant difference between teacher self-reporting

and staff observer reporting using Teacher Self-Inventory of Attitudes and

Behaviors.

The teacher post-test and staff reporting were completed at relatively

the same time using an identical instrument.  In three of the sub-categories

and in the total test, staff scores were significantly lower than the teachers

recordings.  Only in the sub-category Classroom Management and Control was

the t-ratio of 1. 869 less than the critical value of 2. 050 which determines

significance at the . 05 level.  The largest difference was in the sub-category of

Interpersonal Relationship with a t-ratio of 4. 468 well above the critical value.

It is this sub-category that showed the only significantly positive correlation,

of . 46, between teacher and staff reporting.  In each of the other sub-categories

as well as the total test scores, analysis showed positive correlations but not

significant at the . 05 level.

Results of the total test scores show a positive but not significant

correlation between teacher and staff reporting.  Correlated t-test results on the

total test scores produced a ratio of 3. 919 which is significant at the . 05 level.

Since results show staff reporting significantly lower and not significantly

correlated to the post-reporting the teachers made of themselves, null hypothesis

III was rejected.  (See Table 3)

## TABLE 3

Comparison of Teacher Post-test and Staff Reporting Using Teacher Self-Inventory of Attitudes and Behaviors  (N=27)

| Category | Test | Mean | Standard Deviation | Standard Error Mean | Correlation | Mean Difference | Correlated T-Ratio | Degree of Freedom |
|---|---|---|---|---|---|---|---|---|
| Style of Teaching | Teacher Post-Test | 39.401 | 3.954 | .761 | .34 | 4.259 | 2.873* | 26 |
| | Staff | 35.148 | 8.037 | 1.547 | | | | |
| Interpersonal Relationships | Teacher Post-test | 36.556 | 3.555 | .684 | .46* | 5.629 | 4.468* | 26 |
| | Staff | 30.926 | 7.353 | 1.415 | | | | |
| Classroom Management & Control | Teacher Post-Test | 32.815 | 3.498 | .673 | .31 | 2.148 | 1.896 | ]6 |
| | Staff | 30.667 | 6.127 | 1.179 | | | | |
| Divergent & Productive Thinking | Teacher Post-Test | 21.185 | 2.338 | .450 | .12 | 2.481 | 2.293* | 26 |
| | Staff | 18.704 | 3.429 | .660 | | | | |
| Total Test Score | Teacher Post-Test | 130.333 | 8.987 | 1.730 | .32 | 15.667 | 3.919* | 26 |
| | Staff | 114.666 | 21.487 | 4.135 | | | | |

*Significant at .05 level.    Critical Values:  T-Ratio = 2.050; Correlations = .38

Hypothesis IV

There will be no positive correlation between teacher ratings on the Style of Teaching sub-category of the Teacher Self-Inventory of Attitudes and Behaviors and the measured self-esteem of students.

TABLE 4

Correlations Between Teacher Self-Ratings on Style of Teaching and Student Self-Esteem Scores

| Group | Teachers | Students | Correlations |
|-------|----------|----------|--------------|
| Intermediate | Pre-test | Pre-test | .08 |
| N=13 | Post-test | Post-test | .21 |
| Primary | Pre-test | Pre-test | -.02 |
| N=14 | Post-test | Post-test | .13 |

TABLE 5

Correlations Between Staff Ratings of Teachers on Style of Teaching on Student Self-Esteem Scores

| Group | Teachers | Students | Correlations |
|-------|----------|----------|--------------|
| Intermediate | Post-test | Post-test | -.12 |
| Primary | Post-test | Post-test | .12 |

TABLE 6

Correlations Between Staff and Teacher Ratings on Style of Teaching

| Group | Staff | Teachers | Correlations |
|-------|-------|----------|--------------|
| Intermediate | Post-test | Post-test | -.12 |
| Primary | Post-test | Post-test | .12 |

Correlations between teachers ratings on Style of Teaching and measures of student self-esteem were higher in the post-test situation than in the pre-testing in both primary and intermediate groups. However, even the post-test scores are not at the .05 level of significance needed to establish a positive correlation beyond the probability of chance. An analysis of staff ratings of teachers on the same sub-category produced even lower correlations with student scores in intermediate classrooms and correlations near those of the teachers in the primary grades.

It appears there is not a significant relationship between teacher scores on the Style of Teaching sub-categories and measures of self-esteem for the students in their classrooms. Staff reporting for each teacher in this sub-category does not significantly correlate with student self-esteem scores either. Since correlations were not established at the .05 level, a positive correlation was not found between Style of Teaching and measures of self-esteem. Hypothesis IV was not rejected.

## Hypothesis V

There will be no positive correlation between teacher ratings on the Interpersonal Relationships sub-category in the Teacher-Self Inventory of Attitudes and Behaviors and the measured self-esteem of students.

## TABLE 7

### Correlations Between Teacher Self-Ratings on Interpersonal Relationships and Student Self-Esteem Scores

| Group | Teachers | Students | Correlations |
|---|---|---|---|
| Intermediate N = 13 | Pre-test<br>Post-test | Pre-test<br>Post-test | -.07<br>.05 |
| Primary N = 14 | Pre-test<br>Post-test | Pre-test<br>Post-test | -.17<br>-.49 |

## TABLE 8

### Correlations Between Staff Ratings on Interpersonal Relationships and Student Self-Esteem

| Group | Staff | Students | Correlations |
|---|---|---|---|
| Intermediate | Post-test | Post-test | .21 |
| Primary | Post-test | Post-test | .16 |

## TABLE 9

### Correlations Between Staff and Teacher Ratings on Interpersonal Relationship

| Group | Staff | Teachers | Correlations |
|---|---|---|---|
| Intermediate | Post-test | Post-test | .37 |
| Primary | Post-test | Post-test | .32 |

*Significant at .05 level. N13 = .55; N14 = .52

In intermediate classrooms, teachers self-ratings correlation with their students self-esteem scores went up slightly from the pre to post-testing situation. However, findings are well below significance at the .05 level needed to establish a positive correlation.

However, correlations between teacher self-ratings on Interpersonal Relationship and student's measures of self-esteem became lower from pre to post-test situations. Both pre and post-test correlations are negative with the post-test correlation of -.49 near the -.52 needed to establish a significant negative correlation at the .05 level. In the post-test the tendency was for teachers who scored themselves highest in Interpersonal Relationship to have classrooms where student self-esteem scores were among the lowest.

It was noted in the analysis of Hypothesis III that staff ratings were significantly lower than teachers rating on Interpersonal Relationship. A positive correlation was established between staff and teachers. It appears these lower ratings correlate somewhat higher with student self-esteem scores than the teacher ratings. Staff ratings are not significant at the .05 level, however.

Neither staff ratings or teacher ratings establish a significantly positive correlation with student measures of self-esteem. Therefore, hypothesis V is not rejected.

## Hypothesis VI

There will be no positive correlation between teacher ratings on the Classroom Management and Control sub-category in the Teacher Self-Inventory of Attitudes and Behaviors and the measured self-esteem of students.

A significantly positive correlation was found between teacher and staff ratings on the Classroom Management and Control sub-category for intermediate teachers. Both of these ratings produced negative correlations with student self-esteem scores. Neither negative correlation was significant at the .05 level however.

Although correlations between staff and teacher ratings at the primary level were positive they were not significant at the .05 level. Staff ratings correlate higher at .20 with student scores than teachers scores do at a -.12. The primary pre-test scores correlated higher than teacher and student post-test scores. None of the primary results are significant at the .05 level.

Since no significantly positive correlation was found between teacher self-reporting on Classroom Management and Control and their student's measurements of self-esteem, hypothesis VI is not rejected.

TABLE 10

Correlations Between Teacher Self-Ratings on Classroom Management
and Control and Student Self-Esteem Scores

| Group | Teachers | Students | Correlations |
|---|---|---|---|
| Intermediate N=13 | Pre-test | Pre-test | -.30 |
| | Post-test | Post-test | -.13 |
| Primary N-14 | Pre-test | Pre-test | .29 |
| | Post-test | Post-test | -.12 |

TABLE 11

Correlations Between Staff Ratings on Classroom Management and Control
and Student Self-Esteem

| Group | Teachers | Students | Correlations |
|---|---|---|---|
| Intermediate | Post-test | Post-test | -.21 |
| Primary | Post-test | Post-test | .20 |

TABLE 12

Correlations Between Staff and Teacher Ratings on Classroom Manage-
ment and Control

| Group | Staff | Teachers | Correlations |
|---|---|---|---|
| Intermediate | Post-test | Post-test | .60* |
| Primary | Post-test | Post-test | .26 |

*Significant at .05 level  N14 = .52; N13 - .55

Hypothesis VII

There will be no positive correlation between teacher ratings on the Divergent and Productive Thinking category in the Teacher Self-Inventory of Attitudes and Behaviors and the measured self-esteem of students.

At the intermediate level negative correlations showed in both the pre and post-test comparisons of teacher and student scores. The pre-test correlation was -.42 while post-test correlation was a -.41. In order to be significantly negative at the .05 level -.55 score would need to be obtained. This was not reached, but a considerable number of teachers who rated themselves high in the area of Divergent and Productive Thinking had student groups which showed low self-esteem scores. The reverse was also the case.

Teacher and student test score correlation was negative only in the pre-test situation. Post-test comparison showed a low positive correlation, not significant at the .05 level.

Correlations between staff and teacher ratings on Divergent and Productive Thinking were significant in the primary group and positive in the intermediate. Staff ratings also did not establish a significant positive correlation between ratings in this sub-category and student measures of self-esteem. Since this relationship was not established, hypothesis VII is upheld.

TABLE 13

Correlation Between Teacher Self-Ratings on Divergent and Productive
Thinking and Student Self-Esteem Scores

| Group | Teachers | Students | Correlations |
|-------|----------|----------|--------------|
| Intermediate N=13 | Pre-test Post-test | Pre-test Post-test | -.42 -.41 |
| Primary N=13 | Pre-test Post-test | Pre-test Post-test | -.31 .04 |

TABLE 14

Correlations Between Staff Ratings on Divergent and Productive Thinking
and Student Self-Esteem Scores

| Group | Teachers | Students | Correlations |
|-------|----------|----------|--------------|
| Intermediate | Post-test | Post-test | -.22 |
| Primary | Post-test | Post-test | .15 |

TABLE 15

Correlations Between Staff and Teacher Ratings on Divergent and
Productive Thinking

| Group | Staff | Teachers | Correlations |
|-------|-------|----------|--------------|
| Intermediate | Post-test | Post-test | .33 |
| Primary | Post-test | Post-test | .61* |

*significant at .04 level  N14 = .52; N13 = .55

ADDITIONAL FINDINGS

Analysis of the data related to the last four hypotheses sought to discover possible relationships between each teachers post-test scores in the sub-categories of the Self-Inventory of Attitudes and Behavior and measurements of self-esteem of the students in their classroom. It was of interest to this investigator to determine also:

1. Relationship between total teacher test scores and student post-test self-esteem scores.

2. Relationship between the sum of teacher pre- and post-test scores and student post-test scores.

3. A change score found by subtracting student pre- and post-test scores.

4. Relationship of that change score to teacher post-test score and the sum of both teacher test scores.

5. Relationship between staff total test scores and change scores.

6. Relationship between staff category ratings of teachers and student self-esteem measures.

7. Relationship between teacher age and experience and other measures.

8.  Relationship between the mean scores of the six

    teachers who took other humanistically oriented courses

    and the mean scores for the total group.

It seemed conceivable to this investigator that results might vary between a teacher who began the year with a high test score and ended the year with the same as opposed to a teacher who started the year with a low total that score and ended with a high test score.  Numerous other combinations seemed possible.  Adding the pre- and post-test total scores together and comparing those scores to student self-esteem scores seemed a way to determine if variances existed.

It also seemed important to compare not just student pre- or post-test scores with teacher scores, but to compare the amount of change in those two scores with teacher results.  The two student scores were subtracted.  If the post-test score was the highest a positive change number resulted, if not a negative change number was used.  These change scores were then compared with teacher post-test scores, the sum of teacher pre- and post-test and staff scores.

In the intermediate group near significant correlations appeared between teacher post-test results and the student self-esteem change score.  The same was true of the sum of the teacher-tests and student change scores.  Correlation for the first was .49 and the second .54.  A significant correlation would have been .55.  There is a high probability then, of a relationship in the intermediate

TABLE 16

Total Test Scores

| Group | Teacher | Student | Correlations |
|-------|---------|---------|--------------|
| Intermediate N=13 | Post-test | Post-test | -.09 |
| | Post-test | Change score | .49 |
| | Pre and Post-test | Post-test | .07 |
| | Pre and Post-test | Change score | .54 |
| | Staff Post-test | Change score | .21 |
| Primary N=14 | Post-test | Post-test | -.11 |
| | Post-test | Change score | .12 |
| | Pre and Post-test | Post-test | -.22 |
| | Pre and Post-test | Change score | .01 |
| | Staff Post-test | Change score | -.54 |

Significant at .05 level   N13 = .55;  N14 = .52

TABLE 17

Correlated t-Test Results on Total Test Scores

| Test | Mean | Standard Deviation | Standard Error Mean | Correlation | Mean Difference | Correlated T-Ratio | Degree of Freedom |
|------|------|--------------------|--------------------|-------------|-----------------|--------------------|-------------------|
| Pre-test | 131.185 | 11.217 | 2.159 | .58* | .963 | .5287 | 26 |
| Post-test | 130.222 | 9.470 | 1.760 | | | | |

*Significant at .05 level      N = 27

Critical Values: T-ratio = 2.050; Correlations = .38

grades between student change scores and both the teacher post-test scores and the sum of the pre- and post-test score. No such probability was discovered between student post-test results and either teacher post-test or sum of the tests scores.

This trend did not appear in the primary group, however. Although not significant, negative correlations were shown between student post-test scores and teacher post-test results along with the sum of both teacher tests. A very low, positive, not significant correlation was shown between student change scores and total teacher test results. A significantly negative correlation was found between staff total test results and student change scores. On the primary level, total test results of staff reports of teachers using the Teacher Self-Inventory of Attitudes and Behaviors had a significantly negative correlation with the amount of change in the self-esteem scores for the students of that teacher. For each of the reported sub-categories of the teacher test, staff reporting was found to have a low positive, but not significant correlation with student post self-esteem scores. It appears that staff reporting of teachers by using this instrument resulted in a significantly negative correlation with the amount of change in self-esteem recorded for the students in each teachers classroom.

Another examination of staff perceptions can be made by comparing teacher category placement with student change scores. Staff was asked at the time of teacher post-testing to place the teachers they had worked most

## TABLE 18

### Comparison of Teacher Category and Student Change Score

| Category I Teacher No. | Student Change | Category II Teacher No. | Student Change | Category III Teacher No. | Student Change |
|---|---|---|---|---|---|
| 1 | +6.26 | 1 | +3.69 | 1 | Mean −2.54 |
| 2 | +1.66 | 2 | +1.47 | 2 | −3.70 |
| 3 | +.21 | 3 | +1.02 | 3 | −9.25 |
| 4 | +.11 | 4 | +.78 | | |
| 5 | −.43 Mean | 5 | +.35 | | |
| 6 | −2.13 | 6 | +.07 | | |
| 7 | −2.22 | 7 | −.40 | | |
| 8 | −3.68 | 8 | −1.14 Mean | | |
| 9 | −5.59 | 9 | −1.83 | | |
| | | 10 | −2.01 | | |
| | | 11 | −2.30 | | |
| | | 12 | −2.33 | | |
| | | 13 | −2.37 | | |
| | | 14 | −3.69 | | |
| | | 15 | −4.02 | | |

Mean change = −1.27

N=27

TABLE 19

Comparison of Teacher Category and Other Variables

| Group | Teacher Age | Teacher Experience | Student Post-Test | Teacher Post-test Sub-categories | | | |
|---|---|---|---|---|---|---|---|
| | | | | I | II | III | IV |
| Intermediate N=13 | -.29 | -.32 | -.10 | -.70* | -.65* | -.36 | -.38 |
| Primary N=14 | .03 | .07 | -.57* | -.08 | -.07 | .14 | -.11 |

*Significant at .05 level

closely with in one of three categories. (For description of categories consult Chapter III.) This teacher placement and student change scores are shown in the following chart.

The teacher whose students achieved the greatest increase in self-esteem scores was placed in Category I. Along with this the teacher whose students had the greatest decrease in self-esteem scores was in Category III. However, the rest of the scores for students of teachers in Category III are as low as some scores in Category I. Some of the teachers in Category III are higher than Category I and so forth. It seems that with the exception of the two extremes, little was predicted about student change scores when staff members placed teachers in each of the three categories. These categories seemed to have no significance to other variables as illustrated in Table

Neither teacher age or experience seemed to have a relationship to the category a teacher was placed into by the staff. In the intermediate the category to which a teacher was designated had a significantly correlation with that teacher's post-test reporting on both the Style of Teaching and Interpersonal Relationship sub-categories of the teacher instrument.

A significantly negative correlation showed between the category a primary teacher was placed in and student post-test results. These categories seemed to have even less of a relationship between student post self-esteem scores than did student change scores. That relationship was also low.

TABLE 20

Comparison of Sub-Category Scores of Six Teachers Taking
Other Courses With Group Mean Scores

| Category | Group | Pre-Test | Post-Test | Change |
|---|---|---|---|---|
| Style of Teaching | Total group | 40.15 | 39.41 | -.74 |
| | 6 teachers | 42.83 | 42.66 | -.17 |
| Interpersonal Relationships | Total group | 35.74 | 36.33 | +.59 |
| | 6 teachers | 36.17 | 37.33 | +1.14 |
| Classroom Management and Control | Total group | 33.81 | 32.81 | -1.00 |
| | 6 teachers | 35.33 | 36.17 | +.83 |
| Divergent and Productive Thinking | Total group | 21.59 | 21.19 | -.40 |
| | 6 teachers | 22.00 | 21.50 | -.50 |

An analysis of teacher age and experience showed no significant correlations between either variable and other measurements.

Finally, six teachers of this sample took courses not taken by the rest. All six were among participants in a course in Creative Behavior taught by the project program director. Five of these six teachers participated in a course named Maintaining Sanity in the Classroom taught by two staff members. A comparison was made of the mean scores of these six teachers with the mean scores of the total group in each of the teacher test sub-categories.

This is such a small sample it does not supply an adequate group to make any conclusions about the strengths of these courses. It does show that these teachers do not vary significantly from the total group.

The conclusions and implications drawn from these findings along with recommendations for further research follow in the concluding chapter.

## CHAPTER V

## DISCUSSION AND IMPLICATIONS OF THE FINDINGS

This research was undertaken to examine possible correlations of teacher attitudes and behaviors with measures of student self-concept, in a project in which teachers had received training in psychological curriculum and one in which that curriculum was being experienced daily in each classroom. Variance in teacher self-inventory scales administered at the beginning of the project and after one school year were examined. A similar examination was made of student self-concept measurements. Project staff members also reported on the teachers they had been responsible for training in psychological curriculum. This reporting was undertaken at the time of post-testing. The instrument was the same self-inventory used by the teachers. The study then examined relationship between student and teacher measurements.

Seven hypotheses were studied concerning three areas: (1) student self-concept, (2) teacher attitudes and behaviors as reported by teachers and staff, (3) relationship between student and teacher measurements. Conclusions and discussions of each of these three areas follows. The remainder of the chapter is concerned with implications for teacher training programs, implications for other humanistic education projects and suggestions for further research.

## CONCLUSIONS AND DISCUSSION OF FINDINGS

### Student Self-Concept

Two different instruments were used to measure self-concept of the students in this project. One designed for primary students, the other for intermediate. Since these instruments were not statistically compatible, results had to be viewed separately. Therefore findings were gathered from a sample of thirteen intermediate grades and fourteen primary.

No significant change was found in the pre- and post-measurement of self-esteem in the primary group. In fact, mean test results were almost identical with a high positive correlation between both testings.

A slight decrease developed between the pre- and post-test measurements with intermediate students. This decrease proved not to be statistically significant, however. No positive correlation existed between the two testings.

The instrument used with the intermediate group was designed by Coopersmith (1968) and his associates. The testing and retesting of this instrument has demonstrated that measurements of individual's self-esteem remain constant for at least several years. Coopersmith states, "The test-retest reliability obtained for the Self-Esteem Inventory after a five week interval with a sample of 30 fifth-grade children was .88, and the reliability after a three-year interval with a different sample of 56 children was .70. This

would suggest that at some time preceeding middle childhood the individual

arrives at a general appraisal of his worth, which remains relatively stable

and enduring over a period of years. This appraisal can presumably be affected

by specific incidents and environmental changes, but apparently it reverts to

its customary level when conditions resume their 'normal' and typical course.

Lecky (1945) supports this theory by claiming that self-appraisals are relatively

resistant to change because of the individual's need for psychological consistency.

A control group would have been necessary to ascertain possible

effects of involvement in a psychological education program might have on student

self-esteem. Unfortunately it was impossible to randomly select teachers and

students within this system to be part of a control group and not actively participate

in the psychological education program. Probably such a research design would

be difficult to implement in any school system. Such a plan makes obvious that

children are involved in research. School boards and parents are at times hesitant

about having their children involved in research, especially if they feel their

children are being "experimented with." We have no way of knowing in this

project what the self-esteem scores would have been if children had not participated

in the program.

There was almost no change in the self-esteem measurements of

primary students. Coopersmith (1968) as quoted above states that sometime

around middle childhood an individual arrives at a general appraisal of his

worth. If an individual's self-concept becomes relatively stabilized by mid-

childhood then primary and early childhood years become optimum times for interventions, such as psychological education, aimed at enhancing self-esteem.

The primary children in this sample group were tested while in family groups. These family groups crossed age lines of up to three years. Since total family group scores were used, no data was to indicate whether self-esteem of first graders fluctuated more than those of third graders. Such a study might well be indicated for the future. Further clarification might also come from an examination of individual rather than total group scores.

At the intermediate level there was a slight, but not significant decrease in student self-esteem scores. Piers and Harris (1964) report that the positive view of self decreases from third to sixth grade and then changes toward a more positive regard for self in the tenth grade.

Again, without a control group we are unable to determine what the self-concept measurements might have been had the children not been involved in the project. Piers and Harris seem to suggest that this slight dip in the scores is to be anticipated. This decrease was also not statistically significant which seems to be support for Coopersmith's findings that by this age self-concept is relatively stabilized.

Continuation of the self-concept testing of these children has been proposed as part of the ongoing evaluation of the project. An examination of results over a three year period, for both groups and individuals, will help to provide a greater depth of understanding of present results. It does seem apparent, that after one year of testing, no substantial increase in self-esteem has been measured. Examination of results over a longer period seems

indicated along with other forms of evaluation.

## TEACHER ATTITUDES AND BEHAVIOR

An analysis of the pre-and post-reporting of teachers using the Self-Inventory of Attitudes and Behaviors resulted in no significant change being recorded. The correlated $t$-test ratio was well below the critical value. Correlations between the two testings were significant in each of these three sub-categories: Style of Teaching, Classroom Management and Control and Divergent and Productive Thinking. Correlations for Interpersonal Relationship fell just below the significant level. These findings suggest no significant change took place in the manner in which the teachers wished to record their attitudes and behaviors using this instrument.

A significant difference was recorded between teacher post-testing and staff reporting using this instrument. Differences were noted in three of the four sub-categories. Classroom Management and Control proved to be the only sub-category where agreement in mean scores was sufficient to produce a correlated t-test ratio less than the critical value needed for significance at .05 level.

The discrepancy between teacher and staff scores could be caused by either teachers rating themselves high or staff rating them low. It is this investigator's belief that both are the case. Teachers in this system had, several times throughout the year, voiced a sensitivity to evaluation. The threat level

accompanying evaluation seemed very high. As explained in Chapter III the anonymity of these teachers connected with this testing was not protected as much as hindsight indicates may have been necessary. If teachers felt this data would be used in their over-all evaluation, it seems highly probable that they would score themselves high. It also seems highly probable that most of us who devote our lives to a particular profession would want to see ourselves positively in that role. Of the five staff members, four scored their teachers, for the most part, similar to the ways the teachers scored themselves. However, one staff member scored her teachers significantly lower.

A more formal observation of teacher classroom behavior was needed to establish a relationship between teacher self-appraisal and actual classroom behavior. Several methods were suggested. An open appraisal, such as video-taping, would have been too threatening to these teachers at this time. More than one staff member's rating would have provided stronger data for comparison. Unfortunately each staff member had only limited exposure to the teachers working with other staff members. Using reporting of school administrators was ruled out due to the perceived threat this might create for the teachers, and the questioned evaluation competency of at least one of the principals. For each of these reasons, adequate substantiation of teacher self-reporting was not achieved.

Several weaknesses of this teacher instrument have become apparent during the course of this study. Staff members who used the instrument to report their perceptions of teachers attitudes and behaviors claimed difficulty in reporting what they felt were adequate perceptions of teachers. One reason for this was the lack of situational responses for some questions in the instrument. Studies by Flanders (1960) and others point out the desirability of teacher leadership styles tailor made to fit the situation. One of the tenets of humanistic education is the atuning of teacher behavior to meet the individual needs of students. Designing an instrument which would allow situational responses would be difficult, but more desirable. The Self-Inventory of Attitudes and Behaviors falls short in this respect.

## RELATIONSHIP BETWEEN STUDENT AND TEACHER MEASUREMENTS

The review of literature in Chapter II attempted to show a rationale for this investigator's belief in a relationship between teacher behaviors and student self-esteem. However, in this study no positive correlation was found between teacher self-ratings on attitudes and behaviors and the self-esteem scores of the students in their classrooms. Self-esteem scores were compared with teacher reportings on each of the sub-categories used in this study. A positive--although not significant correlation--was found between self-esteem and Style of Teaching. Negative correlations were found between self-esteem and Classroom Management and Control and the sub-category Divergent and Productive Thinking. A near significant negative correlation -.49 was discovered

between primary self-esteem ratings and scores on the sub-category Interpersonal Relationships.

The largest discrepancy between staff and teacher scores was on the sub-category Interpersonal Relationships. Staff members rated teachers significantly lower. The correlated and ratio was 4.468 well above the critical value of 2.050. This significantly lower rating correlated more positively with primary self-esteem scores than did the teacher ratings. Both staff and teacher ratings at the intermediate level correlated positively, with self-esteem scores, however not at .05 level.

It is difficult to understand why the near significant negative correlation at the primary level, particularly when this does not appear at the intermediate level. These primary teachers scored themselves higher than staff members scored them, in the areas of interpersonal relationships survey by the instrument. The staff ratings have a higher relationship to the student self-esteem scores than do the teachers.

In the other sub-categories, staff correlations with self-esteem scores were at times slightly higher than teacher. These correlations were never significant however. Findings for several of these sub-categories seem difficult to understand. For instance, the negative correlation between intermediate teacher scores on Divergent and Productive Thinking and their pupils self-esteem scores. While the -.40 would have to be below -.55 to be significant, it does appear that many of the teachers who rated themselves high on Divergent

and Productive Thinking had students who recorded lower self-esteem scores. The reverse is also true. Again this was unique to one group, the intermediate. The same negative correlation did not appear with teacher scores in this sub-category and student self-esteem measurements. Nothing found in the literature by this investigator gives any substantiation to the finding of a negative correlation between self-esteem and Divergent and Productive Thinking.

A result of using two self-esteem instruments was the creation of two groups, small in number. The sample in each group may have been too small to provide any significant understanding of the relationship between sub-category ratings and student ratings.

Total teacher pre- and post-test were calculated. The sum of both these scores was obtained along with a score denoting the amount of change in the student pre- and post-test. In the intermediate group a .49 correlation was determined between teacher post-test and student change score. A correlation of .54 was found between the sum of the teacher scores and the change scores. A correlation of .55 would be significant at the .05 level. Both of these correlations then are near significant. A teacher with the highest pre- and post-test scores was apt to have a classroom with a positive change in student self-esteem scores.

The same positive correlations did not appear between total test scores and student scores at the primary level. None of the correlations involving teacher post-test scores or the sum of test scores and student post-test or

change scores, were at all near a level of significance. While the primary results do not substantially support the near significant relationship between the sum of the teacher test scores and student change scores, it is still the belief of this observer that such a relationship is likely to exist. A larger sample group might have borne that out.

A near significant negative correlation -.54 was found between staff reports of teacher attitudes and behaviors and student change scores. The correlation between these two measures at the intermediate level were .21. Staff scores showed no significant relationship to student post-test scores. Staff observational reports of teachers attitudes and behavior proved to be a poor indicator of the change score in classrooms, particularly at the primary level.

Staff members placing their teachers in one of three categories seemed also to be a poor indicator of change scores of student self-esteem. It is true that the teacher whose students showed the most marked increase in self-esteem scores was placed in category one. The teachers who students had the greatest decrease was in category III. In fact, all the teachers in category III had students whose group score went down. But then, so did the group scores of several teachers in group I. It may just be that staff members can be counted on to predict the extremes, but their subjective ratings are not necessarily reliable indicators for the majority of teachers.

In this particular instance, the teacher whose students showed the most marked increase was a teacher who had taught over 45 years and who in

a very unobtrusive way became very interested in psychological education. As the year progressed she did more advanced psychological education curriculum in her classroom than any other teacher in the project. The teacher on the other end of the continuum was chronic complainer and was several times overheard by this staff member brutally dressing down a student.

Humanistic teacher behaviors were described in the review of literature as ingredients in a classroom environment that were helpful toward creating an environment conducive to the emotional growth of students. To spend time in the classroom of many of the teachers placed in category I would be to place oneself in a basically "humanistic" environment. In several of these classrooms, however, student self-esteem scores dipped as a group as much as did student scores of teachers in category III. Since the environments created in the classroom of teachers in category I differ so greatly from the teachers in category III, it is difficult to imagine that students are having a similar experience or a similar classroom influence on their self-concept.

This study has in no way attempted to measure the multitude of external influences on student self-concept. Teacher behavior is but one. Many other variables exist. Most of these children experience several teachers throughout the day, especially the intermediate group. It is therefore difficult to isolate the influence of individual teachers. It was also not the purpose of this study to suggest that the rise or fall of student self-esteem scores be an indication of teacher humanness or lack of humanness.

This study does seem to indicate the weakness of staff evaluations, both by reports using the teacher instrument and more subjective categories. Perhaps intuition and perceptions are adequate for identifying extremes, but not necessarily sufficient indicators for the bulk of the teachers. One of the staff members told this researcher upon completing the tests for the teachers she worked with, that she had marked one teacher quite low. She felt there would be quite a discrepancy between her scores and those of the teacher. She stated that the teacher read all the books and talked a "good game" but felt this was not carried over into the classroom. The teacher did score herself much higher than the staff member and the students as a group had one of the larger increases in self-esteem scores. This in no way proves the teachers evaluation was truer than the staff members. It does suggest that, if the events in that classroom helped contribute to the rise in self-esteem scores, the staff member may not have had adequate perception of that environment. Understanding the dynamics of a classroom community is difficult particularly for someone who is not a full-time member. The staff members of this project had far more exposure to events in classrooms than do most outside observers, however.

Three other variables were considered in this study: teacher age, experience and other humanistically oriented courses taken during the school year. A wide range of teacher age and experience was found in the study sample. The two largest groups are found at either end of the continuum, those teaching less than five years, 37%, and those teaching more than 21 years, 33%. Not

surprisingly, age ranges are similar. Neither age or teaching experience showed a positive correlation with teacher or student scores.

A comparison of the mean teacher test scores of the six teachers who took additional courses with the mean scores of the entire group showed a more positive change on the part of these six teachers. This change was not statistically significant however. The increase for this group was higher in the area of Classroom Management and Control. One course taken by this group was Maintaining Sanity in the Classroom, taught by two staff members, Diane Archer and Marie Hartwell. While a sample of six is too small to test the effects of the course, it does suggest that courses directed specifically toward teacher behaviors may have an effect. The larger group of teachers received occasional, less direct references to teacher behavior. Inservice training was geared more toward skills needed to implement psychological curriculum. The major input concerning teacher behavior was to be drawn from psychological curriculum itself, models presented by staff members and discussions concerning such things as establishing trust levels in the classroom. The bulk of inservice training centered around development of skills.

The smaller group of six teachers also took a course in Creative Behavior with the program director, Doris Shallcross. While such a course has many facets, its main focus is more on developing skills than on specific teacher behaviors. This group of six teachers showed no increase in the area of Creative and Productive Thinking. Again this is too small a group to draw

conclusions. It has long been the belief of this investigator that emphasis needed to be placed on direct training concerning humanistic teacher behaviors before teachers are trained in the use of psychological curriculum. While these findings are not sufficient to support that contention, they certainly don't disprove it.

## Implications for Teacher Training Programs

The teacher training program this study has been involved with has been an inservice training program. The importance of inservice training has magnified in the past several years. This is largely due to less newly trained teachers coming into school systems and teaching staffs becoming more stabilized. Inservice training is seen as a method of updating teacher skills and facilitating innovation. One of those innovations, hopefully, will be psychological education.

The teachers in this project were involved in extensive inservice training. It would be difficult for other school systems to set aside the amount of time devoted here to such training without special funding. It would also be difficult to create another staff with the skills, expertise and commitment of this staff. The availability of graduate students devoted to developing psychological education and willing to pool their talents and endless hours made this inservice program difficult to duplicate.

The implication for training elsewhere that can be drawn from this setting are not as precise as hopefully they will be after the project has been in operation for three years.

In the survey conducted with the Montague teachers by Jones (1973) these teachers expressed the following:

87% felt they had an adequate understanding of the goals of humanistic education.

72% felt the need for this type of an experience.

63% felt that humanistic education enhanced their teaching.

27% felt they had some of the skills needed to implement humanistic education.

26% felt they had most of the skills.

This survey was taken in April of the first year of the program. It appears that many of the objectives of any inservice programs were well on their way to being reached. That opinion was shared by the state evaluation team whose report can be found in the Appendix.

However, even though many of the objectives of the inservice training program appeared to be close to being met, no significant change appeared in the pre- and post-testing of teacher attitudes and behaviors. This may speak to the inadequacies of the instrument or the time needed to change attitudes and behaviors. It may also suggest that an inservice program address itself directly to attitudes and behaviors, as well as skills, and not depend on these to be largely inferred.

Preservice education programs are increasingly putting more emphasis on the dynamics of the classroom and the importance of teacher behaviors toward creating an atmosphere that will provide for not only cognitive, but affective

growth. An example of this are courses in Educational Psychology which in an increasing number of programs, seem to emphasize, not just testing and measurement, but the dynamics of the classroom.

## Implications for Humanistic Education Projects

Several implications for other projects have been stated elsewhere in this study. The findings of Lois Jones reported in Chapter II suggest the need for teacher involvement in diagnosing needs and planning a project. The evaluation report of the state team and staff suggestions for the coming year are both found in the Appendix. It is this investigator's belief that several other suggestions can be made concerning project evaluation.

No planning grant was provided for this project. Time was needed before the project began to explore possible evaluation designs and instruments. At that stage instruments were chosen or developed by the project and program director with negligible assistance from Title III officials and no outside input from anyone knowledgeable in research. Some of the problems which developed in this study could have been avoided had such planning taken place; most specifically choice of teacher instrument, the need for a primary self-esteem instrument and provisions for anonymity of both teachers and students.

More important perhaps, an evaluation design could have taken a whole different form. The one developed by the project is pretty traditional. Other options could have been explored also.

Psychological educators have sought to provide empirical evidence to validate this new field. Such evidence would facilitate its implementation in many school systems. Providing indications that self-concept of students increase or teacher attitudes and behaviors are affected would be powerful. This study has shown that these measurements do not indicate a change in either after a year in one project which has involved substantial training and exposure to the psychological curriculum. Several reasons for the lack of significant change have been suggested. One of those suggestions has been the relative stability of self-concept. Perhaps other areas need to be measured which may equally validate the field.

One area which has been suggested for investigation is the increase in academic achievement. The review of literature suggests that how one feels about oneself may effect achievement in school. It is this investigator's feeling, and the feeling expressed by several in the Center for Humanistic Education at the University of Massachusetts, that psychological education needs to be seen as important in itself and not implemented in schools with the rationale of increasing academic achievement.

Other areas suggested for evaluation have been increases in school attendance, or verification of a child's happiness in school as shown by the number of times a student smiles during a given period. Such research may have more validity, but may not be enough to sell the program also.

One area observed by this investigator, most particularly in a primary family group, was a marked increase in sophistication on the part of these children in expressing their affective states. These children displayed an increase in the diversity of their affective vocabulary, the ability to express their feelings, to anticipate decisions needed to be made and the possible consequences of those decisions. Each of these are objectives of the program. Developing evaluation techniques around such areas may prove fruitful.

Such evaluation might provide a more individualized approach to psychological education. If levels of affective development were designated as is emerging from several sources; then objectives could be developed for each level along with evaluation procedures for that level. Students could then be placed in a program designed to more adequately meet their individual needs. Teachers would have an opportunity to more adequately assess student needs and perhaps be better able to validate their efforts. The need for that validation should not be underestimated.

Suggestions for Further Research

In prior paragraphs suggestions have been proposed for alternate means of evaluation. Research has been undertaken in the areas of ego-development and moral development. Efforts are now underway at the Center for Humanistic Education at the University of Massachusetts to develop measurements of self-knowledge. Also at the University of Massachusetts, under the direction

of Dr. Daniel Jordan has been the development of the ANISA Model. The affective component being developed for this model may contribute greatly to understanding of levels of affective growth.

The author strongly supports the development of levels understandable by teachers. If teachers can be provided with a framework for understanding the affective growth of children and objectives for levels of that growth, psychological education will be greatly enhanced and resistance to programs will lessen. Research needs to be undertaken to verify levels of growth. Evaluation instruments need to be designed and tested.

Until such instruments are provided to complement what is already available, research can be continued in the area of measuring self-concept of students involved in psychological education projects. An analysis of such scores of the students in this project over a three year period would be helpful.

Research needs to be undertaken with a more direct measure of teacher behaviors and their effects on classroom environment. An adequate link has never been established between expressed attitudes and behavior and actual classroom behavior.

Of greatest interest to this investigator would be further research concerning the effects of direct training programs focused on humanistic teacher behaviors. Do such programs result in humanistic classroom behaviors? Would such programs increase the effectiveness of psychological education teachers?

This study began with many questions. In the process many more have been raised in the mind of this investigator. The process of the study has facilitated a deeper understanding on the part of the author of how much is not known, of what is known and, the process one undertakes to establish the knowns.

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APPENDICES

APPENDIX A


TEACHER SELF INVENTORY OF ATTITUDES AND BEHAVIORS

# TEACHER SELF-INVENTORY OF ATTITUDES AND BEHAVIOR

To Be Used In Association With Programs Of

Continuing Education And Training

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INSTRUCTIONS: As the title of the inventory suggests, this instrument has been designed to provide teachers the opportunity to "focus upon" important aspects of teaching and learning.

You are requested to give serious thought to what you really believe and the kinds of behavior that you really display before marking the items on the inventory.

Please circle the number of the response that most nearly describes what you do or how you feel about the question or statement given.

Do not skip around, answer the items in numerical order.

There is no time limit, but once you decide upon an answer mark your response and move on - do not return and remark responses once they have been made.

PROCEED: When the first page is completed, move on to succeeding pages.

In one's own teaching habits, it is most important:                                    (A.)
  a. to develop techniques for having students acquire knowledge
  b. to develop techniques for developing students' talents
  c. to develop techniques for having students develop their talents
     simultaneously with their acquiring knowledge
  d. to concentrate on only one technique at a time
  e. it is too difficult to develop these techniques.

To what degree is classroom management synonymous with classroom
control?
  a. An orderly organized classroom is a productive one                                (D.)
  b. Management is control through appeal to students' interest.
  c. Management is always control.
  d. Student management results in control.

Since it is the teacher's responsibility to teach and cover the
required material                                                                       (A.)
  a. the teacher should do all the planning, thinking and responding.
  b. the teacher should do all the planning for major activities with
     the students allowed to help in planning smaller ones.
  c. the students should be allowed to plan a portion of all types
     of activities with strict supervision from the teacher.
  d. the students should be allowed to do as much of the planning
     as they can handle.

In allowing my students the opportunity of producing all the words
that describe me as a teacher, my reaction would be?                                    (C.)
  a. totally against
  b. mildly against
  c. indifferent
  d. interested in results
  e. will try it in my class.

New ideas and instructional methods: (A.)
a. get in the way of the teaching process.
b. take more time to catch onto than it's worth.
c. are sometimes useful.
d. are much needed to handle constantly changing educational needs.

Teachers are willing to tell other staff members about things they
are doing in their classrooms:
a. to a high degree. (B.)
b. to a moderate degree.
c. to a slight degree.
d. not at all.

With respect to leading the students out to the fringe of the knowns
as well as out into the unknown, the teacher has the responsibility: (E.)
a. only to lead students out to the fringe of the knowns.
b. to lead the student out to the fringe of the knowns, and to the
   unknowns only if the teacher has the ability.
c. to lead students into both areas equally.
d. to lead students primarily into the unknowns.

How conscious are you of the behavior of students? (D.)
a. very conscious.
b. fairly conscious.
c. not very conscious.
d. not conscious at all.

Staff understanding of the need for teacher inter-relationship is: (B.)
a. very low.
b. low.
c. moderate.
d. high.
e. very high.

The students I find the most rewarding are those: (C.)
a. who always have the answer at their finger-tips.
b. who are anxious to volunteer information even though it may be
   incorrect.
c. who generally ponder a bit before answering.
d. who reflect on all the relevant variables before offering an
   answer.

In order to teach a subject, one must:
a. be an expert on that subject.
b. know the subject well, being able to depend on many teaching aids.
c. know it just well enough to get by.
d. be able to teach out of a book; it isn't really necessary to know
   the subject.

How often should students be permitted to create new solutions of
their own rather than learn tried and true solutions? (E.)
a. as often as the occasion for creating such solutions arise.
b. only after mastering the tried and true solution.
c. frequently.
d. seldom.

The primary concern of a teacher should be:
a. the dissemination of knowledge.
(A.)
b. mainly the dissemination of knowledge, with some attention
   paid to the students' processes and responses.
c. giving attention to the students' processes and responses,
   with the dissemination of knowledge being secondary.
d. solely the students' processes and responses; they can gain
   knowledge on their own.

How willing are you to arrange students in ways other than rows?          (B.)
a. Rows present the most effective way to control a class.
b. Students are permitted to rearrange seats for special occasions.
c. Lack of orderly seating contributed to general confusion.
d. Students' seating arrangement is dictated by individual interest.

To what degree do students teach other students - learn from
other students?
a. To a large extent.          (A.)
b. Somewhat better than from the teacher.
c. Negligible interchange of knowledge.
d. Slight interchange of knowledge.

How often do you assign reading and outside work as a preparatory
stage for having students generate their own ideas and topics for
study?          (E.)
a. Rarely, since there is already enough material to cover.
b. Occasionally when time allows.
c. Frequently when students wish to do so.
d. Regularly as a part of curriculum work.

Pre-conceived order and highly organized classroom prodecure is:          (D.)
a. Very important.
b. Fairly important.
c. Not very important.
d. Not at all important.

Communication between the student and the teacher should:          (C.)
a. always allow the teacher to maintain authority.
b. recognize the greater experience of the teacher.
c. consider both communicants as individuals without regard to
   status hierarchies.
d. allow the student to make his views abundantly clear since it
   is he that stands the most to gain.

How important do you consider highly organized and well structured
subject material to be?          (A.)
a. Essential.
b. Quite important.
c. Moderately important.
d. Prefer looser, more modifiable organization.

My strategies and approaches across students at the same time are:          (E.)
a. very diverse.
b. fairly diverse.
c. somewhat limited.
d. very limited.

To what extent does the staff express a concern for the need to understand and apply modern instructional methods and teaching strategies?                                                    (B.)
a. Very frequently.
b. Frequently.
c. Occasionally.
d. Rarely.

To what extent should "pupil talk" compared to "teacher talk" occur in the classroom?                                                    (D.)
a. To a great extent.
b. To a large extent.
c. To some extent.
d. To a small extent.
e. Not at all.

Do you personally feel the educational program of the school can be advanced as a result of in-service training?                         (B.)
a. Yes.
b. No.
c. Not sure.

A teacher should respond positively to students' ideas:               (C.)
a. only when they agree with his.
b. only when the ideas are "correct".
c. only when the teacher has time.
d. whenever a student has an idea.

The pupil should respond to questions:                                (A.)
a. as quickly as possible to facilitate the progress of the class.
b. as soon as he believes he has a possible answer to the question.
c. after he has thought over the alternatives and has selected the best one.
d. at the time that he feels his contribution will be meaningful.

Students should be conceived of as being in school:                   (D.)
a. only to learn.
b. primarily to learn, but also to develop their abilities to think.
c. mainly to develop their abilities to think, with learning being of secondary importance.
d. only to develop their abilities as thinkers.

When my ideas encounter negative reaction from peers and supervisors, I:                                                               (B.)
a. forget the idea.
b. forget the idea, work for alternate approaches.
c. try different approaches.
d. try part of the idea without approval.
e. try the idea to see if it works.

Noise in the class should be at the level:                            (D.)
a. of a whisper.
b. of quiet talking.
c. of normal talking.
d. occasionally louder than talking.
e. there should be no noise allowed in the class.

In presenting their ideas, students should:
a. never be allowed to state ideas different from the teacher's or be allowed to debate them.
b. be allowed to state ideas different from the teacher's, but not be allowed to debate them.
c. always be allowed to state ideas different from the teacher's and be allowed to debate them.
d. only be encouraged to present ideas that they "know" will agree with the teacher's ideas.

(A.)

How often do you use props as tools for thinking not just as tools of learning?
a. Always.
b. Often.
c. Not very often.
d. Never.

(E.)

How often should you analyze what you do in your classroom in terms of how it could be more effective?
a. Constantly.
b. Frequently.
c. Occasionally.
d. Rarely.
e. Very rarely.

(C.)

How willing are you to receive some steering from students who have more creative processes?
a. Very willing.
b. Moderately willing.
c. Not very willing.
d. Not willing at all.

(E.)

To what extent do you incorporate students' ideas into your classroom teaching?
a. Whenever possible so long as the idea is relevant.
b. Occasionally, if the idea is particularly worthwhile.
c. Only rarely since such ideas usually conflict with course material.
d. Almost never, since it is more important that students master the prepared material.

(A.)

In comparison with the "traditional" classroom approach, the staff's typical approach is:
a. a much higher degree of student leadership and decision-making.
b. a moderately higher degree.
c. the traditional amount.
d. somewhat less than the traditional amount.

(A.)

It is a teacher's responsibility to make sure that students:
a. only learn the tried and true solutions.
b. concentrate on learning the tried and true solutions after which they can create new solutions of their own.
c. concentrate on creating new solutions since they should have learned the tried and true solutions on their own.
d. spend all of their time working on their own solutions.

(E.)

To what degree should teachers and students level with each other
without threat?
a. Never.
b. Almost never.
c. Sometimes.
d. Fairly often.
e. As often as possible.

Teacher control of students should be:
a. complete.
b. moderately complete.
c. teacher 75%   students 25%
d. teacher 50%   students 50%
e. teacher 33%   students 65%

Concerning the importance of the teacher taking advantage of an
opportunity of accomplishing something important which is
normally to be postponed until later in the curriculum.
a. Every opportunity must be pressed to the fullest advantage.
b. Curriculum must never be changed without sufficient cause.
c. Information will keep until later.
d. Eagerness of students must be pursued.

Staff initiative has strengthened and anxieties have lessened
in our school this year:
a. to a high degree.
b. to a moderate degree.
c. to a slight degree.
d. not at all.

How do you feel about occasional classroom moments that are
broadly diffused and almost unfocused?
a. It is determined to the educational process to allow the
   students to wander from the subject.
b. Occasional digression from the course material can be
   beneficial to the pupils' development.
c. Frequent digressions from course material can often lead to
   rewarding results.
d. The time when the discussion wanders from planned content are
   usually the times when meaningful learning takes place.

Both teachers and students are creative, but:
a. teachers are always more creative.
b. teachers are usually more creative, with students showing
   their creativity occasionally.
c. teachers are more creative sometimes, with students frequently
   being more creative.
d. students are usually more creative than teachers.

Teachers should run a class like a seminar with students doing
much of the planning and thinking and responding:
a. occasionally.
b. frequently.
c. often.
d. seldom.

at is your attitude toward getting students deeply involved in
long sustained effort on one idea or problem or activity?                    (A.)
1  I do not feel it is valuable.
2  It may be all right
3  It can at times be valuable
4  I encourage it

introspective analysis of what I do in the classroom goes on:               (D.)
1  not at all
2  very seldom
3  sometimes
4  often

what extent are you comfortable with and successful at conducting
class so that the students themselves are responsible for planning
topics, researching unknowns and carrying responsibility for discussion?    (A.)
1  Prefer not to allow students so much freedom
2  Occasionally allow class to take such a turn
3  Fairly comfortable if students show initiative
4  Very comfortable and prefer such an approach

ow conscious are you of your own behavior and its consequences
to students?                                                                 (C.)
1  My behavior does not effect my students
2  I occasionally note the consequence of my behavior on my students
3  Students reflect the behavior of their teacher
4  I am very aware of the consequences of my behavior

The teacher's purpose in the classroom is:                                   (D.)
1  to get the course material into the vocabulary of the student
2  to cover the material in the most painless way possible
3  to instill a joy for learning in the child
4  to bring the value of truly rewarding human experiences to the
   pupil's attention

At what degree should students have the right to state contrary
opinion and debate the teacher's point of view?                             (C.)
1  never
2  occasionally
3  regularly
4  always

How often do you allow students incubating (thinking) time?                  (A.)
1  It is important that the student remains alert enough to
   comprehend material as it is given.
2  It is preferable that a student be allowed to comprehend material
   at his own rate
3  The better students are those who ask the questions they don't
   understand than assuming the answer
4  The aim of teaching is to allow the student to formulate ideas
   even if this process takes months or years

I feel that I am able to make meaningful use of my creative talent:          (B.)
1  never
2  sometimes
3  most of the time
4  always

An introspective analysis of what I do in the classroom goes on:       (D.)
a. constantly.
b. often.
c. sometimes.
d. very seldom.
e. not at all.

To what extent are you comfortable with and successful at
conducting class so that the students themselves are responsible
for planning topics, researching unknowns and carrying responsiblity
for discussion?                                                         (A.)
a. Very comfortable and prefer such an approach.
b. Fairly comfortable if students show initiative.
c. Occasionally allow class to take such a turn.
d. Prefer not to allow students so much freedom.

How conscious are you of your own behavior and its consequences
on students:                                                            (C.)
a. My behavior does not effect my students.
b. Students reflect the behavior of their teacher.
c. I am very aware of the consequences of my behavior
d. I occasionally note the consequence of my behavior on my students

The teacher's purpose in the classroom is:                              (D.)
a. to get the course material into the vocabulary of the student.
b. to cover the material in the most painless way possible.
c. to instill a joy for learning in the child.
d. to bring the value of truly rewarding human experiences to
   the pupil's attention.

To what degree should students have the right to state contrary
opinion and debate the teacher point of view?                           (C.)
a. Never.
b. Seldom - 10%
c. Occasionally - 30%
d. Regularly - 60%
e. Always - 90%

How often do you allow students incubating (thinking) time?             (A.)
a. It is important that the student remains alert enough to comprehend
   material as it is given.
b. The better students are those who ask the questions they don't
   understand than assuming the answer.
c. It is preferable that a student be allowed to comprehend material
   at his own rate.
d. The aim of teaching is to allow the student to formulate ideas
   even if this process takes months or years.

I feel that I am able to make meaningful use of my creative talent:    (B.)
a. true.
b. false.
c. not sure.

I react to responses from students:                                     (C.)
a. positively.
b. indifferently.
c. negatively.
d. dependent on mood for that day.
e. dependent on student who made response.

Please answer the following questions along with the Self-Inventory of Attitudes and Behaviors.

Teacher number ____

Age range (Check one)

20 ✓ 29      30____ 39      40____ 49      50+____

Number of years of teaching experience ____

Have you taken any humanistically oriented courses this year outside of the training you have received in this project through the summer workshop, support groups and inservice?

_____

If so, please list those courses (Examples, Ed Self, Values or the Creativity Course with Doris, Maintaining Sanity with Mario and Diane).

_____

_____

_____

_____

_____

APPENDIX B

COOPERSMITH SELF ESTEEL INVENTORY

# COOPERSMITH SELF-ESTEEM INVENTORY

Please mark each statement in the following way: If the statement describes how you usually feel, put a check ( ) in the box under the column "LIKE ME".
If the statement does not describe how you usually feel, put a check ( ) in the box under the column "UNLIKE ME".

LIKE ME UNLIKE ME

1. I spend a lot of time daydreaming. -------------- ☐ --- ☐

2. I'm pretty sure of myself. ---------------------- ☐ --- ☐

3. I often wish I were someone else. -------------- ☐ --- ☐

4. I'm easy to like. -------------------------------- ☐ --- ☐

5. My parents and I have a lot of fun together. ---- ☐ --- ☐

6. I never worry about anything. -------------------- ☐ --- ☐

7. I find it very hard to talk in front of the class. ☐ --- ☐

8. I wish I were younger. -------------------------- ☐ --- ☐

9. There are lots of things about myself I'd change if I could. **------------------------------------- ☐ --- ☐

10. I can make up my mind without too much trouble.-- ☐ --- ☐

11. I'm a lot of fun to be with. -------------------- ☐ --- ☐

12. I get upset easily at home. --------------------- ☐ --- ☐

13. I always do the right thing. -------------------- ☐ --- ☐

14. I'm proud of my school work. -------------------- ☐ --- ☐

15. Someone always has to tell me what to do. ------- ☐ --- ☐

16. It takes me a long time to get used to anything - ☐ --- ☐
new.

17. I'm often sorry for the things I do. ------------ ☐ --- ☐

18. I'm popular with kids my own age. -------------- ☐ --- ☐

19. My parents usually consider my feelings. -------- ☐ --- ☐

20. I'm never unhappy. ------------------------------ ☐ --- ☐

21. I'm doing the best work that I can. ------------ ☐ --- ☐

22. I give in very easily. -------------------------- ☐ --- ☐

23. I can usually take care of myself. ------------- ☐ --- ☐

24. I'm pretty happy. ------------------------------- ☐ --- ☐

LIKE ME   UNLIKE ME

25. I would rather play with children younger than - ▱ --- ▱
me.

26. My parents expect too much of me. --------------- ▱ --- ▱

27. I like everyone I know. ----------------------- ▱ --- ▱

28. I like to be called on in class. --------------- ▱ --- ▱

29. I understand myself. ------------------------- ▱ --- ▱

30. It's p etty tough to be me. -------⅄----------- ▱ --- ▱

31. Things are all mixed up in my life. ------------ ▱ --- ▱

32. Kids usually follow my ideas. ------------------ ▱ --- ▱

33. No one pays much attention to me at home. ------ ▱ --- ▱

34. I never get scolded. --------------------------- ▱ --- ▱

35. I'm not doing as well in school as I'd like to.- ▱ --- ▱

36. I can make up my mind and stick to it. --------- ▱ --- ▱

37. I really don't like being a boy - girl. -------- ▱ --- ▱

38. I have a low opinion of myself. ---------------- ▱ --- ▱

39. I don't like to be with other people. ---------- ▱ --- ▱

40. There are many times when I'd like to leave home. ▱ --- ▱

41. I'm never shy. ------------------------------- ▱ --- ▱

42. I often feel upset in school. ------------------ ▱ --- ▱

43. I often feel ashamed of myself. ---------------- ▱ --- ▱

44. I'm not as nice looking as most people. -------- ▱ --- ▱

45. If I have something to say, I usually say it.--- ▱ --- ▱

46. Kids pick on me very often. -------------------- ▱ --- ▱

47. My parents understand me. ---------------------- ▱ --- ▱

48. I always tell the truth. ----------------------- ▱ --- ▱

49. My teacher makes me feel I'm not good enough.--- ▱ --- ▱

50. I don't care what happens to me. --------------- ▱ --- ▱

51. I'm a failure. ------------------------------------ ☐ --- ☐

52. I get upset easily when I'm scolded. ----------- ☐ --- ☐

53. Most people are better liked than I am. -------- ☐ --- ☐

54. I usually feel as if my parents are pushing me.- ☐ --- ☐

55. I always know what to say to people. ----------- ☐ --- ☐

56. I often get discouraged in school. ------------- ☐ --- ☐

57. Things usually don't bother me. ---------------- ☐ --- ☐

58. I can't be depended on. ----------------------- ☐ --- ☐

APPENDIX C

SELF APPRAISAL INVENTORY

## SELF-APPRAISAL INVENTORY

### Primary Level

...s inventory consists of forty questions to be asked of children.
..addition, there are six optional practice exercises. Children
..spond to each question as it is read by putting a mark through
..es" or "no" on their response sheets.

..has been found that children of kindergarten age and above are able
..complete the entire inventory (that is, forty items) in approximately
..enty minutes, after practice activities are used as recommended.

..following practice activities should be used prior to beginning
..measure to insure that the children understand the procedure for
..dicating their responses.

1. On the chalkboard, draw a series of response boxes similar to
those on the response sheets:

| YES NO | YES NO |
|--------|--------|
| YES NO | YES NO |
| YES NO | YES NO |
| YES NO | YES NO |

(Do not distribute the actual response sheets until the children
are ready to begin the inventory.)

2. Clearly identify the written words "yes" and "no" for the
children. Have individual children identify the words; confirm
the correctness of each child's response.

3. Demonstrate the proper marking of the responses (YES, NO).
Emphasize that only one word is to be marked in each box.

4. Have different children come to the board to answer as many
of the following practice items as are deemed necessary. With
children who can already discriminate between "yes" and "no"
responses, few, if any, of these practice exercises may be needed.
Note that on items c, e, and f, all children are not expected to
answer identically. Confirm the correctness of each child's
responses.

   a. Are you a child?     d. Do birds fly?

   b. Are you a train?     e. Do you have a sister?

   c. Do you have a brother?   f. Do you like to sing?

complete the inventory, each child will need the following materials:

1. Four response sheets, each of a different color (for purposes of scoring as well as ease of administration) and each containing ten response boxes. It may be helpful to fold each sheet in half lengthwise, printed side out, so children see only one column at a time.

2. A crayon or pencil.

Two methods of identifying the response boxes are provided. The pictures on the left in each box may be used with children who are unable to identify the numerals one through ten. If the pictures are used, they should be identified before beginning the inventory. The pictures are: tree, star, bell, cat, telephone, flower, clown, house, dog, umbrella. When administering the instrument, the administrator should check on each item to make sure children are responding "in the box with the....." Children who are able to read numerals may prefer to use those rather than the pictures; they are located on the right of each box. The administrator should identify the correct numeral before and after reading each question.

Remind the children that for many questions, either answer may be correct, although only one answer will be true for a particular child. Therefore, they need not worry if another child's answer is different from their own.

Do not permit the children to verbalize their answers when responding.

In some cases, administration may be easiest if conducted with a small group of students at a time, rather than with the entire class at once.

## Completed Tests

1. Return tests to principal's office on or before May 4, 1973.

2. Be sure child's first and last name are on the test.

3. Be sure teacher's name is included.

4. Please alphabetize.

## Primary Level

**TE PAPER**

1. (1) Are you easy to like?
2. (2) Do you often get in trouble at home?
3. (3) Can you give a good talk in front of your class?
4. (4) Do you wish you were younger?
5. (5) Do you usually let other children have their way?
6. (6) Are you an important person to your family?
7. (7) Do you often feel bad in school?
8. (8) Do you like being just what you are?
9. (9) Do you have enough friends?
10. (10) Does your family want too much of you?

**E PAPER**
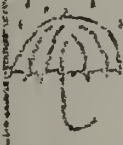
1. (11) Are you a good reader?
2. (12) Do you wish you were a different child?
3. (13) Are other children often mean to you?
4. (14) Do you tell your family when you are mad at them?
5. (15) Do you often want to give up in school?
6. (16) Can you wait your turn easily?
7. (17) Do your friends usually do what you say?
8. (18) Are there times when you would like to run away from home?
9. (19) Are you good in your school work?
10. (20) Do you often break your promises?

**LOW PAPER**

1. (21) Do most children have fewer friends than you?
2. (22) Are you a good child?
3. )23) Are most children better liked than you?
4. (24) Would you like to stay home instead of going to school?
5. (25) Are you one of the last to be chosen for games?
6. (26) Are the things you do at school very easy for you?
7. (27) Do you like being you?
8. (28) Can you get good grades if you want to?
9. (29) Do you forget most of what you learn?
10. (30) Do you feel lonely very often?

**EN PAPER**

1. (31) If you have something to say, do you usually say it?
2. (32) Do you get upset easily at home?
3. (33) Do you often feel ashamed of yourself?
4. (34) Do you like the teacher to ask you questions in front of the other children?
5. (35) Do the other children in the class think you are a good worker?
6. (36) Does being with other children bother you?
7. (37) Are you hard to be friends with?
8. (38) Would you rather play with friends who are younger than you?
9. (39) Do you find it hard to talk to your class?
10. (40) Are most children able to finish their school work more quickly than you?

| | | 1 | | | 6 |
|---|---|---|---|---|---|
|  | YES | NO |  | YES | NO |
|  | YES | NO |  | YES | NO |
|  | YES | NO |  | YES | NO |
|  | YES | NO |  | YES | NO |
|  | YES | NO |  | YES | NO |

APPENDIX D

PROJECT DIRECTOR'S PRE-EVALUATION REPORT

Bureau of Curriculum Services
Massachusetts State Department of Education
ESEA Title III
One Ashburton Place
Boston, Massachusetts 02111

PROJECT DIRECTOR'S PRE-EVALUATION REPORT

GENERAL INFORMATION

Local Educational Agency _Montague Public Schools_ Date _Nov. 15, 1972_

Address _One Avenue A, Turners Falls, Mass._ Zip Code _01376_

Title of Project _Curriculum of Affective Humanistic Education_

Number of Project Staff _PILTC_

Address _One Avenue A, Turners Falls, Mass._ Zip Code _01376_

Dates of On-Site Visit _March 12-15, 1973_

On-Site Team: Team Leader _David Jackson_

            Team _____

Project Director _Doris J. Shallcross_ Telephone _(413) 863-9311_

Current Grant Period _August 1, 1972_ To _July 31, 1973_

Amount of Current Budget _$42,570_

of Grant: Planning ( ), Pilot (X), Operational ( )

of Funding: 1st (X), 2nd ( ), 3rd ( ),

PROJECT DESCRIPTION SUMMARY (In two paragraphs, summarize the purpose
                            of the project).

     In August a two-week teacher training workshop in Humanistic
Education was offered by the Program Director and her staff. All but
four of the Montague elementary teachers and administrators were able
to attend. The purpose of the workshop was two-fold:

          To provide opportunities for elementary personnel
          to experience affective education.

          To provide the tools and skills for implementing
          Humanistic Education Curriculum.

The content of the workshop focused on the following areas:

1. Creative Behavior
2. Values Clarification
3. Magic Circle (from Human Development Program)
4. Improvisational Theater
5. Gestalt Awareness
6. Positive Self-Concept
7. Transactional Analysis
8. Communications
9. Weinstein and Fantini's Trumpet (curricular framework for cognitively processing affective experiences)

Humanistic Education is taught during the first half hour of every school day to all elementary school children, kindergarten through sixth grade. During that half hour the children are in "Family Groups" which means there is an age span of three years among them. The reactions of teachers and children after four months of implementing has been very positive. Both teachers and administrators have expressed that a more humane atmosphere is permeating the entire school day because of that first half hour's activities.

Each of the five Humanistic Education staff members works with the personnel in the elementary school buildings. The staff members work with the building personnel in their classrooms, in individual conferences, and in weekly "Support Group" meetings.

A weekly newsletter C.A.R.E. PACKAGE is issued to all teachers in the project and contains activities being implemented in the classrooms, teaching suggestions, and project announcements. The newsletter has proven to be an excellent means of communication among all those involved in the project.

Each month students are released for one-half day and elementary school personnel from all buildings meet for on-going training and to maintain a sense of community within the entire school system.

In addition, three other courses are being offered:

1. A "Catsup" (Catch Up) Course for those who missed the summer workshop and other interested people such as teacher aides, interns, and administrators from other levels.

2. A Community Course for interested parents, townspeople, secondary teachers, etc. We are beginning our second semester course in this area and have 49 enrollees.

3. Advanced courses (for University of Massachusetts credit) for elementary school personnel.

o Program Objectives

### For Teachers:

| | Procedures and Activities | Level of Attainment |
|---|---|---|
| 1. To provide opportunities for elementary personnel to experience affective education. | 1. Two-week intensive training workshop in August | excellent |
| | 2. Monthly in-service with all elementary personnel | excellent/good |
| 2. To provide the tools and skills for implementing Humanistic Education Curriculum. | 3. Weekly "support group" meetings by buildings | excellent/good |
| | 4. Individual consultation with Humanistic Education Staff member | excellent |
| | 5. Weekly newsletter of classroom activities | excellent |

### For Children:

These are long-range objectives which may be considered ideal outcomes. Terminal objectives are designed to indicate the outcomes the total humanistic approach is striving for and that we hope many students will reach over a number of years. The conditions are liberal and the proficiency levels felt rather than measured.

The long-range objectives of Project C.A.R.E. center around three major concern areas:

1. Concern about self-image.

2. Concern about disconnectedness.

3. Concern about control over one's life.

They are as follows:

| | Procedures and Activities | Level of Attainment |
|---|---|---|
| A. Self-Image | Humanistic Education taught during first half hour, etc. (first full paragraph on page 2 of Project description) | Face. ... |
| 1. Having been exposed to curriculum (exercises) leading to concern about self-image, the pupil will think and feel more positively about himself. | | |
| 2. Given the "self" as subject matter, the pupil will become more aware of one's major concerns. | | |
| B. Disconnectedness | (same) | (same) |
| 1. Given the framework from which to operate the pupil will increase his disclosure of thoughts and feelings to friends. | | |
| 2. With the thoughts and feelings of others in the class fresh in mind, the pupil will become more accepting and supportive of same. | | |
| 3. Having identified his affective status to himself, he will increase his ability to accurately express himself in these terms. | | |
| C. Control Over Own Life | (same) | (same) |
| 1. Given patterns of behavior the pupils will become aware of how these patterns serve himself. | | |
| 2. With increased awareness of himself, the pupil will increase his acceptance of responsibility for himself. | | |

The terminal status promised by this method can be described in Maslow's terms of "self-actualization". Another terminal goal is to develop a commitment to increasing awareness of ability and willingness to use, all process of deliberate personal change and growth. As we further define our program you will see its advertised intention as personal exploration and growth.

V. Program Operation

    Evaluation Design and Program:

        1. Prior to the August 1971 concept-building workshop, a Teacher Self-Inventory of Attitudes and Behaviors was administered. The same inventory will be given as a post-test in May.

        2. All children (K-6) have been pre-tested and will be post-tested with the Montague battery of Identity, Connectedness, and Personal Power.

        3. Primary children: pre-and post-testing on Self-Appraisal Inventory.

        4. Intermediate children: pre-and post-testing on Coopersmith Self-Esteem Inventory.

    B. Dissemination and Progress:

        (See enclosed Monthly Progress Reports)

    C. Staffing:

        Elementary personnel are aware of the goals of the project and are receiving adequate training and supervision. (See "Project Description Summary" for details.)

    D. Project Management:

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                    ┌─────────────────────────────────┐
                    │   State Department of Education  │
                    └─────────────────────────────────┘
                                    │
                    ┌─────────────────────────────────┐
                    │     Montague School Committee    │
                    └─────────────────────────────────┘
                                    │
                ┌─────────────────────────────────────────┐
                │ Federal Projects Director: Paul G. Prescott │
                └─────────────────────────────────────────┘
                                    │
            ┌─────────────────────────────────────────────────┐
            │ C.A.R.E. Program Director: Doris J. Shellcrost   │
            └─────────────────────────────────────────────────┘
```

| Jones | Diane Archer | Donna Mulcahey | Marilyn Wightman | ... |
| ... & ...crest | Hillcrest | Highland | Scotland and Montague City | Montague Center |
| ...chers | Teachers | Teachers | Teachers | Teachers |
| ...dren | Children | Children | Children | Children |
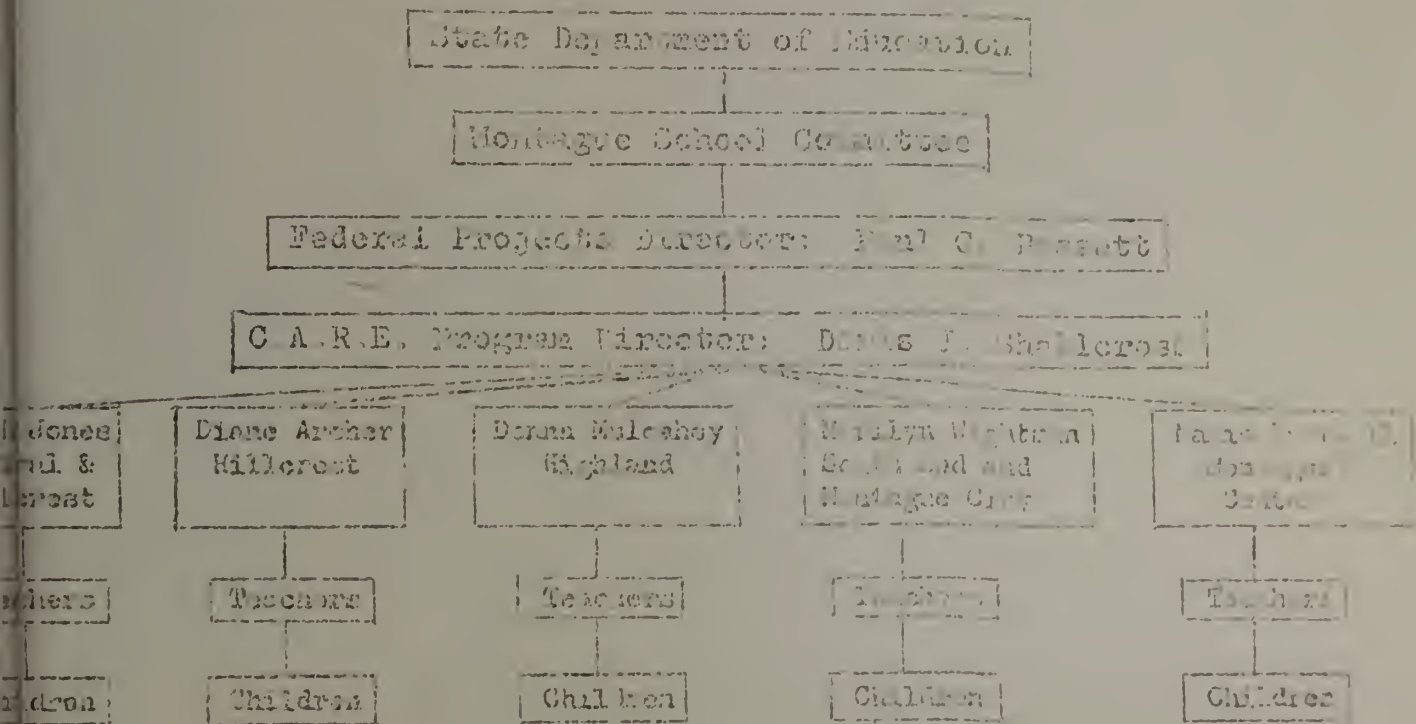
PROJECT DIRECTOR'S PRE-EVALUATION REPORT - page 6

E.  Students:

All students (K-6) are involved in Humanistic Education curriculum on a daily basis. Informal reports from children, teachers, project personnel, and parents indicate positive reactions by the children.

F.  Community:

1.  those directly participating

The most actively involved community members are those participating in the "Humanistic Education for Parents" course taught by Program Director Doris Shallcross. Eighteen community members completed the ten-week course taught during the first semester. The second semester course has forty-nine enrollees. Attitudes have been extremely favorable. The second class also involves personnel from surrounding non-public schools.

2.  those not directly participating

The Program Director has made an extended effort to articulate the program to local organizations and groups, both those directly related to the school system and those not directly related. Project C.A.R.E. has continued to be received favorably. The following list constitutes those organizations or groups which Program Director Doris Shallcross has addressed or served as a discussion leader.

a.  Within school system

(1)  Administrative Council
(2)  Pupil Personnel Services
(3)  Central Administration
(4)  Support Services (secretaries, business dep't.)
(5)  School Committee
(6)  Teachers' Association
(7)  Other Federal Title programs
(8)  Teacher Aides
(9)  Supervisors of interns from colleges and universities
(10) Faculties in own school settings
(11) "Catsup" course for those not in summer workshop
(12) Visiting classes, personal note to teacher afterward
(13) Secondary school teachers - help in developing confluent approaches
(14) Custodial staff

    b.  Outside school system, but having direct influence

      (1)  Parent-Teacher Associations
      (2)  Course:  Humanistic Education for Parents
      (3)  Rotary Club
      (4)  Lions' Club
      (5)  Franklin County Community Services Forum
      (6)  County Hotline
      (7)  Educational Community Services
      (8)  Church Groups
      (9)  News Media
    (10)  Head Start program
    (11)  County Mental Health Clinic
    (12)  G.R.A.C.I.E.
    (13)  Town meetings
    (14)  Hampshire and Franklin Counties Secondary
           Principals' Association

G.  LEA (use of local resources; phase-in plans):

    1.  During this first year of implementation, the Montague
       Public Schools is providing:

      a.  20% of Federal Projects Director's salary  $3,200.
      b.  20% of salary for Federal Projects
          Director's secretary                  980.
      c.  20% School Psychologist's salary    2,400.
      d.  20% Utilities in six schools         720.
      e.  Materials and supplies           300.

                                 7,600.

    2.  The Montague School Committee has agreed to assume
       30% of the Project C.A.R.E. operational budget for
       1973-74 as well as delegate such inkind services
       as listed above.

H.  Effect of project on over-all system(s):

       The project has been well-received generally.  The
proposal for a 7-12 expansion for 1973-74 has been pre-
sented to secondary administrator, secondary department
chairman, and the Gill-Montague School Committee (said
committee has jurisdiction over grades 7-12).

       In most cases elementary personnel have reacted
very favorably to the project and its operation.  This
is evidenced most notably in teachers' willingness to
meet weekly on their own time with Humanistic Education
team members.

       Interest in Humanistic Education has led many to
take additional courses in the subject at the University
of Massachusetts.  In addition, thirty-one elementary
personnel are taking advanced courses offered by members
of the Humanistic Education Staff for University credit.

I.  Budget (Include comments on Management of Funds, Cost
    Effectiveness of Budget, Allocation of Monies,
    Adequacy of Budget, Transfers):

    Project C.A.R.E. is operating in the black.  (Copies
of the last two monthly reports are enclosed)

    Hindsight points out that we were remiss in anticipat-
ing the amount of money needed for materials and supplies,
since our curriculum is not a printed one.  Not allowing
for the purchase of some hardware (video equipment, movie
equipment, etc.); we have had to scrounge and borrow;
consequently, the program has been hindered.

    Also, allocated salaries have not been equal to the
expended time of Humanistic Education Staff members.  This
is largely due to our not anticipating the number of
elementary personnel who are participating in the program.


Summary of Evaluation:

A.  Strengths

    1.  Number of people (children, parents, teachers, admin-
        istrators, etc.) the program reaches.

    2.  An outstanding Humanistic Education Staff who give
        far more of their talents and time than they receive
        financial remuneration for.

    3.  Continuous efforts to keep channels of communication
        open to share knowledge and experiences.

    4.  Public relations:  internal and external.

    5.  Dissemination:  local, state, national.

    6.  Consistent contact with UMass Center for Humanistic
        Education, its human and non-human resources.

    7.  Amount of on-going training experiences available
        to teachers.

B.  Weaknesses

    1.  Other than the monthly in-service workshops, teachers
        must give up before school, after school, or free
        time to work with Humanistic Education Staff members.

    2.  Full-time secretary is needed, mainly because of the
        nature of the curriculum:  it is sequenced according
        to individual teacher comfort level and the amount of
        communication with the Project C.A.R.E. office.  (We
        have had to hire additional clerical help for the test-
        ing program alone.  Funds were obtained elsewhere.)

3. Budget does not allow for discretionary funds so that the unanticipated can allow the director to alter program design to meet emergent needs.

C. Recommendations

1. Money allocated to allow time within the school day for the teacher to work with the consultant.

2. Recommendation for full-time secretary.

3. Recommendation that budgets allow greater flexibility.

APPENDIX E

CONSENSUS REPORT OF ON-SITE EVALUATION TEAM

Bureau of Curriculum Services
Massachusetts State Department of Education
ESEA Title III
182 Tremont Street
Boston, Massachusetts 02111

CONSENSUS REPORT OF THE ON-SITE EVALUATION TEAM

## I. GENERAL INFORMATION

Local Educational Agency _Montague Public Schools_                Date _April 6, 1973_

Address _One Avenue A. Turners Fall, MA_                Zip Code _01376_

Title of Project _Curriculum of Affect for Responsive Education_

Number of Project _31-73-0007-0_

Address _One Avenue A. Turners Falls, MA_                Zip Code _01376_

Dates of On-Site Visit _March 12-13, 1973_

On-Site Team:  Team Leader _David A. Crisafulli_

Team _Beverly Lydiard, Stuart Fuller, David Jackman_

Project Director _Doris J. Shallcross_                Telephone _(413-863-9311_

Current Grant Period _August 1, 1972_                To _July 31, 1973_

Amount of Current Budget _$43,650._

Type of Grant:  Planning ( ),        Pilot (*),        Operational ( )

Year of Funding:        1st (*),        2nd ( ),        3rd ( )

## II. PROJECT TEAM ACTIVITY SUMMARY   (General description of what occurred during the on-site evaluation period)

_During the two day period at the Montague Public Schools to evaluate Project CARE, the evaluating team was able to view all program elements._
_The first evening the team had the opportunity to meet informally with a number of participating parents, school committee members, teachers, staff personnel, administrators, and the program director. This opening session familiarized team members with the various program elements and the general community and school impressions of the program._
_The second day of the evaluation, team members had the opportunity to visit classrooms to gather a first hand view of what was taking place. The team was able to interview teachers, students in the grades where the program is taught and    staff members who escorted us from school to school. Later that day we had formal sessions where team members had the opportunity to meet with the director, administrative personnel and with_

## II. PROJECT TEAM ACTIVITY SUMMARY (cont'd)

parents and school members. These sessions enabled the evaluation team members to gather a considerable amount of information and data which were beneficial in forming the final report.

On behalf of the evaluation team, I would like to express our thanks to all those people with whom we met and the professional manner in which we were treated. I would personally like to thank Doris Shallcross, her staff, and the administration for the courtesy and kindness extended to the Title III evaluation team. We wish you the best of success in the future and hope that our report will assist you in your future plans.

## III. PROGRAM OBJECTIVES

Objective 1: (for teachers)

To provide opportunities for elementary personnel to experience affective education.

Level of Attainment:

Excellent

Team Procedures and Activities Used to Reach these Conclusions:

Interviewing classroom teachers, viewing of filmstrip at opening session, interviewing administrative and staff members.

Recommendations:

1. For people who had not attended and for new people who may enter the school system, continue the (a) two week intensive training workshop and (b) monthly in-service activities (these two elements were verified by ten out of ten teachers who were asked to comment on these activities).

2. To develop or continue on-going workshops for those experienced staff members.

3. To continue the "catch-up" workshop for teachers who missed the summer sessions and the parent workshops. The number of parents (at least 10 to 12) with whom we had the opportunity to speak with verified the positive attitude and feeling to continue with the parent sessions.

Objective 2:

To provide the tools and skills for implementing Humanistic Education Curriculum.

Level of Attainment:

Excellent to Good

Team Procedures and Activities Used to Reach these Conclusions:

Interviewing classroom teachers, viewing of filmstrip at the opening session, interviewing of administrative and C.A.R.E. staff members.

Recommendations:

1.  Teachers expressed a need for more material (books, games and consumable material). Four teachers expressed this concern.

2.  Teachers might be reimbursed for their attendance at support sessions (possibility in-service credit or in some instances financial).

3.  More attention should be given to value clarification workshop sessions.

4.  To develop a plan which will enable leadership development for those teachers who excel. This program should examine if and how their official role and position may change. Possibly they would have dual roles.

The above recommendation should be a cooperative venture including in the decision making both the school administrative staff and teachers active in the program.

5.  A conscious effort by all involved in the program to look at the possibilities of both "confluent" and "congruent" Humanistic Education. It was felt that those teachers who prove less comfortable with congruent humanistic education activities might do better with some confluent work.

6.  To continue with the weekly newsletter. At various times a newsletter should focus more intently on an activity that has worked successfully by a teacher or a new activity discovered by the staff. (Six teachers out of six spoke very favorably of the newsletter and mentioned the last suggestion.)

7.  To continue the weekly support groups. (10-12 teachers spoke favorably of these sessions.)

Objective 3: (for children)

A.  Self-Image
    1.  Having been exposed to curriculum (exercises) leading to concern about self-image, the pupil will think and feel more positively about himself.

    2.  Given the "self" as subject matter, the pupil will become more aware of one's major concerns.

B.  Disconnectedness

    1.  Given the framework from which to operate the pupil will increase his disclosure of thoughts and feelings to friends.

    2.  With the thoughts and feelings of others in the class fresh in mind, the pupil will become more accepting and supportive of same.

    3.  Having identified his affective status to himself, he will increase his ability to accurately express himself in these terms.

C. Control Over Own Life                                                148

    1. Given patterns of behavior the pupils will become aware of how these patterns serve himself.

    2. With increased awareness of himself, the pupil will increase his acceptance of responsibility for himself.

Level of Attainment:

Excellent to Good. At a later date the statistical data being collected should serve as the evaluative measure of student progress.

Team Procedures and Activities Used to Reach these Conclusions:

Observation by the evaluation team members of the students and teachers of participating schools.

Recommendations:

1. The staff should examine the possibility of keeping attendance and tardiness records to see if there is a correlation between the two above and the adoption of humanistic education into the daily curriculum.

2. To keep a record and investigate the local social service agency as to the number of student referrals and if the humanistic education program has any effect.

3. The staff should assess the number of competive activities to the number of cooperative activities used by the classroom teachers. (The committee felt that teacher processing of cooperative activities would cover a wider and richer range.)

4. Consideration be given to other options of grouping and the time of day when humanistic education is taught. This was reflected to the committee by a number of teachers from several schools, but it appears that they have been unheard in their attempt to get their changes. These particular teachers were very supportive of humanistic education and their ideas were aimed at improving and extending its effect, not to avoid doing it.

IV. PROGRAM OPERATION

A. Evaluation Design and Progress:

The staff should re-examine the test for inter-connectedness and determine if it is an appropriate measure.

The project staff should look for tests or data which can establish further validity between the goals of the project and the community.

The evaluators verify the fact that the testing program is on-going and that post testing is to occur in May. The Title III team notes that an outside evaluator, Dr. Thomas Hutchinson from the University of Mass. has been hired to handle the

collecting of data, review test designs and analyze the data.

Added to the testing program was the Teacher-Self Inventory of Attitude and Behavior.  This will provide valuable information as to the progress of the teacher workshops and the effect humanistic education has had on the classroom teacher.  Other comparisons related to student progress should be examined by the staff, using the teacher test information

B.    Dissemination and Progress:

The program director should take a closer look at her target audience and identify all target groups that exist in the community.  When this is completed, a dissemination strategy should be designed to reach each of these audiences.

The low keyed dissemination approach taken thus far has been very effective.  This approach should be maintained until the statistical data enables some conclusions and results to be drawn from the program.

The evaluation team suggests that community teas or a "Humanistic Education Week" be held where parents may be invited to find out more about the program.  Small groups should be used to enable parents to verbalize their concerns.  Ideally, each group would contain both a teacher and a knowledgeable parent.

C.    Staffing:

The five staff members and the director of the project are highly qualified people and should be complimented on their dedication and creative manner in their execution of humanistic education to the Montague school system.

The following are areas that should be given attention to by the entire faculty, C.A.R.E. staff and administration.  In each case a written policy should be formed and distributed to all of the above groups.

1.   To establish clear communications avenues which will allow for ideas or suggestions to be discussed and expressed.

2.   To establish criteria for decision-making i.e. who makes decisions, how does it take place, how does the little man play a role in the decision-making process?  (See D below.)

3.   What are the job responsibilities of the various staff members, the program director, the upper administration in carrying out policy and goals of the humanistic education program?  Are these roles satisfactory to everyone?  What points are negotiable?

D.   Project Management:

The formation of an Advisory Committee should be explored.  This committee may have two purposes (at minimum):

1.   To help in dissemination of the program objectives and identify to the staff feedback from the community.

2.   To bring aboard teachers who have demonstrated leadership ability in humanistic education.  These people and the roles they can play should be determined and spelled out.

The formation of some type of mechanism in which suggestions and recommendations can be reviewed, discussed, and incorporated into the on-going program. This function could be an Advisory Committee function, but whatever method is used, the school principals should play an active role.

The entire staff should review expansion of humanistic education into the high school curriculum. In planning such a move or program expansion the state Title III office should be notified. The commitment level of the high school teachers should be made known and used in the final decision if the high school is to adopt humanistic education into the curriculum. Any program should not be limited to potential elective teachers.

E. Students:

Excellent--from the observations of the Title III team, and from talking to students, the program is making great progress. For a program focussing on teacher training, it is especially gratifying to see so many students already being positively affected. However, the full effects of the program can not be determined until all testing is completed and analyzed.    .

F. Community:

a. Those directly participating: In all cases, all parents who are presently or have taken the adult humanistic course taught by the program director have rated the program excellent and have expressed minimum dissent. Parents have also expressed their enthusiasm for humanistic education and the effect it is having on their children and the attitude change that is occuring in their home relationships.

b. Those not directly participating: A few parents have indicated they are threatened by the program. It is the evaluator's estimation that this is only occuring when parents are not sure of what the program is really about or the intent of the program. One parent interviewed said that many parents were concerned along with her. It was clear after questionning that she had no idea what the program was about, and she admitted this herself.

G. LEA (use of local resources, phase-in plans):

Refer to LEA Contribution Form (Appendix A).

H. Effect of project on over-all system(s):

At this time it is too early to determine. The short term effects are very favorable as viewed by the evaluation team.

I. Budget:

a. Comment on Management of Funds:

No concern.

b. Comment on Cost Effectiveness of Budget:

Low cost, high effectiveness

c. Comment on Allocation of Monies:

A need to increase the amount of materials and supplies distributed to teachers. The director should examine unexpended accounts.

In the future:  tap the wealth of talent that is found on the C.A.R.E. staff and qualified teachers for conducting workshops and other consulting activities.

V. SUMMARY OF EVALUATION

Strengths:

1. A very competent program director and staff who are held in high esteem and great respect by their fellow peers.

2. The workshops and in-service are excellent.

3. The carrying out of all program elements as according to the objectives stated in their Title III proposal.

4. Teachers have demonstrated a high level of support, and participation and cooperation to the humanistic program.

5. There is a core of teachers who have shown a commitment and enthusiasm which exceeds expectations.

6. The program has apparently had a positive effect on a large number of students.

7. Wide spread community and parent support.

8. The high level of support and concern by the administration to see the program function successfully.

9. The implementation structure of the program is a positive strength and should be a model for other programs.  Some of these elements are:  the experiential workshops, staff to teacher relationship (one to one), regular in-service and other support meetings, the parent workshops.

## V. SUMMARY OF EVALUATION (cont'd)                    153w

*Weaknesses:*

1. Teachers have conveyed to the evaluation staff members that they are not playing any role in the decision making process. Recommendations are not heeded or acted upon when made.

2. Some teachers feel a lack of continuity between humanistic education, family groupings, the time of day when humanistic education is taught, and the role that humanistic education plays for the remaining school day.

3. The spotty carry-over of humanistic education and its incorporation to the rest of the school environment.

4. The lack of supportive materials for teachers.

5. Potential problems from parents who do not understand the program.

6. The organizational structure of project director (assistant superintendent) and the program director should be explored to see if this is the best possible management technique. The good and bad points should be spelled out and the degree they enhance or decrease program effectiveness.

*Recommendations (each weakness must have at least one action-oriented recommendation):*

1. The formation of an advisory committee either separating teachers and parents or a joint group.

2. The administration, faculty and project staff to clarify decision making process, job responsibilities, communications from one level to another. These activities should also have teachers involved.

3. The staff or teachers should experiment with other models of teaching humanistic education, i.e. confluent approach, different time of day, different grouping, especially with groups that spend most of the day together. These may be tested by having pilot programs and evaluating their success. The administration should exercise control by insisting on an oral evaluation report.

4. A conscious effort should be made to provide teachers with a deeper under-standing and the tools and skills needed to include humanistic education as a casual and flowing part of their teaching style and personality. The area of value clarification should be considered.

5. Re-allocation of unexpended funds. In the future capitalize on staff and qualified teachers to conduct workshops instead of outside and costly consultants, thus releasing funds for materials.

6. Identify all target groups and plan appropriate strategies for each group i.e. "Humanistic Education Week" (small groups) and "Parent Teas".

7. Look at the decision making process and job responsibilities and the chain of command. Does everyone hear one another, and are just a few or is everyone's interest satisfied when decisions are made?

QUESTIONNAIRE

Title of Project___Curriculum of Affect For Responsive Education - C.A.R.E.___

City or Town___Montague, Massachusetts___     Project Number___31 - 73 - 0007 - C___

I. Has the school committee voted 60% funding in this year? (60% for projects entering their third year or 30% for projects entering their second year)

      Yes___X___     No_____

If yes, submit evidence:

a. line item in school budget and amount

    $10,000 - Instruction Affect Curriculum

b. direct in-kind service (please detail)

    Attached

c. minutes of the school board meeting where such action was taken would suffice. "In response to Mr. Bassett's request, the Committee indicated support for the concept of an Affective Curriculum program."

II. Does the school committee intend to adopt the project after the expiration of ESEA Title III funds?

    Yes___X___     No_____     Uncertain_____

If yes, supply documentation.

III. Have funds other than local taxes and Title III monies been used or plan to be used to finance the project?

    Yes_____     No___X___

If yes, supply documentation.

IV. If the answers to I, II, and III are all "no", please provide demonstrated and credible evidence of intent to continue the project other than that permitted by the implications of questions I, II, and III.

_____     March 26, 1973
Superintendent's Signature           _____
                                     Date

**I.  b.  direct in-kind service** (Please detail)

During this second year of implementation, the Montague Public
School District is providing:

    a.  20% of Federal Project Director's Salary ---   $1,820.00

    b.  20% of salary for Federal Project
        Director's secretary                    ---       556.00

    c.  20% of school psychologist's salary      ---     1,386.00

    d.  20% Utilities                            ---       400.00

    e.  Materials and Supplies                   ---       175.00
                                                 $ 4,337.00

During this second year of implementation, the Gill-Montague
Public School District is providing:

    a.  20% of Federal Project Director's Salary ---     1,820.00

    b.  20% of salary for Federal Project
        Director's secretary                    ---       556.00

    c.  20% of school psychologist's salary      ---     1,386.00

    d.  20% Utilities                            ---       400.00

    e.  Materials and Supplies                   ---       175.00
                                                 $ 4,337.00

        Total In-Kind     -----              $ 8,674.00

        Total Cash Budget           -----      10,000.00

            Total  LEA  Input       ----    $ 18,674.00

 c.  minutes of the school board meeting where such action was taken
    would suffice.

        Gill-Montague Regional School District

        November 29, 1972   -  Minutes

      ...... "Mr. Bassett described the Title III, ESEA PACE program now
in effect in the Montague elementary schools providing affective education.
If it is to be extended to the new high school he anticipates a need for

Montague   -   C.A.R.E.


a summer workshop and support personnel.  To receive money under Title III
the District may need to provide some funds too.  In response to Mr.
Bassett's request, the Committee indicated support for the concept of
an affective curriculum program.  Mr. Vivier moved that the Committee
ask Mr. Bassett to write and present a rewritten Title III project for
1973-74 (an extension of the present project).  Mrs. Tidd seconded the
motion; so voted unaninously.

Mrs. Tidd moved that the Committee add $10,000 to the instruction
account for the January 1973 - June 1974 budget, earmarked for the
Title III project.  Mr. Murley seconded the motion; so voted unanimously."

# Montague's CARE Rated Excellent

**By PATT FRANCIS**
**Recorder Staff**

TURNERS FALLS — A preliminary on-site evaluation by a state Department of Education-authorized team has given an "excellent" rating to Montague's Title III humanistic education program.

A four-member team spent 1½ days in Montague this week, visiting schools, observing classes and talking to students, parents, teachers and administrators, as well as the project staff.

The program, entitled CARE (Curriculum of Affect for Responsive Education), is aimed at helping elementary school children explore the concepts of identity (Who am I? Do I count?), connectedness (How do I relate to others?) and power (Do I have any control over what happens to me?) It helps children understand their feelings and accept them, and the feelings of others. The emphasis is on learning to respect the views of other people.

**THE EVALUATION BEGAN** Monday evening with a dinner at the French King Restaurant. The evaluating team has a chance to meet in an informal setting with School Committee members, teachers, the CARE staff, Supt. Daniel R. Morrison and Asst. Supt. Paul C. Bassett and parents.

The team has been briefed on what the objectives of the project are, and what Project Dir. Doris J. Shallcross and others hope to attain

The on-side evaluation looks at the objectives and decides whether the project is actually doing what the planners said they would be doing. Montague was rated "excellent."

The evaluation is taken into consideration when decisions about future funding are being made. The CARE project is in its first year, with a $43,500 budget.

**ALREADY, SAID THE** evaluating team, the program has reached a large number of children, and faculty members as well. A great deal of support for the program — from teachers, parents and children — was noted by the evaluating team.

Weaknesses of the program were in areas that might be considered "carry-over". There's no continuity for teachers between their humanistic education class with their "family" group in the beginning of the day and the children they spend most of the day with, and for students, there's no carry-over from class-to-class.

The team recommended formation of an advisory group, which might work out ways to involve the faculty and community in planning and running the program. Also, there should be a way of allowing teachers who are very involved and enthusiastic to become "leaders" and assist in training new faculty members in humanistic education work.

Evaluation team members were David Jackman, director of the state Title III program; Stuart Fuller of the state Department of Education regional office; Beverly Lydiard of Acton, an educational consultant; and David Crisafulli, of the New Hampshire Title III program.

*Lyn —*
*Take a few thousand bows*
*Dorie*

THE HUMANISTIC EDUCATION PROGRAM
IN THE MONTAGUE PUBLIC SCHOOLS
FOR THE ACADEMIC YEAR 1973-1974
**February**

## INTRODUCTION

During the past several months the staff of Project _____
has had the priviledge of working with the teachers a_____
of the Montague system. We have had the opportunity to _____
the joys and the frustrations familiar to the first yea__ ___
innovative project. We wish to share some of our present _____ ___ves
with the hopes that they may be of assistance in further _____.
for the project. The recommendations made here stem from our _____-
vations and participation in the schools and are presented _____
the philosophical framework of Humanistic Education.

Humanistic Education is concerned with the intergration of
cognitive and affective learning. The focus of Humanistic Education
is on creating a relevant, person-oriented educational experience.
Its major goal is aimed at permitting, encouraging, and extending _
student's ability to be independent, self-directed, and responsible.

## STATEMENT OF PHILOSOPHY OF HUMANISTIC EDUCATION

We believe in the following expanded classroom norms of
Humanistic Education.

1. Learning about one's self (thoughts, feelings, ___ ___ _____)
   is legitimate in school.
2. Experiencing the present moment, the here-and-___, of
   students and teachers is important.
3. Learning words and concepts for and how to negotiate
   one's emotions is important.
4. Non-judgmental acceptance and respect is central to the
   process of individual personal growth.
5. Experiencing oneself and one's surroundings is central
   to personally important learning.
6. Appropriate, non-manipulative disclosure of thoughts
   and feelings about self and others is valued and
   facilitates personal growth in self and others.

We believe the total schooling experience should reflect inter-
est in and attention to a child's affective domain as well as the
cognitive and psychomotor domains. There are three means by which
this can be accomplished.

1. Through congruent courses (such as the one in _____
   now in the Montague Elementary Schools) which _____
   set of intended learnings to promote personal, ___ ____
   growth.
2. Confluent courses integrate virtually all subject matter
   areas to teach a wider range of emotional responses, __
   help students confront value dilemmas, and to help ___

develop information processing skills.  These integra-
tions involve making the subject matter personally
relevant here and now through the use of imagination,
touching students' feelings and translating ideas into
action.

3.  Contextual approaches involve means of improving school
    organizational and classroom climate to provide a more
    psychologically healthy environment.  These approaches
    include changes in school structure, physical environ-
    ment, classroom climate, and teaching style.

We believe that a high level of trust must extend throughout
the hierarchy of the school system.

We believe that teachers can be self-directed and creative at
work if properly motivated and supported.

We believe that the capacity for creativity in addressing
system-wide problems and concerns is widely distributed in the school
system population (i.e., students, teachers, administrators, and all
other personnel).

We believe that self-control, self-motivation, and self-selection
are indispensable in achieving organizational goals.

We believe that work is as natural as play for everyone within
the system if the conditions are favorable.

We believe that awareness and control of self is important for
everyone within the system.

We believe that egalatarian relationships are the most productive
and satisfying.

We believe that it is important for all individuals to be able
to behave in many ways.

We believe that the strength of an individual's positive self-
concept will have direct influence on that person's intellectual and
emotional growth.

We believe that if the above philosophy continued into action
on the faculty level, the growth of students will be assured.


RECOMMENDATIONS FOR THE ACADEMIC YEAR 1973-1974

I.  Effective, volunteer teachers should be responsible for
    teaching Humanistic Education.

    A.  Limit the number of teachers who will teach Humanistic
        Education.

        1.  These teachers need to be accountable for high-level
            performance.
        2.  These teachers should be supervised and evaluated
            by administrators who have received training in

supervisory practices and methods of evaluation
peculiar to Humanistic Education.

3. These teachers should have direct opportunities
for consultation with Title III staff.

B. Place Humanistic Education on an equal curricular
level with other subject matter areas.

C. Opportunities should be made available for individual
teachers to explore and implement alternative teaching
styles and grouping procedures during the Humanistic
Education period.

1. Establish a middle ground between differentiated
staffing and self-contained classrooms.

2. Arrange schedules so that Humanistic Education
students are together as a group at other times
of the day.

3. All possible approaches should be exercised and
all possible conditions be provided and main-
tained toward creating a more humanistic
environment throughout the school system.

4. Provisions should be made so that physical space
and attitudinal climate allow for clusters of
children and clusters of teachers to work to-
gether.

II. Opportunities for teachers to experience on-going training
in Humanistic Education should be continued either through
present in-service arrangements or during two/three
curriculum planning days per semester.

III. Budget considerations should include these important concerns:

A. Monies should be provided for selected teachers to
develop Humanistic Education curriculum guidelines
on primary and intermediate levels based on the
specific Montague student population.

B. Adequate budget allowances should be provided for
supplies, art materials, film rentals, and purchases
of basic equipment and blank films.

IV. Considerations for the proposed secondary program should
include the following:

A. The summer training sessions should be open to all
secondary personnel.

B. Implementation of the program should be executed on
a truly voluntary basis, with teachers volunteering
after the summer sessions and making a contractual
agreement toward effecting the curriculum throughout
the school year.

C. The teachers should have opportunities for direct
consultation with Title III staff.