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# The effects of values-clarification strategies on school attitudes in seventh grade English

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THE EFFECTS OF VALUES-CLARIFICATION  
STRATEGIES ON SCHOOL ATTITUDES IN  
SEVENTH GRADE ENGLISH

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A Field Study  
Presented to the  
Department of Educational Administration and Supervision  
and the Faculty of the Graduate College  
University of Nebraska at Omaha

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In Partial Fulfillment  
of the Requirements for the Degree  
Educational Specialist

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James C. Gaffney

June 1976

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FIELD PROJECT ACCEPTANCE

Accepted for the faculty of The Graduate College of the University of Nebraska at Omaha, in partial fulfillment of the requirements for the degree Educational Specialist.

Graduate Committee

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July 30, 1976  
Date

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## CHAPTER I

### INTRODUCTION

Educational systems are constantly faced with the question "What should students be taught?" Traditionally, the answer has been skills and concepts in basic subject areas used most often in life. Consequently, curricula center around facts about these subject areas, skills used by people in these areas, and concepts on which the subjects are based. New ways of presenting facts, skills, and concepts are continually being explored in the hope that students will internalize and apply them when the need arises. Student and parent involvement in the learning process, individualized instruction, high interest learning media, and various groupings of students in learning situations all have but one goal: the acquisition of facts, skills, and concepts by the student.

Information about how the student learns, why he learns, the diagnosis of learning difficulties, and the amount he learns, aid educators in the teaching of facts and concepts to students. Still the question "What should students be taught?" remains unanswered.

Most educators assume that if students are taught facts, skills, and concepts in the content areas well enough, they will be able to make sound decisions in life. These same educators agree, however, that educational goals most valued

by students are more easily reached, because the students try harder to reach them. If students determine that the learning of subject matter is valuable to them, then school is important, interesting, and highly prized.

The values-clarification process is one in which students are taught how to select those things most valuable to them. Kirschenbaum, in an article entitled "A World of Confusion and Conflict", makes the following statement:

If individuals learn to use the process of value clarification, they are likely to behave in ways that are less apathetic, confused and irrational and in ways that are more positive, purposeful and enthusiastic.<sup>1</sup>

If the preceding statement by Kirschenbaum is true, then attitudes toward school can be changed through the process of values clarification.

#### Statement of the Problem

The purpose of this research was to investigate the effects of values-clarification strategies on attitudes held by seventh grade students toward school.

Six hypotheses were formulated relating values clarification-strategies to specific attitudes. The hypotheses are listed below:

1. Students in the group receiving value-clarifying strategies will have more positive feelings toward school than students in the control group.

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<sup>1</sup>Howard Kirschenbaum, "A World of Confusion and Conflict," Forum Magazine, (Spring/Summer, 1972), p.6.



2. Students in the group receiving value-clarifying strategies will have less feelings of displeasure toward school than students in the control group.

3. Students in the group receiving value-clarifying strategies will have more positive feelings toward the importance of education than students in the control group.

4. Students in the group receiving value-clarifying strategies will have more positive feelings toward the importance of grades than students in the control group.

5. Students in the group receiving value-clarifying strategies will have less feelings of futility and helplessness in regard to school than students in the control group.

6. Students in the group receiving value-clarifying strategies will have more positive feelings toward teachers and the school's activity program than students in the control group.

#### Delimitations of the Study

The study was not designed to measure the effects of values-clarification strategies on cognitive learning in the classroom. Only attitudinal changes were measured, for the relationship between attitudes and learning has already been established as Gerhard pointed out.<sup>2</sup>

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<sup>2</sup>Muriel Gerhard, Effective Teaching Strategies With the Behavioral Outcomes Approach (Nyack: Parker Publishing Company, 1971), p. 81.

No follow-up was made by the author to determine the persistence of attitudinal changes that occurred as a result of the treatment.

The results of this attitudinal study may have been affected by other factors that influenced students' attitudes.

#### Significance of the Study

The junior high school students of today are constantly bombarded by conflicting sets of values. They are told how they should behave, and see others behave differently with no ill effects. Although most students are told "crime does not pay", they often see examples to the contrary. Many students, therefore, are frustrated in their search for a set of values upon which they can rely when faced with decisions in life.

The results of this study, in which students' attitudes are measured before and after they are exposed to value-clarifying strategies, should be invaluable to educators.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

A significant writer on the subject of values clarification is Louis E. Raths. His book, Values and Teaching,<sup>3</sup> is noted by Forum Magazine's "An Annotated Bibliography on Value Clarification" as a basic text on the subject. In this book, Raths admits that his ideas are not original:

The senior author considered for some time what might be the implications of value development for teaching and, based on some of the work of Dewey, built a theory of values that seems to offer concrete and effective aid to teachers.<sup>4</sup>

He attributes the behavior of children who are "apathetic, flighty, uncertain, inconsistent, or who are drifters, overconformers, overdissenters, or role players," to confusion in values.<sup>5</sup>

The values-clarification process is built on the premise that values cannot be imposed upon students, but a "process of valuing" has to be taught to help them develop their own values.<sup>6</sup>

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<sup>3</sup>Louis E. Raths, Merrill Harmin, Sidney B. Simon, Values and Teaching (Columbus: Chas. E. Merrill Pub. Co., 1966)

<sup>4</sup>Ibid, p. 7.

<sup>5</sup>Ibid, p. 8.

<sup>6</sup>Ibid, p. 28.

"We have incorrectly assumed that the ability for rational and abstract thought also enables people to make value decisions".<sup>7</sup>

Harmin, Kirschenbaum, and Simon set forth the following guidelines for teaching the process of valuing.

The teacher must:

1. Be accepting and nonjudgmental.
2. Provide an atmosphere that encourages diversity.
3. Respect the individual's right to pass.
4. Respect students' responses.
5. Encourage honest responses.
6. Be a model of good listening.
7. Avoid questions demanding "yes or no".
8. Raise questions of both personal and social concern.<sup>8</sup>

Implicit in the valuing process is the awareness of concepts and facts from which values are derived. Values based upon distorted facts and false concepts are, in turn, distorted and spurious. "Based on a solid foundation of facts and concepts, values enable us to guide our lives through a complex world."<sup>9</sup>

The importance of basing values upon correct knowledge and true concepts cannot be overemphasized. A person will not change his values unless he becomes aware of the facts that point out inconsistencies in his present values. Rokeach,

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<sup>7</sup>Ibid, p. 23.

<sup>8</sup>Merrill Harmin, Howard Kirschenbaum, Sidney B. Simon, Clarifying Values Through Subject Matter (Minneapolis: Winston Press, Inc., 1973), pp. 34-36.

<sup>9</sup>Ibid, p. 26.

in his experiments in the valuing process, has this to say on the subject:

Contemporary social psychologists generally agree that before changes in attitudes or in value-related behavior can occur, there must first exist what John Dewey had called a "felt difficulty" and what social psychologists nowadays call a state of psychological imbalance or dissonance. . . . We exposed a person to information designed to make him consciously aware of inconsistencies within his own value-attitude system, inconsistencies which he is normally unaware.<sup>10</sup>

Raths describes the process of valuing and defines values in the following excerpt:

Unless something satisfies all seven of the criteria noted below, we do not call it a value. In other words, for a value to result, all of the following seven requirements must apply. Collectively, they describe the process of valuing.

1. Choosing freely. If something is in fact to guide one's life whether or not authority is watching, it must be a result of free choice. If there is coercion, the result is not likely to stay with one for long, especially when out of range of the source of that coercion. Values must be freely selected if they are to be really valued by the individual.

2. Choosing from among alternatives. This definition of values is concerned with things that are chosen by the individual and, obviously, there can be no choice if there are no alternatives from which to choose. It makes no sense, for example, to say that one values eating. One really has no choice in the matter. What one may value is certain forms of eating, but not eating itself. We must obtain nourishment to exist; there is no room for decision. Only when a choice is possible, when there is no more than one alternative from which to choose, do we say a value can result.

3. Choosing after thoughtful consideration of the consequences of each alternative. Impulsive or thoughtless choices do not lead to values as we define them.

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<sup>10</sup>Milton Rokeach, "Persuasion That Persists," Psychology Today (Sept., 1971), pp. 68-69.

For something intelligently and meaningfully to guide one's life, it must emerge from a weighing and an understanding. Only when the consequences of each of the alternatives are clearly understood can one make intelligent choices. There is an important cognitive factor here. A Value can emerge only with thoughtful consideration of the range of the alternatives and consequences in a choice.

4. Prizing and cherishing. When we value something, it has a positive tone. We prize it, cherish it, esteem it, respect it, hold it dear. We are happy with our values. A choice, even when we have made it freely and thoughtfully, may be a choice we are not happy to make. We may choose to fight in a way, but be sorry circumstances make that choice reasonable. In our definition, values flow from choices that we are glad to make. We prize and cherish the guides to life that we call values.

5. Affirming. When we have chosen something freely, after consideration of the alternatives, and when we are proud of our choice, glad to be associated with it, we are likely to affirm that choice when asked about it. We are willing to champion them. If we are ashamed of a choice, if we would not make our position known when appropriately asked, we would not be dealing with values but something else.

6. Acting upon choices. Where we have a value, it shows up in aspects of our living. We may do some reading about things we value. We are likely to form friendships or to be in organizations in ways that nourish our values. We may spend money on a choice we value. We budget time or energy for our values. In short, for a value to be present, life itself must be affected. Nothing can be a value that does not in fact, give direction to actual living. The person who talks about something but never does anything about it is dealing with something other than a value.

7. Repeating. Where something reaches the stage of a value, it is very likely to reappear on a number of occasions in the life of the person who holds it. It shows up in several different situations, at several different times. We would not think of something that appeared once in a life and never again as a value. Values tend to have a persistency, tend to make a pattern in life.<sup>11</sup>

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<sup>11</sup>Louis E. Raths, Merrill Harmin, Sidney B. Simon, Values and Teaching (Columbus: Charles E. Merrill Pub. Co., 1966), pp. 28-29.

Kirschenbaum lists three steps in the values-clarification process:

1. Stimulate a person to think about value-related issues and to share those thoughts.
2. The person and persons around him must accept his thoughts or feelings, non-judgementally.
3. Stimulate the person to do some additional thinking, so that he moves toward more comprehensive levels of valuing.<sup>12</sup>

The importance of sharing one's thoughts during the values-clarification process is emphasized by Sidney Jourard.

The self-disclosure process puts us more closely in touch with our inner experience. Verbal and nonverbal communication, the giving and receiving of feedback, sending clear messages, empathic listening--all these processes and others foster self-disclosure and exposure to alternatives and, therefore, are part and parcel of the values clarification process.<sup>13</sup>

When students' attitudes toward school are positive, the classroom becomes more enjoyable, and increased learning occurs.

The attitude of the pupil is a key factor operating in the classroom. How the pupil perceives the task, how he feels about it, will determine the degree of involvement and of learning which results.<sup>14</sup> . . . The point being emphasized is that as educators we are able to identify these "intangibles" such as pupils' attitudes and interests and therefore should be able to move toward their increased development.<sup>15</sup>

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<sup>12</sup>Howard Kirschenbaum, "A World of Confusion and Conflict," Forum Magazine, (Spring/Summer, 1972), p. 6.

<sup>13</sup>Sidney Jourard, The Transparent Self (New York: Van Nostrand Reinhold Company, 1964), p. 165.

<sup>14</sup>Muriel Gerhard, Effective Teaching Strategies With the Behavioral Outcomes Approach (Nyack: Parker Publishing Co., 1971), p. 81

<sup>15</sup>Ibid, p. 63.

Relationships between attitudes and values are defined by Rokeach as follows:

In a sense, values are the source and foundation of attitudes and behavior toward specific events, people, or situations. A person can have thousands of attitudes, but only a few values that transcend and dynamically determine these thousands of attitudes.<sup>16</sup>

Research designed to measure the effects of value-clarification processes yield divergent results.

An experimental study by DePetro to determine the effects of values-clarification strategies upon the self-esteem of secondary school students indicated that general psychology studies did almost as well. His findings were as follows:

1. Exposure to values-clarification strategies had a small but significant effect upon the self-esteem of the students in the experimental group as measured by the Coopersmith Self-Esteem Inventory.

2. In comparing the effects of values-clarification versus general psychology on student self-esteem, the difference was not significant as measured by the Coopersmith Self-Esteem Inventory.

3. There were no significant changes in the priority in which the students ranked their values on the Pre/Post Rokeach Value Survey as indicated by the results of the Spearman rank order correlation.<sup>17</sup>

A study by Guziak to determine the effect of values-clarification strategies on the self-concept and value-related behaviors of fifth grade students produced more positive results.

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<sup>16</sup>Milton Rokeach, "Persuasion That Persists," Psychology Today (Sept., 1971), p. 70.

<sup>17</sup>Henry Michael DePetro, "Effects of Utilizing Values Clarification Strategies on the Self-Esteem of Secondary School Students," Dissertation Abstracts International, XXXVI (1975), 775A (University of Northern Colorado)



In summary, the results of the study strongly indicate the values clarification teaching strategies utilized appear to be an effective means for improving self-concept and value-related behaviors of the experimental fifth grade group of students.<sup>18</sup>

A similar study by Covault supports Guziak's findings.

In summary, these significant positive changes for the experimental group as compared with the control group change clearly support the effectiveness, appropriateness and utility of the value clarification teaching strategies employed in this study.<sup>19</sup>

An experimental study on seventh grade students by Fitzpatrick discovered not only positive results on self concepts, but on reading achievements as well. "As a result of the data analysis, it was concluded that the value-clarifying strategies had a significant influence on self concept and reading achievement in this study." Fitzpatrick concluded "that those involved in curriculum development should consider giving the value-clarifying process and the strategies designed around this process a prominent place in curriculum planning."<sup>20</sup>

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<sup>18</sup>Sigmund John Guziak, "The Use of Values Clarification Strategies with Fifth Grade Students to Investigate Influence on Self-Concept and Values," Dissertation Abstracts International, XXXVI (1975), 1389A (The Ohio State University)

<sup>19</sup>Thomas Joseph Covault, "The Application of Value Clarification Teaching Strategies with Fifth Grade Students to Investigate their Influence on Students," Dissertation Abstracts International, XXXIV (1973), 2199A-2200A (The Ohio State University)

<sup>20</sup>Karen Fitzpatrick, "An Experimental Study to Investigate the Effects of Selected Value Clarifying Strategies on the Self-Concept and Reading Achievement of Seventh Grade students in Nonpublic Schools of a Large Roman Catholic Diocese," Dissertation Abstracts International. XXXVI (1975), 1994A (The Catholic University of America)

Barman's study on achievement, attitudes and affective behavior in high school biology disclosed positive results in achievement, but not in attitude.

The experimental and control groups did not display a significant difference in student attitude toward science when measured by the Tri-S Scale. A similar result was discovered, with respect to student attitude toward biology and affective behavior, when evaluated by the ADMS." (Author's note: The Tri-S Scale refers to the Schwirian Science Support Scale and ADMS refers to the Affective Domain Measuring Scale.)<sup>21</sup>

Varying time sequences were employed by Sklare in his investigation of the effects of values and dogmatism of high school juniors and seniors. One experimental group was involved in daily sessions over a two week span, and another experimental group was involved in ten weekly sessions.

He found that:

1. Students in the ten-week experimental group significantly clarified their differential values as measured by the Differential Values Inventory (DVI), and, 2. Males in the two-week experimental group became significantly more traditional in their value choices than did males in the ten-week control group as measured by the DVI. He also found that two-week experimental students became less dogmatic than ten-week experimental students.<sup>22</sup>

A study of the effects of in-service training for teachers on values-clarification techniques was completed by Coy. He

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<sup>21</sup>Charles Roy Barman, "The Influence of Value Clarification Techniques on Achievement, Attitudes and Affective Behavior in High School Biology," Dissertation Abstracts International, XXXV (1975), 7139A (University of Northern Colorado)

<sup>22</sup>Gerald Bennett Sklare, "The Effects of the Values-Clarification Process upon the Values, Clarity of Values, and Dogmatism of High School Juniors and Seniors," Dissertation Abstracts International, XXXV (1975), 7664A (Wayne State University)

measured the attitudes of elementary students in the classes of those teachers in the program toward themselves, the school, and the teacher. The study found a significant positive change in the students' attitudes toward their teachers, but very little change in the attitudes toward self and school. He suggests: "Perhaps the dynamics of the treatment process encouraged a more respectful, positive, and considerate approach on the part of teachers toward students' feelings, values, and opinions."<sup>23</sup>

The effectiveness of value-clarification techniques in relation to achievement in ecology and attitudes toward ecology, biology, and science was tested by Simmons. He concluded that:

(1) The value clarifying lessons prepared for this study, and used once per week over a 16-week period, are not as effective in developing student attitudes toward ecology as traditional instruction.

(2) The lessons used in this research are no more effective than traditional instruction in developing attitudes toward science, and achievement in ecology.<sup>24</sup>

From a study designed to determine the effect of value clarification on reading comprehension, Pracejus found the following:

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<sup>23</sup>Michael Nathan Coy, "The Effects of Teacher In-Service Training in Values Clarification on Attitudes of Elementary School Students toward Themselves, School, and the Teacher," Dissertation Abstracts International, XXXV (1975), 6507A (University of the Pacific)

<sup>24</sup>John Benson Simmons, "An Evaluation of Value Clarification Techniques with Respect to Ecological Achievement and Attitudes," Dissertation Abstracts International, XXXV (1975) 5953A (University of Northern Colorado)

(1) Exposure to value clarification does seem to result in an increase in reading comprehension.

(2) There are strong indications of a positive relationship between knowledge of value clarification and reading comprehension.<sup>25</sup>

Ellison investigated the effects of value clarification on political attitudes of high school students being taught civics.

The results of the study show that the values group receiving the value clarification techniques, increased in agreement with the democratic norms--a trend that was applicable to differences in sex, academic average, and grade. The opposite occurred in the comparison group--that group decreased in agreement with the democratic norms, a trend that held for sex, academic average, and grade difference.<sup>26</sup>

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<sup>25</sup>Elanor L. Pracejus, "The Effect of Value Clarification on Reading Comprehension," Dissertation Abstracts International, XXXV (1974), 2058A (University of Pittsburgh)

<sup>26</sup>Robert John Ellison, "A Study of the Effects of Value Clarification on Political Attitudes," Dissertation Abstracts International, XXXV (1974), 1550Z (The University of Rochester)

## CHAPTER III

### METHOD OF PROCEDURE

#### Hypotheses to be Tested

In order to ascertain the import of values-clarifying strategies upon the attitudes of seventh grade students toward school, the investigator formulated six hypotheses to be tested. They are as follows:

1. Students in the group receiving value-clarifying strategies will have more positive feelings toward school than students in the control group.

2. Students in the group receiving value-clarifying strategies will have less feelings of displeasure toward school than students in the control group.

3. Students in the group receiving value-clarifying strategies will have more positive feelings toward the importance of education than students in the control group.

4. Students in the group receiving value-clarifying strategies will have more positive feelings toward the importance of grades than students in the control group.

5. Students in the group receiving value-clarifying strategies will have less feelings of futility and helplessness in regard to school than students in the control group.

6. Students in the group receiving value-clarifying

strategies will have more positive feelings toward teachers and the school's activity program than students in the control group.

### The Design

The hypotheses set forth in the preceding section were tested by means of an experimental pre-test/post-test control group design. Two groups of students were given the same test (see Appendix). One of the groups (experimental) participated in eighteen value-clarifying activities (described in Teacher Strategies Employed, pages 17 to 35), then both groups were given the same test again. The test is described in the following section, Instrumentation. Two seventh grade English classes, enrolled randomly by computer, comprised the experimental and control groups. The control group contained 29 students, and the experimental group, 28 students.

### Instrumentation

The instrument selected for testing the hypotheses was an attitude survey developed by the Sheridan School District, Englewood, Colorado (Appendix). The test was designed to determine if a change of attitude occurred in an alternative school program as compared to a traditional one in that school district. Thirty-four statements were listed in the test, all relating to attitudes contained in the hypotheses. Four responses were available for each statement: Strongly Agree, Agree, Disagree, Strongly Disagree. Fifteen positive and

nineteen negative statements were listed. The purpose of both positive and negative statements was to minimize the tendency to agree or disagree with test items.

Eighteen value-clarifying strategies were presented to the experimental group during a nine-week period of time. The instructor scheduled two strategies per week. A written report of each strategy was kept, which included the purpose of the strategy, and a description of the activity. A comment section in the report in which the teacher briefly described the students' reactions to the strategies was also included.

### Teacher Strategies Employed

Each of the value-clarification strategies employed by the teacher is described below. They are presented in the order in which they were taught to the class, two per week for the nine-week period.

#### First Week

Strategy No. 1: Boundary Breaking. The purpose of this strategy was to help students learn to interact in an informal way, to become better acquainted, and to increase student trust level.

The class was seated in small groups in circles. The following directions were given: "This activity is designed to help us learn more about each other. You are to elect a group leader, and each person must answer all questions the leader asks of you. Watch each person carefully while they are answering. We are here to listen, not to argue. Develop

an idea of each person." The group leader then asked the following questions:

- (1) What means more to you than anything else?
- (2) How do you select your friends?
- (3) What do you want to be doing as an adult?
- (4) When do you feel best?

After each person in every group answered all the questions, the following questions were discussed in each group:

- (1) What person in the group did you learn most about?
- (2) Who did you feel was the most honest?
- (3) What answer, from another person, pleased you the most?

Strategy No. 2: Value Voting.<sup>27</sup> The purpose of this strategy was to give each student a chance to publicly affirm his values. It developed the realization that others often see issues quite differently than we ourselves do, and legitimized that important fact.

The class was seated in one large group, and the teacher asked the class as a whole to react to questions given them verbally. Those students wishing to answer in the affirmative raised their hands. Those wishing to answer negatively pointed their thumbs downward. Those wishing not to answer simply took no action at all. No discussion was held on each question. Many questions were asked the students pertaining to social relations with peers, school life, home life, and personal

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<sup>27</sup>Sidney B. Simon, Leland W. Howe, Howard Kirschenbaum, Values Clarification. (New York: Hart Pub. Co., 1972)



preferences. Sample questions are listed below. Each question was prefaced with "How many of you..." or "How many here..."

1. enjoy watching TV?
2. have been hurt by a friend?
3. think most students feel free to talk with their teachers?
4. wouldn't mind having classes with no books?

### Second Week

Strategy No. 3: Rank Order.<sup>28</sup> The purpose of this strategy was to give students practice in choosing from alternatives and in publicly affirming and explaining or defending their choices. It demonstrated clearly that many issues require more thoughtful consideration than we tend to give them.

The teacher distributed a list of 28 questions selected from the strategy with three alternatives to each question. The class was given time to rank the alternatives individually, then reseated in a large circle. Each student was given a minimum of three chances to publicly affirm their choices when called upon to respond to one of the questions. Discussion followed each question. Students were given the right to pass if they wished. The questions distributed to the class are listed below:

1. Which is most important in a friendship?
  - \_\_\_\_\_ loyalty
  - \_\_\_\_\_ generosity
  - \_\_\_\_\_ honesty

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<sup>28</sup>Ibid, p. 58

2. Which season do you like best?  
 winter  
 summer  
 spring  
 fall
3. If I gave you \$500, what would you do with it?  
 save it  
 give it to a charity  
 buy something for myself
4. Which do you think is most harmful?  
 cigarettes  
 marijuana  
 alcohol
5. How late should 14-year-olds be allowed to stay out on a weekend night?  
 10 P.M.  
 12 P.M.  
 it's up to them
6. If you were a parent, how late would you let 'your' 14-year-old stay out?  
 10 P.M.  
 12 P.M.  
 it's up to him/her
7. Where would you rather live?  
 on a farm  
 in the suburbs  
 in an inner city
8. Which would you rather be?  
 an only child  
 the youngest child  
 the oldest child
9. Which pet would you rather have  
 a cat  
 a dog  
 a parakeet
10. If you were president, which would you give the highest priority?  
 space program  
 poverty program  
 defense program
11. Which would you least like to be?  
 very poor  
 very sickly  
 disfigured

12. What would you be more likely to do about a person with bad breath?  
 directly tell him  
 send him an anonymous note  
 nothing
13. Which would you rather have happen to you if you had bad breath?  
 be told directly  
 receive an anonymous note  
 not be told
14. When you worry about your mark on an exam do you think about  
 yourself  
 your parents  
 pleasing the teacher  
 getting into college
15. Which type of teacher do you most prefer?  
 strict in the classroom but little homework  
 strict in the classroom and much homework  
 easy-going in the classroom but much homework
16. Which would you most like to improve?  
 your looks  
 the way you use your time  
 your social life.
17. How do you have the most fun?  
 alone  
 with a large group  
 with a few friends
18. If you suddenly inherited money and became a millionaire, would you?  
 share your wealth through charities, educational trust funds, etc.  
 continue on your present job and activities
19. Which would be your job preference?  
 hard and dirty work at \$80 wk.  
 clean and easy work at \$40 wk.  
 dirty but easy work at \$60 wk.
20. Which would you most like to be?  
 owner of a small business  
 employee in a large corporation  
 employee in a small business
21. Where would you most like to visit?  
 England  
 Russia  
 China

22. Where would you least like to live?  
 in a ghetto  
 in Chinatown  
 in a poor rural town in the south
23. Which would you like to do most?  
 learn to skin dive  
 learn to ride a mini-bike  
 learn to ride a horse
24. Which do you like best?  
 jello  
 pie  
 ice cream
25. Which would you least like to be:  
 a prison guard  
 a garbage collector  
 an assembly line worker
26. Which would you be more concerned about as you grow older?  
 lung cancer  
 overweight  
 declining vision
27. If you needed help in your studies, whom would you probably go to?  
 your friend  
 your teacher  
 your parent
28. Which would you hate most?  
 getting a spanking  
 going to the doctor for a shot  
 losing a five-dollar bill

Strategy No. 4: Value Whips:<sup>29</sup> The purpose of this strategy was to provide a simple and rapid means for students to see how others reacted to various issues or questions.

The teacher presented a problem question to the class, and after allowing a few minutes for thinking, proceeded rapidly around the room for individual answers. Each student

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<sup>29</sup>Ibid, p. 130.

was given a chance to see how others responded to the problems, and to think over his choice of answers. Two examples are given below. Other "whips" were selected from the reference used.

1. What is one thing about which you have changed your mind recently?

2. What is something here at Kirn that has really disturbed you lately?

### Third Week

Strategy No. 5: Twenty Things You Love to Do.<sup>30</sup> The purpose of this strategy was to help students examine their most prized and cherished activities.

The teacher asked the students to list twenty things they loved to do. After they had completed their list, they were asked to code each item as follows:

1. Place \$ beside each item that costs \$3 or more each time it is done.
2. Place an "A" beside each item preferred to be done alone.
3. Place "N5" beside each item that would not have been on your list five years ago.
4. Place "I-5" beside the five most important items.
5. Put the date you last did each item beside it.

Strategy No. 6: Either-Or Forced Choice.<sup>31</sup> The purpose of this strategy was to force the students to make a choice

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<sup>30</sup>Ibid, p. 30.

<sup>31</sup>Ibid, p. 94.

between two competing alternatives. When making their choices, students had to examine their feelings and values.

The students were given two competing alternatives verbally, and then moved to the side of the room designated for the alternative. When students had formed the two groups, each student chose a partner and discussed why the choice was made. The entire procedure was followed for each item given. The items given are listed below:

1. Do you feel more like a loner or a grouper?
2. Do you feel more like a teacher or a student?
3. Do you feel more like the country or the city?
4. Do you feel more like the present or the future?
5. Do you feel more like a leader or a follower?
6. Do you feel more like an arguer or an agree-er?

#### Fourth Week

Strategy No. 7: "The Pie of Life."<sup>32</sup> The purpose of this strategy was to raise thought-provoking questions about how we live our lives.

The students were handed a ditto copy containing a "Pie of Life". (Example reproduced on page 24.) Each quarter of the pie represented 6 hours of a typical 24-hour day. The students were asked to subdivide each slice by estimating how much time they spent on (1) sleep, (2) school, (3) at work--where they earn money, (4) with friends, (5) on homework, (6) alone, (7) on chores--around the home, (8) with family

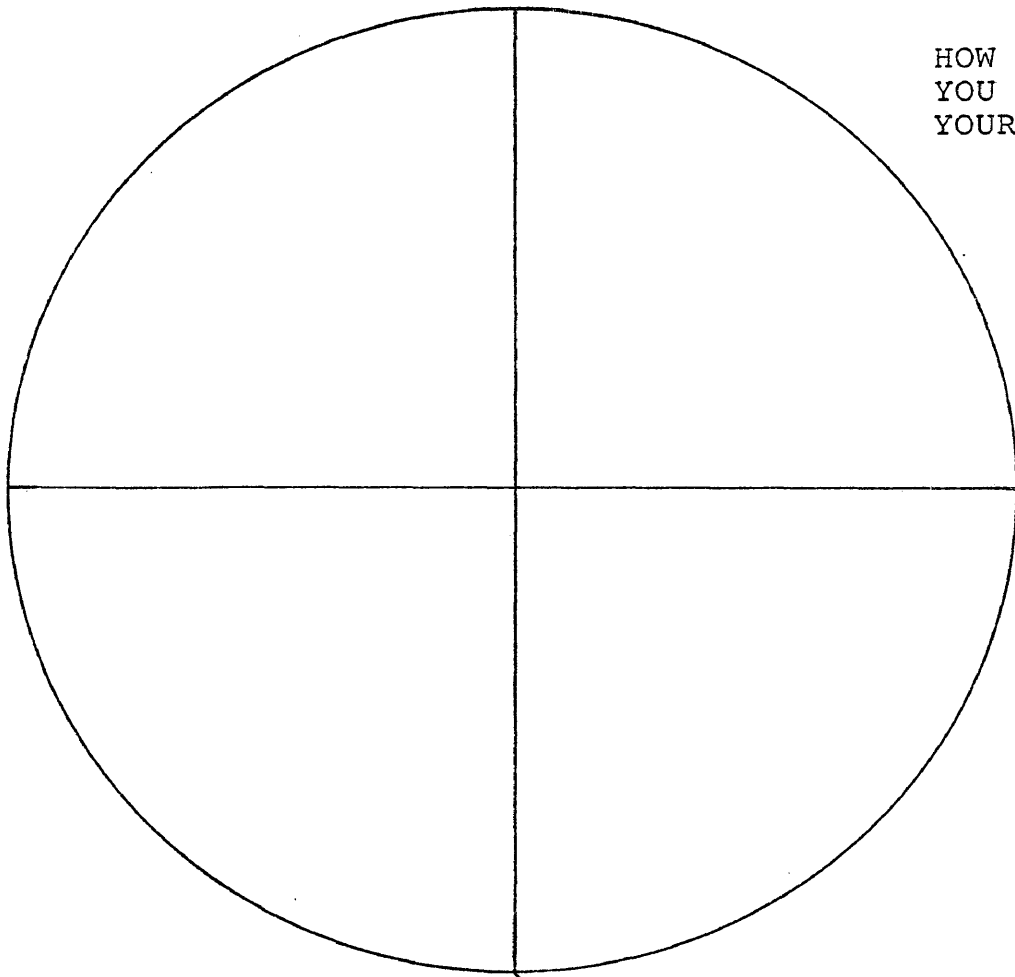
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<sup>32</sup>Ibid, p. 228.

(including meals), (9) on miscellaneous.

Students were then asked how satisfied they were with their pies, how they could change them, which slices they wished were bigger, or smaller.

THE PIE OF LIFE



HOW DO  
YOU SPEND  
YOUR TIME?

The above circle represents the 24 hours of a typical day. Each slice represents 6 hours.

Strategy No. 8: Values Clarification Scrapbook. The purpose of this strategy was to give the student an opportunity to privately express their feelings and thoughts in a scrapbook. This strategy was a result of a workshop sponsored by Area Educational Agency 13 of Iowa. It was created by a group of teachers of which the teacher of both the control and experimental groups was a member.

The teacher gave each student an 8½" x 11" scrapbook made up of 35 pages with various headings on them. Attractive drawings and cartoons were included on the pages to add interest. Time in class was given each week to work on the scrapbooks. Sample headings were:

I Am Thankful for . . .  
 The Good Life is . . .  
 Things I Wish I Could Sweep Under a Rug. . .  
 I'm Sitting on Top of the World Because . . .  
 Words That Cut . . .  
 Things That are Hard to Swallow . . .  
 People Who Mean a Lot to Me . . .

#### Fifth Week

Strategy No. 9: "Sharing Trios".<sup>33</sup> The purpose of this strategy was to learn to build trust so that students could risk being open in their disclosure of feelings.

The teacher asked students to pick two other students in the class whom they felt they didn't know very well. Each

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<sup>33</sup>Ibid, p. 177.



resulting trio was given a topic to discuss from 3-5 minutes. The students then formed new trios and were given another topic. The following topics were discussed:

1. The high point and low point of life for each student during the past week.
2. Who in your life brings you the greatest sadness?
3. Talk about a teacher who frightened you, hurt your feelings, or made you angry.

As a follow-up, the teacher then asked the class to respond to the following questions:

1. Were you really listened to?
2. Did you really listen?
3. Did you worry that you talked too much or too little?
4. Did you reveal your true feelings?

Strategy No. 10: "Are You Someone Who?"<sup>34</sup> The purpose of this strategy was to call upon students to consider what they want out of life, and what type of person they are.

The students were asked to number from 1 to 25, then to put Y, N, and M beside each number. The teacher then read 25 statements, the students circling Y for yes if they agreed with the question, N for no if they disagree, and M for maybe if they were not sure. Three examples of the 25 questions are given below:

- (1) Are you someone who is likely to have six or more children?
- (2) Are you someone who is sure to move away from your home town?

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<sup>34</sup>Ibid, p. 366.

- (3) Are you someone who is apt to get into trouble with the law?

After the twenty-five questions were given, each student was asked to write two original statements describing themselves beginning with "I am someone who . . ." These were not read to the class nor discussed.

### Sixth Week

Strategy No. 11: "Two Ideal Days."<sup>35</sup> The purpose of this strategy was to help students more clearly understand what they wanted out of life.

The students were asked to describe on paper their two most ideal days. They were encouraged to use as much detail as possible: the things they would be doing, who they would do them with, where they would be, etc. Volunteers were then asked to read their stories aloud.

Strategy No. 12: "Alligator River."<sup>36</sup> The purpose of this strategy was to provide an opportunity for students to reveal some of their values by reacting to the characters of a story. They also became more aware of some of their own values.

The teacher read a story called "Alligator River"<sup>37</sup> to the students. The students were then placed into groups of 4 or 5 and asked to rank each character in the story from the

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<sup>35</sup>Ibid, p. 314.

<sup>36</sup>Ibid, p. 290.

<sup>37</sup>Ibid, p. 292.

least objectionable to the most objectionable. After they had ranked the characters, each group shared their ranking and reasons for the ranking with the rest of the class. A discussion followed in which the class discussed the characters, and how they (students) identified with them.

### Seventh Week

Strategy No. 13: "Values Continuum."<sup>38</sup> The purpose of this strategy was to illustrate to the students that many alternatives are possible on any given issue. Students quickly realized that extreme positions were not desirable on most controversial issues. Students were also encouraged to make a public affirmation of their opinions and beliefs.

The teacher presented four issues to the students, and described two extreme positions on the issue to the class, establishing the ends of a continuum extending across the room. The members of the class then placed themselves on the continuum relative to their own beliefs or values. The four issues given and the extreme positions of each are below:

1. How do you feel about school?  
 Stowaway Steve - - - - - Dynamite Dan  
 (Custodian has to make (Wants to blow up  
 him leave building, he building, he hates  
 likes it so much.) it so much.)
2. How do you like teachers to relate to you?  
 Super Buddy - - - - - Strict Punisher  
 (Let's do anything) (Beats us for a  
 grammar error.)

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<sup>38</sup>Ibid, p. 116.

3. What percentage of the time are you happy?  
Sad Sack Sara - - - - - Happy-time Helen
4. How do you feel about your school work?  
Worry Wart Wilma - - - - - (Couldn't Care-Less Carol)  
(Worries about making errors) (Does not care if anything is done correctly)

Strategy No. 14: "Public Interview."<sup>39</sup> The purpose of this strategy was to encourage students to publicly state their values and to raise the level of trust throughout the class.

Volunteers from the class were asked to participate in a public interview. This was an on-going activity, taking parts of several class sessions. Students, as well as the teacher, asked the student questions as he sat in front of the class. The volunteer always reserved the right to pass any time he wished. Sample questions were:

- (1) What is your stand on smoking?
- (2) What is one thing you would like to learn?
- (3) What do you like best about school?
- (4) What do you like least about school?
- (5) If you were a teacher, how would you teach your classes?

### Eighth Week

Strategy No. 15: "Privacy Circles."<sup>40</sup> The purpose of this strategy was to encourage students to determine when to disclose their feelings and when it is inappropriate. It gave students the opportunity to find out whom they were willing to tell what.

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<sup>39</sup>Ibid, p. 139.

<sup>40</sup>Ibid, p. 183.

Each student was given a privacy circle (reproduced on page 32) and asked to write in each band two values or beliefs they would willingly tell the group indicated in the band.

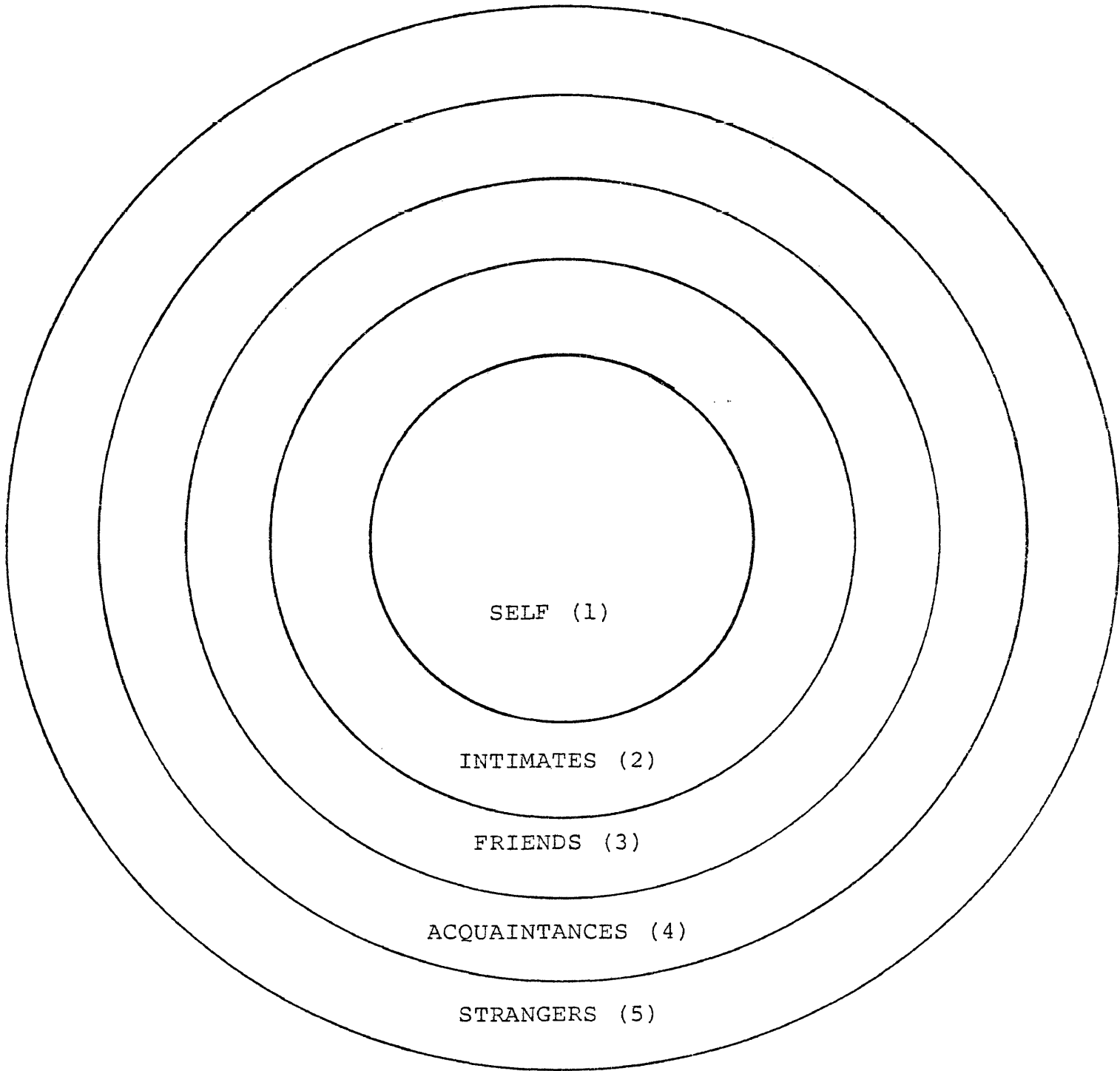
- (1) To whom would you tell your grades?
- (2) To whom would you tell whether or not you had stolen something?
- (3) To whom would you tell what you dislike about your best friend?
- (4) To whom would you tell if you cheat on exams?

Strategy No. 16: "Clothes and Values."<sup>41</sup> The purpose of this strategy was to provide an opportunity for students to investigate the statements they make to others through the clothes they wear. Students were forced to look at what they want to communicate, and to compare their findings with what, in reality, they do communicate through the use of clothing.

The teacher gave a "Clothes and Values" ditto to each student (reproduced on page 32), and asked them to list in the appropriate column the articles of clothing they were wearing at the time. Students were then told to be as frank as possible when filling out the middle column, When this was completed, groups of three were set up, and the group filled in the remaining third column. The second column was covered up while the third was being completed. The chart was then

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<sup>41</sup>Ibid, p. 331.



PRIVACY CIRCLES

## CLOTHES AND VALUES

Item of Clothing	What I want my clothing to say about me.	What my clothing does say about me to others.

returned to the original owner, and the class discussed the exercise.

### Ninth Week

Strategy No. 17: "Alternative Action Search."<sup>42</sup> The purpose of this strategy was to enable students to consider alternatives for action in various specific situations. Students were encouraged to bring their everyday actions more consistently into harmony with their feelings and beliefs.

The class was presented with several specific situations requiring action of some sort to be taken. The students were required to write the course of action they would take as individuals. The class was then divided into small groups of four or five, and each group was asked to discuss the situations, and decide as a group the best course of action to take. The groups reported to the class their decisions, and each situation was then discussed. The following situations were presented:

- "1. You are walking behind someone. You see him take out a cigarette pack; withdraw the last cigarette; put the cigarette in his mouth; crumple the package and nonchalantly toss it over his shoulder onto the sidewalk. You are 25 feet behind him. Ideally, what would you do?
2. At a picnic, there is a giant punch bowl. One of the little kids, much to everyone's horror, accidentally drops his whole plate of spaghetti into the punch. What would you do?
3. You see a kid three or four years younger than you shoplifting at the local discount store. You're

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<sup>42</sup>Ibid, p. 198.



concerned that he'll get into serious trouble if the store detective catches him. What would you do?<sup>43</sup>

Strategy No. 18: "The Fallout Shelter Problem."<sup>44</sup> The purpose of this strategy was to convince students of the difficulty in determining what values are best, and to give them experience in solving problems together.

The teacher divided the class into groups of 5-7 students. A story was presented in which World War III began, and the group had to pick four people from a list of ten to be "saved" from death by staying in a fallout shelter. The list of ten people included a description of each, and the students had to decide which four people were of most value. A discussion followed.

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<sup>43</sup>Ibid, p. 199-201.

<sup>44</sup>Ibid, p. 281.

### Teacher Comments

The teacher of both the control and experimental groups attended a workshop on values clarification sponsored by Area Educational Agency 13 of Iowa. This workshop consisted of 18 full day sessions, was started a semester prior to the study and continued throughout the experimental period. The following comments were written by the teacher after the experiment was completed, and is included in this paper to give the reader information on the acceptance of values-clarification strategies by students:

The values-clarification program was a meaningful, rewarding experience for the students and for myself. The students looked forward to the lessons and responded to each of them in an honest enthusiastic manner. They dealt with the strategies openly, and as a result became more open with each other and with themselves.

Due to the work we did together, this class showed a marked improvement in working together as a group (large or small) by patiently offering and receiving new ideas. They learned to respect others opinions, even if they were in sharp contrast to their own.

The most popular of the strategies was "Boundary Breaking". This was basically a getting-acquainted activity geared to raise the trust level of the class. Students repeatedly asked to do this strategy again. I feel that this was because they were thrilled with the idea that they were honestly being listened to.

The strategy that made the greatest impact was "The Pie of Life". Students were surprised at how their time was actually spent and many discussed trying to alter this in their lives. They realized that some of the things they valued highly were not receiving the amount of time they deserved. This was a rewarding strategy for me because it showed the values-clarification process working. This is not always so evident, because values are internal.

I felt that values clarification was such an educational addition to my classroom that I expanded the use of its strategies to all of my other classes. This was truly a worthwhile experiment.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

In Chapters I and II, some feelings and concerns of educators on the topic of student attitudes toward the learning situation have been noted. In the specific chapter on Related Literature, (Chapter II), advocates and adversaries of Values Clarification as a means of changing student attitudes were represented. The chapter on Method of Procedure (Chapter III), explained the development and use of the attitude survey in the study. Chapter III also gave a detailed explanation of the teacher strategies employed with the experimental group. The previous chapters have therefore established the foundation for the presentation of new data in Chapter IV.

Chapter IV will present an analysis of the data obtained from the pre-test and post-tests administered to the 57 seventh grade students. The data collected represents a time span of 9 weeks, from January 19, 1976, to March 19, 1976, and includes only the student population of two sections from the seventh grade Language Arts program at Kirn Junior High School in the Council Bluffs, Iowa, Community School District.

The test was designed to determine if a change of attitude had occurred due to the affect of an alternative teaching procedure. The test included the use of a Likert scale, which, when fed through a computer, provided the writer with

a numerical presentation of data including: (1) a measure of central tendency (mean) and (2), an item by item distribution of student responses.

The tables that follow display this data according to an item analysis illustrating the above two (2) major areas for both the experimental and control groups.

Table I indicates the distribution of item scores occurring on the pre-tests and post-tests given to the control group. In Table I and all the following tables, the display is made according to the identified hypotheses presented in Chapter III. The hypotheses and the appropriate questions are:

1. Students in the group receiving value-clarifying strategies will have more positive feelings toward the school than students in the control group. (Questions relating to this hypothesis or variable are numbers 3, 4, 5, 6, 7, 8, 13, 14, 16, and 34.)

2. Students in the group receiving value-clarifying strategies will have less feelings of displeasure toward school than students in the control group. (Questions relating to this hypothesis or variable are numbers 21, 23, 24, 25, 26, 27, and 29.)

3. Students in the group receiving value-clarifying strategies will have more positive feelings toward the importance of education than students in the control group. (Questions relating to this hypothesis or variable are numbers 1, 11, 30, 31, and 32.)

4. Students in the group receiving value-clarifying

strategies will have more positive feelings toward the importance of grades than students in the control group. (Questions relating to this hypothesis or variable are numbers 10 and 12.)

5. Students in the group receiving value-clarifying strategies will have less feelings of futility and helplessness in regard to school than students in the control group. (Questions relating to this hypothesis or variable are numbers 2, 17, 18, and 19.)

6. Students in the group receiving value-clarifying strategies will have more positive feelings toward teachers and the school's activity program than students in the control group. (Questions relating to this hypothesis or variable are numbers 9, 15, 20, 22, 28, and 33.)

The questions reflect the hypotheses and therefore are numerically out of sequence. Additional information regarding the question sequence can be obtained by examining the pre- and post-test located in the Appendix. The term "variable" will be used throughout this chapter to represent the procedure used for grouping the single test items in a manner that relates directly to the six (6) stated hypotheses.

Table I is as follows:

TABLE I

Frequency Distribution

Control Group Pre- and Post-Test Results

	Variable I									
	Pre-Test					Post-Test				
	SA	A	D	SD	SA	A	D	SD		
3. Generally, the students seem quite happy with the school.	4	18	6	1	3	13	10	1		
4. The activities program here offers many opportunities for personal development.	11	14	3	1	9	14	3	1		
5. Our school's academic program offers many opportunities for learning.	5	22	2	0	3	23	0	1		
6. When a class is discussing a problem, the teachers think the most important thing is to have all possible points of view represented.	9	18	2	0	6	16	4	1		
7. This school's academic program seems quite suitable for dealing with life today.	3	22	3	1	4	16	6	1		
8. I think the students here are rather unfriendly.	1	1	17	10	0	5	17	5		
13. Counseling and guidance people are really helpful when it comes to advice about careers and college.	4	15	8	2	5	14	5	3		

TABLE I (continued)

	Variable I							
	Pre-Test				Post-Test			
	SA	A	D	SD	SA	A	D	SD
14. I think this school is quite good.	12	12	4	1	10	11	2	4
16. The teachers here are very helpful and friendly.	6	13	8	2	10	13	1	3
34. Our counseling and guidance people are on the lookout for problems: they don't wait for students to indicate they want help.	4	15	3	6	4	10	10	3
	Variable II							
21. The work the teachers want you to do is just too hard.	3	3	16	7	3	6	14	4
23. This school offers the students few opportunities for social experiences.	5	8	12	4	4	7	11	4
24. I think this school's activities program (Pep Club, Sports, Clubs, etc.) is worthless.	0	3	8	18	0	1	9	17
25. Keeping everybody quiet when they're in the library is a regular cause with the librarians here.	4	11	12	2	3	9	10	4
26. The student paper here is pretty careful not to print anything too critical of the faculty or administration.	6	14	8	1	6	13	6	2



TABLE I (continued)

	Variable II							
	Pre-Test			Post-Test				
	SA	A	D	SA	A	D		
27. If a teacher or administrator accuses a student of misbehavior, there isn't much he can do to defend himself.	14	8	4	3	6	10	5	6
29. School is a pretty unpleasant experience for me.	1	2	20	6	4	2	10	11
	Variable III							
1. If I quit school, I really wouldn't miss anything.	0	0	12	17	0	5	9	13
11. I find this school's academic program rather uninteresting.	2	8	14	5	3	2	16	5
30. If you want to make a good life for yourself it is important to get a high school education	21	7	1	0	21	6	0	0
31. I don't see any good reason to stay in school.	2	1	6	20	1	1	5	20
32. What you learn in school doesn't really mean very much outside of school.	2	3	6	18	1	2	5	19

TABLE I (continued)

	Variable IV							
	Pre-Test			Post-Test				
	SA	A	D	SD	SA	A	D	SD
10. A lot of teachers here use grades as a way of getting back at students.	2	4	14	9	3	4	8	12
12. The way to get good marks here is to tell the teachers what they want to hear.	0	10	11	8	6	9	9	3
	Variable V							
2. The teachers don't seem to understand me and my friends.	2	10	14	3	2	4	19	2
17. Students here are discouraged from using their own opinions when answering questions.	2	12	11	4	3	7	9	6
18. Students here often feel that they are batting their heads against a stone wall.	3	9	13	3	4	8	12	3
19. I find it hard to get along with my teachers.	0	4	18	7	1	4	11	11
	Variable VI							
9. Students here are left pretty much to themselves to do what seems reasonable to them in their clubs and activities.	6	15	6	2	8	16	1	2
15. I think the teachers are better as I get into the higher grades.	5	10	7	7	3	12	9	2

TABLE I (continued)

	Variable VI							
	Pre-Test				Post-Test			
	SA	A	D	SD	SA	A	D	SD
20. I would like to be like my teachers.	4	13	11	11	2	8	8	9
22. I'm quite active in the activities program of the school.	3	13	10	2	3	10	11	2
28. The social opportunities provided by the school are valuable	4	15	5	3	5	14	6	2
33. I find the activities program here quite uninteresting..	4	7	8	9	1	4	11	11

Reader's Note:

- Variable I = positive feelings toward the school
- Variable II = feelings of displeasure toward school
- Variable III = positive feelings toward the importance of education
- Variable IV = positive feelings toward the importance of grades
- Variable V = feelings of futility and helplessness in regard to school
- Variable VI = feelings toward teachers and school's activity program

The results as shown in Table I illustrate the fact that little change occurred between the responses noted on the pre-test to the responses on the post-test. The raw scores of the respondents in each category remained stable. It should be noted that two students were absent for extended periods of time. They therefore were not available to complete the post-test, resulting in two less post-test scores than pre-test scores on each item.

Table II reveals the distribution of item raw scores of the experimental group on the pre- and post-test. As in Table I, the items in the pre- and post-test are distributed according to the 6 variables mentioned in the discussion of Table I.

Table II shows:

TABLE II

Frequency Distribution

Experimental Group Pre- and Post-Test Results

	Variable I							
	Pre-Test				Post-Test			
	SA	A	D	SD	SA	A	D	SD
3. Generally, the students seem quite happy with school.	1	14	9	3	1	15	7	3
4. The activities program here offers many opportunities for learning	5	17	4	2	6	18	1	1
5. Our school's academic program offers many opportunities for learning.	4	23	1	0	3	19	2	2
6. When a class is discussing a problem, the teachers think the most important thing is to have all possible points of view represented.	5	18	5	0	6	15	4	1
7. This school's academic program seems quite suitable for dealing with life today.	3	14	8	3	2	22	2	0
8. I think the students here are rather unfriendly.	3	5	13	7	0	4	16	6
13. Counseling and guidance people are really helpful when it comes to advice about careers and college.	4	16	5	3	5	15	5	0

TABLE II (continued)

	Variable I					
	Pre-Test			Post-Test		
	SA	A	D	SA	A	D
14. I think this school is quite good.	8	15	3	6	15	4
16. The teachers here are very helpful and friendly.	5	14	9	1	19	4
34. Our counseling and guidance people are on the lookout for problems; they don't wait for the student to indicate he wants help.	4	12	7	1	8	9
	Variable II					
21. The work the teachers want you to do is just too hard.	0	7	19	1	4	20
23. This school offers the students few opportunities for social experiences.	1	7	18	0	9	15
24. I think this school's activities program (Pep Club, Sports, Clubs, etc.) is worthless.	1	1	13	1	1	10
25. Keeping everybody quiet when they're in the library is a regular cause with the librarians here.	4	15	6	2	12	9
26. The student paper here is pretty careful not to print anything too critical of the faculty or administration.	3	19	2	2	16	3

TABLE II (continued)

	Variable II							
	Pre-Test				Post-Test			
	SA	A	D	SD	SA	A	D	SD
27. If a teacher or administrator accuses a student of misbehavior, there isn't much he can do to defend himself.	9	12	5	2	8	10	7	0
29. School is a pretty unpleasant experience for me.	1	6	12	9	0	3	14	8
	Variable III							
1. If I quit school, I really wouldn't miss anything.	0	1	5	22	1	1	9	15
11. I find this school's academic program rather uninteresting.	3	7	14	3	1	3	20	2
30. If you want to make a good life for yourself it is important to get a high school education	20	5	2	1	13	9	3	0
31. I don't see any good reason to stay in school.	0	11	6	21	1	2	8	14
32. What you learn in school doesn't really mean very much outside of school.	0	4	6	18	1	1	10	13

TABLE II (continued)

	Variable IV							
	Pre-Test			Post-Test				
	SA	A	D	SA	A	D		
10. A lot of teachers here use grades as a way of getting back at students.	5	8	8	7	3	4	12	7
12. The way to get good marks here is to tell the teachers what they want to hear.	3	13	8	4	4	9	10	3
	Variable V							
2. The teachers don't seem to understand me and my friends.	1	10	14	3	3	10	12	1
17. Students here are discouraged from using their own opinions when answering questions.	4	6	13	15	1	10	15	0
18. Students here often feel that they are batting their heads against a stone wall.	4	4	17	3	2	7	15	1
19. I find it hard to get along with my teachers.	0	3	17	8	0	4	17	5
	Variable VI							
9. Students here are left pretty much to themselves to do what seems reasonable to them in their clubs and activities.	5	16	6	1	3	15	6	2



TABLE II (continued)

	Variable VI							
	Pre-Test				Post-Test			
	SA	A	D	SD	SA	A	D	SD
15. I think the teachers are better as I get into the higher grades.	3	16	6	1	3	15	6	2
20. I would like to be like my teachers.	1	4	13	9	1	11	6	8
22. I'm quite active in the activities program of the school.	5	10	10	2	2	9	12	2
28. The social opportunities provided by the school are valuable.	5	15	6	1	1	20	3	1
33. I find the activities program here quite uninteresting.	1	6	15	6	1	2	13	7

The results of Table II, like those found in Table I, show little gain in raw scores from pre- to post-test. The results, again as in Table I, will show a raw score difference of 2 on each item between the pre- and post-test. Two students in the experimental group were not available for testing when the post-test was administered.

Table III presents the frequency of item by item responses of the experimental group. The responses are presented according to the percentages of responses in each of the four categories of the Likert scale. The percentage score illustrates the per cent of attention each category received in each item from the respondents. The figures were obtained by comparing each response to the total responses on each survey item. As with the previously mentioned tables, the items are grouped according to the six identified variables and will therefore show questions according to their group rather than in sequential order. Table III:

TABLE III

Percentage Distribution

Experimental Group Pre- and Post-Test Results

	Variable I					
	Pre-Test			Post-Test		
	SA	A	D	SA	A	D
3. Generally, the students seem quite happy with the school.	3.7	51.9	33.3	11.1	57.7	26.9
4. The activities program here offers many opportunities for personal development.	17.9	60.7	14.3	7.1	69.2	3.8
5. Our school's academic program offers many opportunities for learning.	14.3	82.1	3.6	0	73.1	7.7
6. When a class is discussing a problem, the teachers think the most important thing is to have all possible points of view represented.	17.9	64.3	17.9	0	57.7	15.4
7. This school's academic program seems quite suitable for dealing with life today.	10.7	50.0	28.6	10.7	84.6	7.7
8. I think the students here are rather unfriendly.	10.7	17.9	46.4	25.0	15.4	61.5
13. Counseling and guidance people are really helpful when it comes to advice about careers and college.	14.3	57.1	17.9	10.7	60.0	20.0
14. I think this school is quite good.	29.6	55.6	11.1	3.7	57.7	15.4

TABLE III (continued)

	Variable I							
	Pre-Test				Post-Test			
	SA	A	D	SD	SA	A	D	SD
16. The teachers here are very helpful and friendly.	17.9	50.0	32.1	0	3.8	73.1	15.4	77.7
34. I find the activities program here quite uninteresting	14.8	44.4	25.9	14.8	4.3	34.8	39.1	21.7
Variable I Mean Percentage Scores	15.1	53.4	23.1	8.3	12.4	58.3	25.1	8.3
	Variable II							
21. The work the teachers want you to do is just too hard.	0	25.9	70.4	3.7	3.8	15.4	76.9	3.8
23. This school offers the students few opportunities for social experiences.	3.6	25.0	64.3	7.1	0	36.0	60.0	4.0
24. I think this school's activities program (Pep Club, Sports, Clubs, etc.) is worthless.	3.6	3.6	46.4	46.4	4.0	4.0	4.0	52.0
25. Keeping everybody quiet when they're in the library is a regular cause with the librarians here.	14.3	53.6	21.4	10.7	8.0	48.0	36.0	8.0
26. The student paper here is pretty careful not to print anything too critical of the faculty or administration	12.0	76.0	8.0	4.0	9.1	72.7	13.6	4.5

TABLE III (continued)

	Variable II					
	Pre-Test			Post-Test		
	SA	A	D	SA	A	D
			SD			SD
27. If a teacher or administrator accuses a student of misbehavior, there isn't much he can do to defend himself.	32.1	42.9	17.9	7.1	32.0	40.0 28.0 0
29. School is a pretty unpleasant experience for me.	3.6	21.4	42.9	32.1	0	12.0 56.0 32.0
Variable II Mean Percentage Scores	9.8	35.4	38.7	15.8	8.1	32.6 44.4 14.9
	Variable III					
1. If I quit school, I really wouldn't miss anything.	0	3.6	17.9	78.6	3.8	3.8 34.6 57.7
11. I find this school's academic program rather uninteresting	11.1	25.9	51.9	11.1	3.8	11.5 76.9 7.7
30. If you want to make a good life for yourself it is important to get a high school education.	71.4	17.9	7.1	3.6	52.0	36.0 12.0 0
31. I don't see any good reason to stay in school.	0	3.6	21.4	75.0	4.0	8.0 32.0 56.0
32. What you learn in school doesn't really mean very much outside of school.	0	14.3	21.4	64.3	4.0	4.0 40.0 52.0
Variable III Mean Percentage Scores	16.5	13.0	23.9	46.5	13.5	12.6 39.1 34.6

TABLE III (continued)

	Variable IV							
	Pre-Test				Post-Test			
	SA	A	D	SD	SA	A	D	SD
10. A lot of teachers here use grades as a way of getting back at students.	17.9	28.6	28.6	25.0	11.5	15.4	46.2	26.9
12. The way to get good marks here is to tell the teachers what they want to hear.	10.7	46.4	28.6	14.3	15.4	34.6	38.5	11.5
Variable IV Mean Percentage Scores	14.3	37.5	28.6	19.6	13.4	25.0	42.3	19.2
	Variable V							
2. The teachers don't seem to understand me and my friends.	3.6	35.7	50.0	10.7	11.5	38.5	46.2	3.8
17. Students here are discouraged from using their own opinions when answering questions.	14.3	21.4	46.4	17.9	3.8	38.5	57.7	0
18. Students here often feel that they are batting their heads against a stone wall.	14.3	14.3	60.7	10.7	8.0	23.0	60.0	4.0
19. I find it hard to get along with my teachers.	0	10.7	60.7	28.6	0	15.4	65.4	19.2
Variable V Mean Percentage Scores	8.0	20.5	54.4	16.9	5.8	30.1	57.3	6.7

TABLE III (continued)

	Variable VI							
	Pre-Test				Post-Test			
	SA	A	D	SD	SA	A	D	SD
9. Students here are left pretty much to themselves to do what seems reasonable to them in their clubs and activities.	17.9	57.1	21.4	3.6	11.5	57.7	23.1	7.7
15. I think the teachers are better as I get into the higher grades.	10.7	42.9	39.3	7.1	8.0	48.0	36.0	8.0
20. I would like to be like my teachers.	3.7	14.8	48.1	33.3	3.8	42.3	23.1	30.8
22. I'm quite active in the activities program of the school.	18.5	37.0	37.0	7.4	8.0	36.0	48.0	8.0
28. The social opportunities provided by the school are valuable.	18.5	55.6	22.2	3.7	4.0	80.0	12.0	4.0
33. I find the activities program here quite uninteresting.	3.6	21.4	53.6	21.4	4.3	8.7	56.5	30.4
Variable VI Mean Percentage Scores	12.1	38.1	36.9	12.8	6.6	45.5	33.1	14.8

The percentage results found in Table III further illustrate the small gain recorded between pre- and post-test scores. Individual items within the variables do show enough change that if the item were considered alone, the change might be considered significant. However, the overall percentage change in each of the six variables showed small, if not insignificant, change. A more detailed explanation of important individual item change can be found in the detailed explanation that follows Table IV.

In Table IV that follows, the percentage of responses for the control group in each of the four Likert categories are shown. The questions are again grouped according to the six (6) variables, and will therefore be out of numerical sequence. The percentages were obtained by comparing each response to the total responses on each survey item. A mean percentage score for each variable is included to illustrate the overall percentage results. Table IV:



TABLE IV

Percentage Distribution

Control Group Pre- and Post-Test Results

	Variable I							
	Pre-Test				Post-Test			
	SA	A	D	SD	SA	A	D	SD
3. Generally, the students seem quite happy with the school.	13.8	62.1	20.7	3.4	11.1	48.1	37.0	3.7
4. The activities program here offers many opportunities for personal development.	37.9	48.3	10.3	3.4	33.3	51.9	11.1	3.7
5. Our school's academic program offers many opportunities for learning.	17.2	75.9	6.9	0	11.1	85.2	0	3.7
6. When a class is discussing a problem, the teachers think the most important thing is to have all possible points of view represented.	31.0	62.1	6.9	0	22.2	59.3	14.8	3.7
7. This school's academic program seems quite suitable for dealing with life today.	10.3	75.9	10.3	3.4	14.8	59.3	22.2	3.7
8. I think the students here are rather unfriendly.	3.4	3.4	58.6	34.5	0	18.5	63.0	18.5
13. Counseling and guidance people are really helpful when it comes to advice about careers and college.	13.8	51.7	27.6	6.9	18.5	51.9	18.5	11.1
14. I think this school is quite good.	41.4	41.4	13.8	3.4	37.0	40.7	7.4	14.8

TABLE IV (continued)

	Variable I							
	Pre-Test			Post-Test				
	SA	A	D	SA	A	D		
16. The teachers here are very helpful and friendly.	20.7	44.8	27.6	6.9	37.0	48.1	3.7	11.1
34. Our counseling and guidance people are on the lookout for problems: they don't wait for the student to indicate he wants help.	14.3	53.6	10.7	21.4	14.8	37.0	37.0	11.1
Variable I Mean Percentage Scores	20.4	51.9	19.3	8.3	20.0	50.0	21.5	8.5
	Variable II							
21. The work the teachers want you to do is just too hard.	10.3	10.3	55.2	24.1	11.1	22.2	51.9	14.8
23. This school offers the students few opportunities for social experiences.	17.2	27.6	41.4	13.8	15.4	25.9	42.3	15.4
24. I think this school's activities program (Pep Club, Sports, Clubs, etc.) is worthless.	0	10.3	27.6	62.1	0	3.7	33.3	63.0
25. Keeping everybody quiet when they're in the library is a regular cause with the librarians here.	13.8	37.9	41.4	6.9	11.5	34.6	38.5	15.4
26. The student paper here is pretty careful not to print anything too critical of the faculty or administration.	20.7	48.3	27.6	3.4	22.2	48.1	22.2	7.4

TABLE IV (continued)

	Variable II							
	Pre-Test			Post-Test				
	SA	A	D	SA	A	D		
27. If a teacher or administrator accuses a student of misbehavior, there isn't much he can do to defend himself.	48.3	27.6	13.8	10.3	22.2	37.0	18.5	22.2
29. School is a pretty unpleasant experience for me.	3.4	6.9	69.0	20.7	14.8	7.4	37.0	40.7
Variable II Mean Percentage Scores	16.2	24.1	39.4	20.2	13.9	25.7	34.8	25.6
	Variable III							
1. If I quit school, I really wouldn't miss anything.	0	0	41.4	58.6	0	18.5	33.3	48.1
11. I find this school's academic program rather uninteresting.	6.9	27.6	48.3	17.2	11.5	7.7	61.5	19.2
30. If you want to make a good life for yourself it is important to get a high school education.	72.4	24.1	3.4	0	77.8	22.2	0	0
31. I don't see any good reason to stay in school	6.9	3.4	20.7	69.0	3.7	3.7	18.5	74.1
32. What you learn in school doesn't really mean very much outside of school.	6.9	10.3	20.7	62.1	3.7	7.4	18.5	70.4
Variable III Mean Percentage Scores	18.6	13.1	26.1	41.4	19.3	11.9	26.4	42.4

TABLE IV (continued)

	Variable IV							
	Pre-Test				Post-Test			
	SA	A	D	SD	SA	A	D	SD
10. A lot of teachers here use grades as a way of getting back at students.	6.9	13.8	48.3	31.0	11.1	14.8	29.6	44.4
12. The way to get good marks here is to tell the teachers what they want to hear.	0	34.5	37.9	27.6	22.2	33.3	33.3	11.1
Variable IV Mean Percentage Scores	3.4	24.2	43.1	29.3	16.6	24.1	31.4	27.6
	Variable V							
2. The teachers don't seem to understand me and my friends.	6.9	34.5	48.3	10.3	7.4	14.8	70.4	7.4
17. Students here are discouraged from using their own opinions when answering questions.	6.9	41.4	37.9	13.8	12.0	28.0	36.0	24.0
18. Students here often feel that they are batting their heads against a stone wall.	10.7	32.1	46.4	10.7	14.8	29.6	44.4	11.1
19. I find it hard to get along with my teachers.	0	13.8	62.1	24.1	3.7	14.8	40.7	40.7
Variable V Mean Percentage Scores	6.1	30.5	48.7	14.7	9.5	21.8	47.9	20.8

TABLE IV (Continued)

	Variable VI							
	Pre-Test				Post-Test			
	SA	A	D	SD	SA	A	D	SD
9. Students here are left pretty much to themselves to do what seems reasonable to them in their clubs and activities.	20.7	51.7	20.7	6.9	29.6	59.3	3.7	7.4
15. I think the teachers are better as I get into the higher grades.	17.2	34.5	24.1	24.1	11.5	46.2	34.6	7.7
20. I would like to be like my teachers.	13.8	10.3	37.9	37.9	7.4	29.6	29.6	33.3
22. I'm quite active in the activities program of the school.	10.7	46.4	35.7	7.1	11.5	38.5	42.3	7.7
28. The social opportunities provided by the school are valuable.	14.8	55.6	18.5	11.1	18.5	51.9	22.2	7.4
33. I find the activities program here quite uninteresting.	14.3	25.0	28.6	32.1	33.7	14.8	40.7	40.7
Variable VI Mean Percentage Scores	15.2	37.3	27.6	19.9	13.7	40.1	28.8	17.4

The results displayed in Table IV illustrate that only overall percentage gains were noted. The detailed explanation of the control group that follows points out the significant changes recorded for an individual test item.

The analysis below included, first, a look at the detailed results of the control group, and then a detailed explanation of the results noted in the experimental group.

#### Control Group

The control group provided the writer with an opportunity to compare the results of the experimental teaching strategy with a group not receiving the same treatment. As the reader can readily see by comparing the results of Tables III and IV, the differences between the results of overall pre-tests and post-tests for either group show very little variation.

The control group, as a separate population showed approximately the same percentage changes as did the experimental group. As was the case in the experimental group, the control group did show some individual item changes. Since the control group was without treatment, the results would seemingly be due to chance occurrence. A detailed analysis of the control group results will not be completed, as was done with the experimental group, but those items in the six variables disclosing the most change will be pointed out. The reader will note that the majority of items mentioned showing large change in the control group test results correspond closely to the items of change in the experimental group tests.

Variable I, the students' positiveness or negativeness toward the school, showed the greatest changes in items 3, 6, 7, 8, 16, and 34.

Variable II, the students' negativeness toward the authoritarian features of the school, had observable changes in items 27 and 29.

Variable III, the importance of an education, displayed score changes of importance in items 1 and 11.

Variable IV, the students' attitude toward grades, revealed the largest percentage of change in item 12 in the strongly agree column.

Variable V, feelings of powerlessness in school, had large pre-test to post-test item changes in numbers 2 and 17.

Variable VI, the students' identification with school activities and teachers, had observable item score changes on numbers 9, 15, 20, and 33.

Since the overall differences between the control group and the experimental group were only slight, drawing conclusions between the groups is difficult. The writer, once again, has only presented the results as they occurred. It is already concluded that small changes occurred as a result of the experimental treatment. The item analysis by absolute frequency and percentage reveals the lack of overall difference between the groups, including this section on the control group.

It must be noted that the control group did, on the other hand, provide the writer with information about student attitudes toward school. This in itself will prove to be of value as future strategies are mapped out.

### Experimental Group

Variable I included questions 3, 4, 5, 6, 7, 8, 13, 14, 16, and 34. These ten (10) questions had as a primary focal point the students' general attitude, both positive and negative, toward school. The questions included both a desired positive response, strongly agree (SA) or agree (A), and also a desired negative response, strongly disagree (SD), or disagree (D). The overall percentages in Variable I showed that the students' attitude remained fairly stable from pre-test to post-test. Even though the overall percentages for Variable I remained relatively stable, several individual items did show a change from pre-test to post-test.

In item 7, "This school's academic program seems quite suitable for dealing with life today", the experimental group moved from a 50% response in the Agree column on the pre-test to an 84.6% response in the Agree column on the post-test. There was also a change from 28.6% to 7.7% in the Disagree column. A movement of 10.7% to 0% in the Strongly Disagree column was also recorded. It appears that a positive change of attitude toward the school's academic program did take place.

Item eight (8), "I think the students here are rather unfriendly", changed from 10.7% to 0% in the Strongly Agree column. The Disagree column response of 46.4% was altered to 61.5% from pre-test to post-test. It should be noted that a negative response is interpreted as a positive attitude on this item.



Item sixteen (16), "The teachers are very helpful and friendly", recorded changes in the Strongly Agree column, (from 17.9% to 3.8%), the Agree column (50% to 73.1%), and the Disagree column (32.1% to 15.4%). Even though the Strongly Agree column experienced a decrease in percentage of response, the overall attitudes of students toward teachers were positively increased (Strongly Agree + Agree - Disagree).

Item thirty-four (34) was the final item in Variable I indicating an important change in test results from pre-test to post-test. Decreases of 14.8% to 4.3% under Strongly Agree, and of 44.4% to 34.8% under Agree, and an increase of 25.9% to 39.1% under Disagree are displayed. The item, "Our counseling and guidance people are on the lookout for problems: They don't wait for the student to indicate he wants help", triggered responses indicating a change of attitude toward the counseling department by the experimental group.

The composite percentage results of Variable I for the experimental group do show relatively static student attitudes from pre-test to post-test. However, the four (4) items discussed reveal some changes that occurred.

Variable II included questions 21, 23, 24, 25, 26, 27, and 29. Variable II focused upon the students' negativism toward the authoritarian features of the school. Variable II differed from Variable I in that only negative responses (Disagree and Strongly Disagree) were considered to indicate evidence of positive attitudes toward the subject of the item. Items 21, 23, 24, 25, 26, and 27 seem to have remained relatively

static in percentage of response between pre-test and post-test. Item 29, however, does indicate considerable percentage change in the two tests (Strongly Agree and Agree totals of 25% to 12%, and Disagree and Strongly Disagree totals of 75% to 88%). The post-test Strongly Agree factor became 0%. This latter test indicates that a large majority (88%) did not view the authoritarian features of the school in a negative manner.

Variable III had as a central theme the importance of an education to the students. It included items 1, 11, 30, 31, and 32. Item 30 was the only item of the five (5) to show a positive attitude as a positive (Strongly Agree or Agree) response. The largest percent changes from pre-test to post-test were noted on items 11, 31, and 32.

Item 11, "I find this school's academic program rather uninteresting", had a change from a combined pre-test positive response (Strongly Agree + Agree) of 37% to a 15.3% (Strongly Agree + Agree) post-test score. A similar change was noted in combined Disagree and Strongly Disagree scores (from 63% to 84%). A feeling that the school's academic program was interesting seemed to prevail among a majority of the students.

Item 31, "I don't see any good reason to stay in school", revealed a change in combined positive responses (Strongly Agree + Agree) of 3.6% to 12% and a combined pre-test to post-test Disagree and Strongly Disagree levels (a pre-test combined score for the Strongly Agree and Agree of 14.3%, with post-test combined scores of 8%). The most obvious post-test results for statement 32 were in Disagree and Strongly

Disagree responses. The pre-test results included a Disagree score of 21.4% and a Strongly Disagree score of 64.3%. The post-test results were Disagree scores totaling 40% and Strongly Disagree scores of 52%. Even though the changes are apparent, the students indicated through both pre-test and post-test results that they believe what is learned in school does have meaning outside of school.

Variable III post-test results did not reveal a large change in student attitudes, but still reflected a strong feeling that education is important to the students tested.

Variable IV included only questions 10 and 12. The basic theme of Variable IV was student attitudes toward grades. Positive attitudes were reflected in responses to categories of Disagree and Strongly Disagree.

Item ten (10) displayed a Strongly Agree score of 17.9% on the pre-test and a Strongly Agree score on the post-test of 11.5%. The Agree score on the pre-test was 28.6%, and the post-test result was 15.4%. Disagree and Strongly Disagree columns reported a change of from 28.6% to 46.2%. The Strongly Disagree pre-test score was 25% and the post-test was 26.9%. The results of the post-test did show an increase in positive attitude, and supported the feeling that teachers do not use grades to get back at students.

Item twelve (12) yielded a pre-test Strongly Agree result of 10.7%, and a Strongly Disagree result of 46.4%. The post-test results for the same categories were 15.4% and 34.6%. The Disagree and Strongly Disagree pre-test results were 28.5%

and 11.5%. Some changes can again be observed, but the overall student reaction remains relatively static. Item 12 discloses that 50% of the respondents felt that good marks are achieved by telling teachers what they want to hear.

Variable IV points out the mixed attitudes and feelings students share toward grades. However, the majority of the students indicated that they felt that teachers did not use grades against them.

Variable V included items 2, 17, 18, and 19. Variable V had as a central theme the students' feelings of powerlessness in the school. The most observable changes were recorded in items 17 and 18.

Item 17, "Students here are discouraged from using their own opinions when answering questions", showed the following pre-test to post-test changes. Strongly Agree scores of from 14.3% to 3.8%, and Agree scores of from 21.4% to 38.5%. The Disagree and Strongly Disagree results were from 46.4% to 57.7% and from 17.9% to 0%. The overall pre-test to post-test attitude changes showed that a slight majority of the respondents felt that their own opinions were important when answering questions in school.

Item 18, "Students here often feel that they are batting their heads against a stone wall", recorded changes from pre-test to post-test as follows: Strongly Agree, 14.3% to 8%; Agree, 14.3% to 28%; Disagree, 60.7% to 60%, and Strongly Disagree, 10.7% to 4%. The post-test results of item 18 indicate that the majority of the students do not feel as if

they are batting their heads against a stone wall.

The complete post-test results for Variable V did show an increase in the students' feelings of powerlessness, but the majority (64% of the students), still felt that they were not powerless while attending school.

Variable VI, the students' identification with school activities and teachers, included items 9, 15, 20, 22, 28, and 33. The largest observable changes occurred in items 20, 28, and 33.

Item 20, "I would like to be like my teachers", had pre-test to post-test Strongly Agree and Agree scores of 3.7% to 3.8%, and 14.8% to 42.3%. The Disagree and Strongly Disagree scores (pre-test to post-test) were from 48.1% to 23% and from 33.3% to 30.8%. The changes observed in the post-test showed that a slight majority of the students (56%) do not want to be like their teachers. The post-test results, however, indicated an increase in the desire to be like their teachers occurred. (18.5% to 45%).

Item 28, "The social opportunities provided by the school are valuable", had pre-test to post-test changes of: Strongly Agree and Agree scores of 18.5% to 4%, and 55.6% to 80%. The Disagree and Strongly Disagree changes were from 22.2% to 12%, and from 3.7% to 4%. The results of item 28 definitely show that the students believed social opportunities provided by the school were valuable.

Item 33, "I find the activities program here quite uninteresting", revealed changes reflecting students' feelings

that the activities were not uninteresting. The Strongly Agree and Agree scores moved from 3.6% to 4.3%, and from 21.4% to 8.7%. The Disagree and Strongly Disagree scores showed changes of from 53.6% to 56.5% and from 21.4% to 30.4%.

Variable VI did show that the students feel that they can identify with school activities and teachers. The post-test changes, though not large, indicated in the items cited that changes did occur.

In concluding an analysis of Table III, the experimental group results, the writer reiterates that the overall observable changes were not large. The items mentioned under each variable did point out the writer's belief that even though overall changes were not large, some items did reflect considerable attitudinal changes on behalf of the students.

Table V that follows presents additional data revealing the mean scores by item for the pre-test and post-test results. Table V provides the reader with additional information showing the comparison of the experimental group to the control and experimental group change from pre-test to post-test. Table V, like Tables I, II, III, and IV, shows the inconclusiveness of overall changes, but will reveal where item changes were the greatest. The scores given are based upon the four-point Likert scale and reflect where the total respondents for a given item would fall on a continuum of from one to four. Table V:

TABLE V

## Item by Item Mean Scores by Variables

	Variable			
	Pre-Test		Post-Test	
	Control	Experimental	Control	Experimental
3. Generally, the students seem quite happy with the school.	2.138	2.519	2.333	2.462
4. The activities program here offers many opportunities for personal development.	1.793	2.107	1.852	1.885
5. Our school's academic program here offers many opportunities for learning.	1.897	1.893	1.963	2.115
6. When a class is discussing a problem, the teachers think the most important thing is to have all possible points of view represented.	1.759	2.000	2.000	2.000
7. This school's academic program seems quite suitable for dealing with life today.	2.069	2.393	2.148	2.000
8. I think the students here are rather unfriendly.	3.241	2.857	3.000	3.077
13. Counseling and guidance people are really helpful when it comes to advice about careers and college.	2.276	2.250	2.222	2.000
14. I think this school is quite good.	1.793	1.889	2.000	2.000

TABLE V (continued)

	Variable I			
	Pre-Test		Post-Test	
	Control	Experimental	Control	Experimental
16. The teachers here are very helpful and friendly.	2.207	2.143	1.889	2.269
34. Our counseling and guidance people are on the lookout for problems: they don't wait for the student to indicate he wants help.	2.393	2.407	2.444	2.783
	Variable II			
21. The work the teachers want you to do is just too hard.	2.931	2.778	2.704	2.808
23. This school offers the students few opportunities for social experiences.	2.517	2.750	2.577	2.680
24. I think this school's activities program (Pep Club, Sports, Clubs, etc.) is worthless.	3.517	3.357	3.593	3.400
25. Keeping everybody quiet when they're in the library is a regular cause with the librarians here.	2.414	2.286	2.577	2.440
26. The student paper here is pretty careful not to print anything too critical of the faculty or administration.	2.138	2.040	2.148	2.136



TABLE V (continued)

	Variable II			
	Pre-Test		Post-Test	
	Control	Experimental	Control	Experimental
27. If a teacher or administrator accuses a student of misbehavior, there isn't much he can do to defend himself.	1.862	2.000	2.407	1.960
29. School is a pretty unpleasant experience for me.	3.069	3.036	3.037	3.200
	Variable III			
1. If I quit school, I really wouldn't miss anything.	3.586	3.750	3.296	3.462
11. I find this school's academic program rather uninteresting.	2.759	2.630	2.885	2.885
30. If you want to make a good life for yourself it is important to get a high school education.	1.310	1.429	1.222	1.600
31. I don't see any good reason to stay in school.	3.517	3.714	3.630	3.400
32. What you learn in school doesn't really mean very much outside of school.	3.379	3.500	3.556	3.400

TABLE V (continued)

	Variable IV			
	Pre-Test		Post-Test	
	Control	Experimental	Control	Experimental
10. A lot of teachers here use grades as a way of getting back at students.	3.034	2.607	3.074	2.885
12. The way to get good marks here is to tell the teachers what they want to hear.	2.931	2.464	2.333	2.462
	Variable V			
2. The teachers don't seem to understand me and my friends.	2.621	2.679	2.778	2.423
17. Students here are discouraged from using their own opinions when answering questions.	2.586	2.679	2.720	2.538
18. Students here often feel that they are batting their heads against a stone wall.	2.571	2.679	2.519	2.600
19. I find it hard to get along with my teachers.	3.103	3.179	3.185	3.038
	Variable VI			
9. Students here are left pretty much to themselves to do what seems reasonable to them in their clubs and activities.	2.138	2.107	1.889	2.269
15. I think the teachers are better as I get into the higher grades.	2.552	2.429	2.385	2,440

TABLE V (continued)

	Variable VI			
	Pre-Test		Post-Test	
	Control	Experimental	Control	Experimental
20. I would like to be like my teachers.	3.000	3.111	2.889	2.808
22. I'm quite active in the activities program of the school.	2.393	2.750	2.462	2.560
28. The social opportunities provided by the school are valuable.	2.259	2.111	2.185	2.160
33. I find the activities program here quite uninteresting.	2.786	2.929	3.185	3.130

The results of Table V again parallels the results shown in Tables I, II, III, and IV. The changes recorded from pre- to post-test in both the control and experimental groups were not large.

In concluding this chapter on analysis of data, it should be pointed out that the significance or lack of significance of change between control and experimental groups and from pre-test to post-test does not rule out the experimental teaching strategy as being without value. Instead, the results seem to indicate that the present attitude of all students toward school, as identified in the six variables, is significantly higher than had been anticipated prior to the study. In many cases, the results of the pre-test in both the control and experimental groups were so high that large gains were impossible. The writer does feel that some conclusions and recommendations can be drawn, particularly from the item analysis, and therefore will be presented in the following chapter entitled, "Summary, Conclusions, and Recommendations."

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The purpose of this research was to investigate the effects of values-clarification strategies on the attitudes toward school held by seventh grade students at Kirn Junior High School.

The primary emphasis of this study was to determine whether any change of attitude would be observed through the results of an attitude test administered to selected seventh grade students in a pre-test/post-test manner. A secondary emphasis was then placed upon recommending whether value-clarifying strategies could be used to improve the attitudes toward school of seventh grade students.

The following activities were completed in the development of this research:

1. A thorough examination was made of the literature relative to the use of values clarification.
2. The six following hypotheses were formulated:
  - (1) Students in the group receiving value-clarifying strategies will have more positive feelings toward the school than students in the control group.
  - (2) Students in the group receiving value-clarifying strategies will have less feelings of displeasure toward school than students in the control group.

- (3) Students in the group receiving value-clarifying strategies will have more positive feelings toward the importance of education than students in the control group.
  - (4) Students in the group receiving value-clarifying strategies will have more positive feelings toward the importance of grades than students in the control group.
  - (5) Students in the group receiving value-clarifying strategies will have less feelings of futility and helplessness in regard to school than students in the control group.
  - (6) Students in the group receiving value-clarifying strategies will have more positive feelings toward teachers and the school's activity program than students in the control group.
3. The hypotheses set forth were tested by means of administering a pre-test and post-test to selected groups. The test selected was the Sheridan School District Pupil Attitude Test.
  4. The study was limited to selected seventh grade students at Kirn Junior High School. One class of 29 students became the control group, while another class of 28 students became the experimental group.
  5. The Sheridan test divided its 34 questions into 6 variables. Those variables relate directly to the six (6) hypotheses developed.
  6. The pre-tests and post-tests were sent to the University of Denver Computer Center, where the scores were computed in terms of mean item scores, frequency distribution by per cent for each item, and distribution of results by variables.
  7. After analyzing the test results, conclusions were

drawn and recommendations were made.

8. A teacher interview was held following the completion of the value-clarifying strategies. Comments from the teacher can be found on page 35 of Chapter III.

### Conclusions

Based upon the review of the literature and data obtained from test results, the conclusions reached in the study may be offered as follows:

1. The six (6) hypotheses as stated in number 2 of the Summary were not supported by the results of pre-test/post-test analyses.
2. The anticipated gain from pre-test to post-test was minimal.
3. The overall results of the post-test show little gain resulting from the use of the experimental teaching strategy. However, some major gains in individual items were noted. These items were: Item 34 (Variable I), Item 12 (Variable IV), Item 18 (Variable V), and Item 20 (Variable VI).
4. The overall results do not support the hypotheses' contention of difference between the control and experimental group.
5. It was indicated by the results of the post-tests that several individual attitudinal items should be considered as areas that could serve as focal points for future study at Kirn Junior High School. These

items are offered as follows;

Variable I:

Item 34, attitude toward counseling department.

Variable IV:

Item 12, attitude toward method of achieving good grades.

Variable V:

Item 18, attitude reflecting a feeling of powerlessness.

Variable VI:

Item 20, attitude reflecting a desire to be like teachers.

Recommendations

On the basis of the findings of this study, the following recommendations are set:

1. That a second study at Kirn be completed, using a larger student population in both the control and experimental groups.
2. That a second study be completed at Kirn, continuing the value-clarification strategies throughout an entire school year before administering the post-test to the experimental group.
3. That a different pre-test and post-test be designed to meet local needs, based upon student and community input.
4. That the individual items mentioned in number 5 of the conclusion section be a focal point for the re-design of a pre-test and post test.
5. That a teaching strategy be developed that will



reflect the needs as projected in the four (4) items brought out in conclusion number 5.

6. That future studies include feedback from the students concerning their views of the values-clarification-activities.
7. That future studies use a student population that includes 7th, 8th, and 9th graders to study receptivity of different ages to values-clarifying techniques.
8. That an ongoing in-service program be implemented to train teachers at Kirn in value-clarification strategies.
9. That a professional library be established and maintained at Kirn, housing strategies and publications on the topic of values clarification.
10. That professional visits be scheduled to schools that incorporate values-clarification techniques as an integral part of the Kirn educational curriculum.

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## APPENDIX

## ATTITUDE SURVEY

	<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>
1. If I quit school, I really wouldn't miss anything	1	2	3	4
2. The teachers don't seem to understand me and my friends.	1	2	3	4
3. Generally, the students seem quite happy with the school.	1	2	3	4
4. The activities program here offers many opportunities for personal development.	1	2	3	4
5. Our school's academic program offers many opportunities for learning.	1	2	3	4
6. When a class is discussing a problem, the teachers think the most important thing is to have all possible points of view represented.	1	2	3	4
7. This school's academic program seems quite suitable for dealing with life today.	1	2	3	4
8. I think the students here are rather unfriendly.	1	2	3	4
9. Students here are left pretty much to themselves to do what seems reasonable to them in their clubs and activities.	1	2	3	4
10. A lot of teachers here use grades as a way of getting back at students.	1	2	3	4
11. I find this school's academic program rather uninteresting.	1	2	3	4
12. The way to get good marks here is to tell the teachers what they want to hear.	1	2	3	4
13. Counseling and guidance people are really helpful when it comes to advice about careers and college.	1	2	3	4
14. I think this school is quite good.	1	2	3	4



	<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>
15. I think the teachers are better as I get into the higher grades.	1	2	3	4
16. The teachers here are very helpful and friendly.	1	2	3	4
17. Students here are discouraged from using their own opinions when answering questions.	1	2	3	4
18. Students here often feel that they are batting their heads against a stone wall.	1	2	3	4
19. I find it hard to get along with my teachers.	1	2	3	4
20. I would like to be like my teachers.	1	2	3	4
21. The work the teachers want you to do is just too hard.	1	2	3	4
22. I'm quite active in the activities program of the school.	1	2	3	4
23. This school offers the students few opportunities for social experiences.	1	2	3	4
24. I think this school's activities program (Pep Club, Sports, Clubs, etc.) is worthless.	1	2	3	4
25. Keeping everybody quiet when they're in the library is a regular cause with the librarians here.	1	2	3	4
26. The student paper here is pretty careful not to print anything too critical of the faculty or administration.	1	2	3	4
27. If a teacher or administrator accuses a student of misbehavior, there isn't much he can do to defend himself.	1	2	3	4
28. The social opportunities provided by the school are valuable.	1	2	3	4
29. School is a pretty unpleasant experience for me.	1	2	3	4
30. If you want to make a good life for yourself it is important to get a high school education.	1	2	3	4