

THESIS





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A STUDY IN AFFECTIVE SENSITIVITY: THE USE OF VALUE ORIENTED LITERATURE AT THE COMMUNITY COLLEGE LEVEL

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## A STUDY IN AFFECTIVE SENSITIVITY: THE USE OF VALUE ORIENTED LITERATURE AT THE COMMUNITY COLLEGE LEVEL

By

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Submitted to Michigan State University in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

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#### ABSTRACT

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A STUDY IN AFFECTIVE SENSITIVITY: THE USE OF VALUE ORIENTED LITERATURE AT THE COMMUNITY COLLEGE LEVEL

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The purpose of this study was to examine selected affective elements related to Self-Actualization and to assess and analyze any modificaton resulting from treatment involving exposure to value oriented literature.

The underlying assumptions were (1) that community college students who study a selected corpus of value oriented literature would increase their affective sensitivity in at least two areas: Time Competence and Inner-Directedness, (2) that community college students who were exposed to creative-axiological literature would reflect a higher level of gain than those exposed to philosophical essays only or to a mixture of philosophical and creativeaxiological materials, (3) that affective sensitivity would not be affected by type of class--regular on-campus, offcampus extension class, or on-campus weekend college class.

Two methods of analysis were used in the design: a

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statistical study of Analysis of Variance, based on a computer program designed by Jeremy Finn; an analysis of students' written responses to selections read based on a modification of a Semantic Differential Scheme designed by Osgood, Suci, and Tannenbaum. The ANOVA portion utilized the basic pretest--treatment--posttest design using the Personal Orientation Inventory developed by Dr. Everett Shostrom. Students' written responses were rated on a 7-point Likerttype scale ranging from (1) No Response/Complete Rejection, to (7) Complete Understanding and Internalization of the value inherent in the selection.

Five sections of a second semester community college English class participated in the three-week study (N=75). During this time students were required to study selected readings based on random assignment to one of three treatment groups. In addition, they were asked to respond in writing to each selection studied.

An Analysis of Variance indicated that none of the six null hypotheses predicated on the general research assumptions reached the .05 level of confidence demanded in this study. There was a general and positive increase in gain scores, however. An analysis of written responses indicated that students who studied creative-axiological literature tended to rank higher on the value awareness scale than those who studied philosophical essays.

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One primary conclusion must be considered: individual study apart from peer interaction, teacher facilitation, and class involvement seems to have limited effect on modifying affective sensitivity.



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### CHAPTER I

## INTRODUCTION

To introduce one to the affective domain is to introduce one to such statements as nebulous, devoid of clarity, difficult if not impossible to measure, internal and thus not ascertainable, vague.

And yet, the vast majority of professional educators, administrators, counselors, and related personnel include affect in the traditional tripartite classification of the educational sphere: cognitive domain, psychomotor domain, affective domain. Also, each spokesman hastens to add that more work must be done in this area, additional instruments of measurement and assessment must be developed, subsequent research must attempt to isolate factors, facets, and variables associated with the domain.

The subject has received much attention in recent years because of the great impetus to feel, to become aware, to actualize, to experience--concepts which come out of the human growth/potential, gestalt, awareness movement. Many thousands of Americans are turning to the neo-transcendental interest in that which is anti-materialistic. It would appear that industrialization, bureaucracy, deterministic, computer-based identity and all other impersonalizing forces in our society which negate individuality, feelings.

emotions, and personal volition have come under close scrutiny and have been found wanting.

The rallying cry of many contemporary critics of American education seems to belie a total dissatisfaction with the assembly line education devoid of consideration for individuality, uniqueness, feelings, emotions and humanism. Also, the command, "Back to the basics!!" seems to be a mandate not only for the traditional Reading, Writing, Arithmetic emphasis, but it also calls for a return to such basic constructs as self-reliance, pride in individual accomplishments, and a value reorientation with an emphasis on learning whereby the individual will be better able to cope and change in an ever-changing and more demanding society.

Brown addressed this contemporary dilemma in

## education:

Although there is obvious conflict and disagreement as to the method and goals and degree of formality, most people would admit that some educational process is vital (1) for survival and (2) for the enhancement of living.

There is one crucial polarity in the process of Western civilization that is of directly relevant concern: the dehumanizing versus the humanizing society. This polarity is manifested in almost all dimensions of our existence: economic, political, social, and educational.

We stand with those who would make education and living more human. To be sure, we hold this position because of a strong emotional and philosophical commitment to individuals. We see each individual as a unique human being with enormous potential. It is because of this potential that our position has also a sound practical base. Economically, the potential of

man has barely surfaced. His political potential has just been scratched. And his potential as a social being seems to have developed only slightly beyond the primitive. How, then can a society transmute potentiality into actuality?

The transmutation process is primarily an educational process.<sup>2</sup>

# I. BACKGROUND OF PROBLEM

Institutions which heretofore were charged with the responsibility of inculcating youth in the ways of the world, particularly the subtle, covert, cultural mannerisms and general attitudes regarding the individual and his social embeddedness were modified, lost their effectiveness, or were replaced by a new and different attitude and/or ethic. The family, once admonished to train up the child in the way he should go, began to change.<sup>3</sup> Forces inside and outside of the nuclear arrangement began subtly, if not surreptitiously, to undermine the interaction between parents, children, authority and the individual's responsibility. Economic forces, social issues, modification of

<sup>&</sup>lt;sup>1</sup>George Isaac Brown, <u>Human Teaching For Human Learn-</u> <u>ing</u> (New York: The Viking Press, 1971), p. xi-xii.

<sup>&</sup>lt;sup>2</sup>"Transmutation: to change from one form, nature, substance, or state into another," <u>American Heritage</u> <u>Dictionary</u> (New York: Houghton Mifflin Company, 1973).

<sup>&</sup>lt;sup>3</sup>James S. Coleman, "Equality of Educational Opportunity," A Publication of the National Center for Education Statistics, Washington: U.S. Government Printing Office, Catalog No. FS 5. 238:38001, 1966, pp. 185-92.

formerly unquestioned relationships, and the related attitude of liberation of the times also called up license and thus the effectiveness, cohesiveness and concern began to wane.

The institution of the church or organized religion came under attack both overtly and covertly. Social psychologists and theologians would cite several factors for the decline of religious influence:<sup>4</sup> 1. scientific --cause and effect explanations proffered by scientists, technologists, deterministic philosophers in an essentially industrial oriented society; 2. an ever-increasing dissatisfaction with the conventional, traditional, orthodox attitude prescribed by established religion which (occasionally) fosters rebellion, albeit ofttimes without full understanding of the rejection. Here too would be included a resurgent attitude of humanism and humanistic substitution.

The Toffleresque syndrome, better known as "future shock," has contributed greatly to the instability of the current flux of concepts. The pervasive malaise of acceleration, change, modification, rebuilding, removing, was and is bound to affect the young person in today's

<sup>&</sup>lt;sup>4</sup>Karl Jaspers, "Is Science Evil?" <u>The Conscious</u> Reader (New York: Macmillan Publishing Co., Inc., 1974), pp. 725-31.

society.<sup>5</sup> The young person "can't go home again"--because it is not there, or it has been changed beyond recognition, or it is too far away, and who really cares anyhow? (Implicit in the above is the existential dilemma.)

Coupled with the acceleration and change just cited, is the ever-increasing rate of mobility which severs the continuity of family life (moving away from parents, grandparents, and kinfolks), breaks friendships among people, pulls apart emotional relationships between adolescents and adults, and the like.<sup>6</sup> Obviously, several of such moves will affect the emotions and might well discourage future emotional considerations.

Another phenomenon to be reckoned with is the permeating distrust of and a growing dissatisfaction with the efficacy of the instruments of state on the national scene.

What does one believe in? Our nation's leaders? The sacred documents which insure equality for all (when some are more equal than others)? The prevailing attitudes of international bribery and legalized extortion? Is this a

<sup>&</sup>lt;sup>5</sup>Buckminister Fuller, "Report on the 'Geosocial Revolution,'" <u>Saturday</u> <u>Review</u>, L (September 16, 1967), 32.

<sup>&</sup>lt;sup>6</sup>Alvin Toffler, <u>Future Shock</u> (New York: Random House, Inc., 1971), p. 107, <u>et passim</u>.

way of life sanctioned and fostered by our society? What does one admire and respect? To whom is one willing to commit himself? What cause is worth fighting for?

Since it is quite obvious that the ideal model for emulation is not from without, many social commentators (psychiatrists, educators, sociologists) admonish individuals to look within for stability and purpose.<sup>7, 8, 9</sup>

Needless to say, the task facing educators with humanistic leanings is awesome indeed. But it certainly is not beyond the scope of dedicated theorists, teachers, facilitators committed to the task.

The aforementioned are only a few of the factors which have contributed to the dilemma of affective oversight. Nor are these elements mutually exclusive. One maybe no more important than the other; yet collectively they appear to establish a barrier which urgently needs to be overcome.

It will be noted that the foregoing material smacks of ambiguity and nebulousness. In one sense this is true. In another sense, it can be no other way. There is a great

<sup>7</sup>William Glasser, <u>Schools Without Failure</u> (New York: Harper and Row, 1975), pp. 1-28.

<sup>8</sup>Eric Fromm, <u>Man for Himself</u> (Greenwich, Connecticut: Fawcett World Library, 1947), pp. 18-32.

<sup>9</sup>Mary Catherine Bateson, <u>Our Own Metaphor: A Personal Account of a Conference on the Effects of Conscious Purpose on Human Adaptation</u> (New York: Alfred Knopf, 1972), p.272, et passim.

deal of difficulty involved when dealing with emotions, feelings, attitudes, dispositions, aesthetic sensibilities, and acceptance of rejection.

Several concomitant factors are readily apparent:

- 1. Affective elements are highly personal.
- 2. Affective elements are subject to change.
- Affective elements are not necessarily consistent over time and place.
- 4. Affective elements are more frequently relegated to the domain of psychology rather than education.
- 5. Affective elements are extremely difficult to measure objectively.
- 6. Affective elements are almost impossible to isolate discretely.
- 7. Affective elements are of only incidental interest to most educators.
- 8. Affective elements are sometimes regarded as "not quite as important" as more observable and factual concerns.
- 9. Affective elements comprise such a murky area that professional interest is limited.
- 10. Affective elements are extremely difficult to assess (grade) for the average teacher.

- 11. Affective elements are quintessentially private, and too much emphasis constitutes a violation of privacy.
- 12. Affective elements are highly subjective and can be subject to either conscious or unconscious exploitation, manipulation, control.<sup>10,11</sup> Yet this domain is a very legitimate concern for professional educators at every level of the spectrum.

#### II. RATIONALE

Brown's "transmutation process" cited above poses a multifold challenge to the professional educator individually, as well as to the profession of education collectively. Implicit in his injunction is the concept of process. It is well known that major changes in educational theory and philosophy do not come about quickly. Rather, the general concern needs to be considered; the specific goals need to be clarified; the actual objectives need to be formulated; the concomitant methods of implementation

<sup>&</sup>lt;sup>10</sup>H. H. McAshan, <u>The Goals Approach to Performance</u> <u>Objectives</u> (Philadelphia: W. B. Saunders Company, 1974), pp. 165-70.

<sup>&</sup>lt;sup>11</sup>David R. Krathwohl, Benjamin S. Bloom, and Bertram B. Masia, <u>Taxonomy of Educational Objectives--Handbook 11</u>: <u>Affective Domain (New York: David McKay Company, Inc.,</u> 1964), pp. 16-19.

need to be established and agreed upon. These are the components of the process.

This study is a part of this process. The fundamental rationale for this investigation is to attempt:

to isolate, for investigation, selected affective elements;

to modify, by means of experimental design, the intensity and awareness of these elements;

to measure reliably the effect of treatments on selected elements;

to posit fruitful considerations for those educators interested in the domain of affect.

Since comparatively little has been done in the way of gathering "hard data" in this area, particularly at the post-secondary level of learning, perhaps a serious attempt to alleviate the nebulous nature of affect may be considered worth the effort. Long range benefits might well manifest themselves in curriculum modifications, textbook selection policies and development, and general education theory which proposes to humanize learning.

The concern in general calls for a fresh look at all aspects of education in an attempt to prepare individuals to function fully in a collective society which has little concern for humanistic elements. The question is:

How can we provide meaningful learning activities in the schools which will facilitate individual appraisal and inner directedness in an attempt to allow persons, who happen to be students, to clarify their values and to actualize portions of their uniqueness? This obviously is the concern of the affective domain.

III. THE PROBLEM

The purposes of this study were

- To select affective characteristics for investigation. Two such characteristics were selected for this study:
  - <u>Time Competence</u>--This factor applies to the person who lives primarily in the present with full awareness, contact, and full feeling reactivity without undo regard for the past and its related regrets, resentments, or feelings of guilt.
  - <u>Inner-Directedness</u>--This factor applies to the individual who is characteristically "self" oriented as compared to "other" oriented. The inner-directed individual is guided primarily by internalized principles and

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motivations rather than by peer pressure or other external forces.<sup>12</sup>

- To identify an instructional strategy which focuses attention on these characteristics, and could conceivably modify them.
- 3. To implement these strategies with a sample of community college students enrolled in Kellogg Community College, Battle Creek, Michigan.
- 4. To determine whether the implemented strategies impacted the sample in the selected affective elements at the .05 level of confidence as measured by the Personal Orientation Inventory.
- 5. To analyze written responses in terms of affective sensitivity based on Likert-type scale.
- To posit considerations for educators interested in the domain of affect.
  - IV. ASSUMPTIONS AND LIMITATIONS

It was assumed that the population of community college students used for this experiment was representative of most community college populations in the Midwest, and that major differences of environment, education, or economic

<sup>&</sup>lt;sup>12</sup>Everett L. Shostrom, "Manual: Personal Orientation Inventory" (Educational and Industrial Testing Service, San Diego, California), p. 6.

status which may have existed were so slight as not to contaminate the design and the results of this study.

It was assumed that students would participate honestly and willingly in this experiment and thus would be responsive and unbiased to a realistic degree.

Limitations of the study included the unknownstudents' attitude toward class, treatment, teacher, time, and long range considerations.

The three-week time factor must be considered in the overall design. Of primary significance is the limiting effect of individualized approach to the treatment: each student progressed at his own rate, in class or out of class, and was unaffected by peer interrelationships or teacher intervention and/or facilitation.

Although the Personal Orientation Inventory included a total of 12 scales, only two were used for this study--Time Competence and Inner-Directedness. It was felt that the other scales had too few items to warrant their use or that there was too much overlapping of questions and scales.

### V. HYPOTHESES

The working hypotheses for this study, presented in broad research form, are as follows:

- 1. Community college students who receive exposure to a selected corpus of printed material will increase their affective sensitivity in at least two areas--Time Competence and Inner-Directedness--as measured by the POI.
- 2. Community college students who are exposed only to creative-axiological literature will reflect a higher level of gain as measured by the POI than those exposed either to only philosophicalexpository literature or a mixture of creative-axiological and philosophicalexpository literature.
- Students, because of placement in particular classes, will reflect no appreciable difference in affective sensibility.

The working hypotheses will be translated into testable form (Null hypothesis form) and will be tested statistically using the Multivariate Analysis of Variance designed by Jeremy Finn available at The Michigan State University Computer Center. The null hypotheses to be analyzed are:

- There will be no significant difference in mean scores for Time Competence or Inner-Directedness factors when Treatment A is compared to Treatment B.
- 2. There will be no significant difference in mean scores for Time Competence or Inner-Directedness factors when Treatment B is compared to Treatment C.
- There will be no significant difference in mean scores for Time Competence and Inner-Directedness between Class Four and all Other Classes.
- 4. There will be no significant difference in mean scores for Time Competence and Inner-Directedness between Class Four and Class Five.
- 5. There will be no significant difference in mean scores for Time Competence and Inner-Directedness between Class Three and Classes One and Two.
- There will be no significant difference in mean scores for Time Competence and Inner-Directedness between Class One and Class Two.

The hypotheses were tested on a total population sample of 75 students at Kellogg Community College, Battle Creek, Michigan. Students were randomly assigned to one of three treatment groups within each of the five classes used in the study. The classes represented the three primary offerings of the community college--regular on-campus classes; off-campus, evening college; weekend college offerings on Saturday and Sunday.

Before treatment was administered, the 150-item Personal Orientation Inventory created by Shostrom was given.

The treatment consisted of a three-week, in-class exposure to selected printed material.

Students were assigned a specific reading list of printed material<sup>13</sup> to be completed within the three-week experimental period. In addition, students were asked to respond in writing to each of the various selections assigned. The written response activity served two primary purposes: (1) Students were required to become more involved with the readings, (2) The activity provided a source of data which would later be studied for affective sensitivity.

At the conclusion of the third week, the POI was given again to all participants.

#### VI. DEFINITIONS OF TERMS USED

<u>Affective Domain</u>. This domain of human learning provides for those attributes usually excluded from the two other domains--cognitive and psychomotor. Affective elements deal with emotions, motives, moral and aesthetic sensibilities.<sup>14</sup> Collectively they represent an individual's value system, and they serve him in the decision making process at every level.

<u>Analysis of Variance</u>. Analysis of variance is a statistical tool which answers the question, Is the variability between groups large enough in comparison with the variability within groups to justify the inference that the

<sup>14</sup>Krathwohl, <u>op</u>. <u>cit</u>., p. 7.

<sup>&</sup>lt;sup>13</sup>See specific reading assignments as per group in Appendix A.

means of the populations from which the different groups were sampled are not all the same?<sup>15</sup>

<u>Covariance</u>. The analysis of covariance is a statistical technique which adjusts for initial differences on pretest criteria. This technique assures that any initial pretest differences which may be present (brought about either by chance, or more likely, because of the inability of the educational researcher to select subjects completely at random) are provided statistical adjustment for analysis.<sup>16</sup>

<u>Creative-Axiological Literature</u>. As used in this study, the term "creative-axiological" applies to creative literature, short stories, excerpts from novels, plays, poems which are designed to establish an imaginativevicarious identification on the part of the reader. Such selections employ poetic uses of language to provide a comment on the human condition.

<u>Humanistic</u> <u>Education</u> describes a philosophy and a process of teaching and learning in which the unique needs of the total person are considered paramount.

Philosophical-Expository Literature. As used in this study, this term applies to printed material written to present a philosophy, an attitude, an interpretation, an extension or a particular vantage point. This material

<sup>&</sup>lt;sup>15</sup>Stephen Isaac, <u>Handbook</u> in <u>Research</u> and <u>Evaluation</u> (San Diego, California; Robert R. Knapp, 1971), p. 140.

<sup>&</sup>lt;sup>16</sup><u>Ibid</u>., p. 141.

employs a mode which relies more on orderly argument and persuasive logic than on symbolism and vivid imagery.

<u>POI</u>. Personal Orientation Inventory is a testing instrument created by Shostrom designed to assess and measure elements of self-actualization.

<u>Self-Actualization</u>. Dr. Abraham Maslow defines self-actualization as the process through which an individual "makes full use and exploitation of talent, capacities, potentialities in his possession." Such an individual seems to be fulfilling himself and doing the best that he is capable of doing.<sup>17</sup>

<u>Semantic Differential</u> is a method for measuring the meaning of concepts. This has been used by Osgood, Suci, and Tannenbaum as an attitude scale, restricting its focus to the affective domain or the evaluative dimension.<sup>18</sup>

<u>Values Clarification</u> (also value clarification and value-clarification) is an approach to teaching a process of valuing--in school, in the home, or in any other setting where value issues may be present.<sup>19</sup>

<sup>19</sup>Sidney B. Simon and Howard Kirschenbaum (eds.), <u>Readings in Values Clarification</u>, 1973, p. 2.

<sup>&</sup>lt;sup>17</sup>Frank Goble, <u>The</u> <u>Third</u> <u>Force</u> (new York: Pocket Books, 1975), pp. 24-30.

<sup>&</sup>lt;sup>18</sup>Isaac, <u>op</u>. <u>cit</u>., p. 102.

#### VII. ORGANIZATION OF THE STUDY

## Chapter I. Intoduction

The introduction includes: a statement of the problem in general; a statement of the specific problem for this study; the background of the problem, including historical and contemporary contexts; the purpose of the investigation and study; the difficulties inherent in the domain proper; questions to the considered; a definition of terms in context; a statement of hypotheses; scope and delimitations of the study; and, the organization of the study.

# Chapter II. Review of Related Research and Literature

This chapter is designed to acquaint the reader with existing studies relative to what has been found, who has done work, when and where latest research studies were completed, and what approaches were used involving research methodology, instrumentation, and statistical analysis as it relates to the affective domain, values clarification, and self-actualization.

# Chapter III. Methodology or Procedures

This chapter is designed to present the research procedure used; selection of student population used for the study; the assignment procedure; the nature of the quasi-experimental research methodology; research design citing specific independent and dependent variables with

operational statement of the research hypotheses in null form in preparation for appropriate statistical analysis; selection of instrumentation with consideration for reliability, validity and workability; classroom procedures; data collection and recording; data processing and analysis; restatement of conceptual hypotheses in operational form relative to instrumentation and experimental procedure; and a summary of procedures.

## Chapter IV. Findings (Analysis and Evaluation)

This chapter is designed to present the findings of the study. Appropriate tables and charts will be used. Primary consideration will be given to each hypothesis posed. Factual information will be kept separate from interpretation, inference, and evaluation. Clarification of results will be given when necessary.

## Chapter V. Summary, Conclusions, Recommendations

This chapter is designed to provide a brief summary of the aforementioned; to review the continuity of the entire investigation and study; and to evaluate general and specific outcomes. Also recommendations for implementation of findings or for additional research will be noted.

#### CHAPTER II

### REVIEW OF RELATED RESEARCH AND LITERATURE

# I. INTRODUCTION

A review of the pertinent literature and related research was made. Material and information relevant to the purpose and design of this study are included herein. Three primary sources were used in gathering material: <u>Cumulative</u> <u>Index of Journals of Education, ERIC</u> (Educational Resources Information Center), and the <u>International Abstracts of</u> <u>Doctoral Dissertations</u>. In addition, selected books gleaned from the disciplines of literature, psychology, counseling, and education were consulted.

The following divisions are used for organizational purposes in this chapter: General Goals of Affective Programming, Specific Objectives of Affective Programming, Studies and Experimentation in the Affective Domain, Studies and Experimentation with the Personal Orientation Inventory.

When one begins a review of the literature for the general topic of affective domain, he is quickly made aware of one primary source--<u>Taxonomy of Educational Objectives</u>: <u>The Classification of Educational Objectives</u> by Krathwohl, Bloom, and Masia.<sup>1</sup> While this might not be regarded as the

<sup>&</sup>lt;sup>1</sup>David R. Krathwohl, Benjamin S. Bloom, and Bertram B. Masia, <u>Taxonomy of Educational Objectives</u>: <u>The Classifi-</u> <u>cation of Educational Objectives</u>--<u>Handbook 11</u>: <u>Affective</u> <u>Domain</u> (New York: David McKay Company, Inc., 1964), pp. 16-19.

definitive statement on the subject, it is safe to say that it is one frequently cited in educational research, major studies, and journal articles.

II. GENERAL GOALS OF AFFECTIVE PROGRAMMING

Interest in affect has become widespread in the 1970's, according to Morse and Munger.<sup>2</sup> To provide some systematic overview of the entire field and to provide educators with an up-to-date picture of what is happening in mental health and education settings, Morse and Munger have compiled a document showing the various approaches to affective education now being used throughout the country. The work discusses 54 individual programs in the United States.<sup>3</sup>

Each entry presents nomenclature as per program, a brief description of program, additional comments, and in many cases, goal statements for the program and suggestions for implementation. The following composite is designed to show similarities and common goals for the majority of programs.<sup>4</sup>

<sup>&</sup>lt;sup>2</sup>Wm. C. Morse and Richard L. Munger, <u>Helping Child-</u> ren and Youth with <u>Feelings: Affective-Behavior Science</u> <u>Education Resource for the Developing Self/School</u> (Behavioral Science Education Project, Ann Arbor, Michigan), p. 2, <u>et passim</u>.

<sup>&</sup>lt;sup>3</sup><u>Ibid</u>., pp. 20-65. <sup>4</sup><u>Ibid</u>.

- <u>Confluent</u> <u>approach</u>: Affective emphasis is usually accomplished in conjunction with the existing curriculum and/or program.
- <u>Planned training for leaders</u>: Some type of definite training for selected teachers, educators, facilitators is usually a major part of each program.
- 3. <u>Facilitative in Nature</u>: Programs are designed for maximum involvement of teacher and student. Usually the program is open-ended and nonprescriptive in nature.
- 4. <u>Individual responses</u>: Emphasis is placed on individual response to the clarifying process.
- 5. <u>Themes Similar</u>: Basic themes, such as Human Potential, Self-Esteem, Awareness, Personal Growth, Moral Education and the like are replete throughout the compilation.
- 6. <u>Educational Level</u>: Most programs discussed are in conjunction with elementary school education, teacher training, and human services agencies (drug rehabilitation, adult selfhelp program, services for aged, etc.).
- <u>Higher Education Programming</u>: Very few programs are cited which were designed for institutions of higher learning--in which post secondary,

community college, liberal arts colleges, or universities are discussed.

a definite "humanistic" learning orientation.

8. <u>Humanistic Education</u>: Most of the programs had

Another comprehensive statement as per the general topic of affective programming is Stilwell's reference: Barclay and his colleagues (Barclay, Barclay, Catterall, Santoro, Stilwell and Tapp, 1973) have suggested that affective education might appropriately include skill development in eight areas: self-competency, group interaction, self-control, verbal skills, physical-energy level skills, vocational awareness, cognitive-motivational, and attitude toward school. The lack of skill in any one or more of these areas defines student needs, suggests goal areas and indicates possible strategies to gain needed skills.<sup>5</sup>

Morse and Munger also compiled a bibliography of related materials in the field under the title <u>Helping</u> <u>Children and Youth with Feelings</u>.<sup>6</sup> This document cites 157 books, 169 articles, and 28 periodicals dealing with the affective domain. The final 35 pages of their work consist

<sup>&</sup>lt;sup>5</sup>William E. Stilwell, "Recent Efforts in Planned Intervention for Affective Education" (paper presented at the Annual Meeting of American Educational Research Association, Washington, D.C., March 30-April 3, 1975).

<sup>&</sup>lt;sup>6</sup>Morse and Munger, <u>op</u>. <u>cit</u>.

of ancillary sources, organizations and projects, strategies and related activities for consideration.

Another bibliography which provides an overview of the interest and research in the affective domain is one compiled by Richard W. Pratt.<sup>7</sup> This search covers the basic elements of affective education, including the interrelationships between learning, self-concept, career development and <u>self-actualization</u> (italics mine). Included herein are 95 citations--annotated articles and abstracts of dissertations.

Pratt's compilation was updated with the inclusion of 36 citations covering the period September 1975 through August 1976. The same basic structure of annotated articles and dissertation abstracts was preserved.

III. SPECIFIC OBJECTIVES OF AFFECTIVE PROGRAMMING

In an attempt to give some structure and objectivity to the study in affective domain, Krathwohl, Bloom, and Masia established an affective taxonomy. Their premise, greatly generalized, is as follows:

If affective behavior can be identified, it can be classified;

<sup>&</sup>lt;sup>7</sup>Richard Pratt, "Psychological and Affective Education Searchlight: Relevant Resources in High Interest Areas," <u>ERIC</u>, December, 1975.

If it can be classified, it can be objectified (in the form of behavioral objectives);

If it can be objectified, it can be qualified (made a part of educational curriculum).<sup>8</sup>

The authors cited the following components as elements comprising the affective continuum.<sup>9</sup>

Interests

Attitudes

Values

Appreciations

Adjustments

A more detailed development by Krathwohl and others will help.

A. Interests: Ranging from simply being aware that a given phenomenon exists through actual behavior indicating that he is increasingly willing to attend and respond to behavior where he is expected avidly to seek and to feel positively toward the phenomenon.

B. Attitudes: The involvement of the student who is willing to grant that he has a positive feeling about something when he is asked

<sup>8</sup>Krathwohl, <u>op</u>. <u>cit</u>., p. 24. 9<u>Ibid</u>., p. 26. about it. He might even go out of his way to express it and seek instances in which he can communicate it to others.

- C. Values: An extension of the attitudes and interests. The behavior is better described as a bundle of attitudes organized into an attitude cluster or a value complex.
- D. Appreciation: This term runs the gamut from a person's being aware of a phenomenon, to being able to perceive it, to verbalizing it; or it may require only that the individual experience a pleasant feeling when he perceives the phenomenon.
- E. Adjustment: Included herein is an interrelation of one aspect of the person with another in such a way that within this organization some kind of balancing may take place. It may refer to social interaction between two persons, one's whole outlook on life, or to the internal balancing of self-concept and self-ideal.<sup>10</sup>

After much investigation and modification, the authors developed a comprehensive organizational continuum

10<sub>Ibid</sub>.

of components.<sup>11</sup> A corresponding point value scale was developed to provide tangible assessment and measurement of the specific components.

Krathwohl and others identify this dynamic phenomenon as "internalization," whereby the learner comes to attend to phenomena, to respond to them, to value them, and to conceptualize them. He organizes his values in a value complex which comes to characterize his way of life.<sup>12</sup>

Perhaps the single movement in education which attempts most consistently and explicitly to give tangible expression to affective considerations is that of values clarification.<sup>13</sup>

No definitive and totally agreed upon definition of values per se exists. One of the most succinct statements of a value is Raths': "Values--those elements that show how a person has decided to use his life."<sup>14</sup> This is further complemented by Hunt and Metcalf's observation:<sup>15</sup>

> The critical test of a person's insights is whether they provide him with a set of beliefs about himself in relation to his social and

ll Ibid.

<sup>12</sup>Krathwohl, <u>loc</u>. <u>cit</u>.

<sup>13</sup>Sidney B. Simon and Howard Kirschenbaum (eds.), <u>Readings in Values Clarification</u>, 1973, pp. 2-3.

<sup>14</sup>Louis E. Raths, Merrill Harmin, and Sidney B. Simon, <u>Values and Teaching: Working with Values in the</u> <u>Classroom</u> (Columbus, Ohio: Charles E. Merrill Publishing Co., 1966), p. 6.

15<u>Ibid</u>.

physical environment which are extensive in scope, dependable in action, and compatible with one another.

Raths, a major proponent for the inclusion of value clarifying components in public education, feels that the recent emphasis on the emotional problems of youth leading to the general life problems should be replaced with a "value disturbance" explanation.<sup>16</sup> He contends that the individual child's relationship to society can be graphically illustrated via a "clarity of relationship to social continuum.<sup>17</sup> One end of said continuum is labeled "Clear" and the other end is labeled "Unclear." The clear relationship signifies a positive. self-actualizing attitude toward life and living, characterized by consistently purposeful encounters with the forces and events and persons around the individual. At the other end of the spectrum this is not so. Rather, the individuals clustered here seem to possess a common confusion in terms of relating their lives to their surroundings. According to Raths, Harmin and Simon, these people are much more inclined to be:

> <u>Apathetic</u>: listless and uninterested, willing to let the spinning world carry them along.

16<u>Ibid</u>. 17<u>Ibid</u>.

- <u>Very Uncertain</u>: unable to make up their minds about the many choices they face in their daily existence.
- <u>Very Inconsistent</u>: individuals with inconsistent and incompatible patterns of behavior.
- <u>Drifters</u>: behavior characterized by planless and unenthusiastic drifting from one thing to another.
- <u>Overconformers</u>: with no clear plans or ideas of their own, these people seek security by conforming.
- <u>Over dissenters</u>: chronic, nagging and irrational dissenters, continually opposing the majority opinion.
- <u>Poseur or role players</u>: persons who cover their lack of clarity about what life is for by posturing in some role.<sup>18</sup>

The philosophic underpinnings of the above and the corresponding implications are quite simple if not simplistic: many young people of this generation are not being adequately prepared to function fully and freely in our society. Do professional educators have an obligation to alleviate (if possible) this dilemma?

<sup>18-</sup><u>Ibid</u>., pp. 5-6.

Before definite progress can be made in this area, problems in defining objective and realistic goals must be overcome.

Krathwohl and others discovered at the beginning of their work that there was a lack of clarity in the statements of the objectives they found in the literature, that it was difficult to find an ordering principle to facilitate identification and investigation, and that few of the examiners at the college level were convinced that the development of the affective domain would make much difference in their work.<sup>19</sup>

McAshan has made a rather extensive review of the problems related to studying affective objectives.<sup>20</sup> McAshan states that evaluation to determine success in achieving goals in the affective domain involves a constant search to find both overt and covert responses which indicate either positive or negative feeling toward some object or activity.<sup>21</sup>

He cites five areas of consideration:

<sup>21</sup><u>Ibid</u>., p. 185.

<sup>&</sup>lt;sup>19</sup>Krathwohl, <u>op</u>. <u>cit</u>.

<sup>&</sup>lt;sup>20</sup>H. H. McAshan, <u>The Goals Approach to Performance</u> <u>Objectives</u> (Philadelphia: W. B. Saunders Company, 1974), pp. 180-85.

- If affective goals are to be fulfilled and evaluated, they must be clearly and specifically defined.
- 2. Unlike objectives in the cognitive domain, most affective changes cannot be evaluated immediately. That is, lowest levels can be measured immediately; more complex levels may take a lifetime to completely develop and evaluate.
- 3. If objectives are too general they have very little value. However, if evaluation of these same objectives becomes too specific, it will become too restrictive unless the objectives are broken down into several distant goals and each goal has its own unique evaluation component.
- Overt measurable learner behaviors used in the evaluation of affective objectives are hard to observe.
- 5. Objectives are difficult to evaluate in that little confidence is placed in many of the learner responses which are available.<sup>22</sup>

<sup>22</sup><u>Ibid.</u>, pp. 185-86.

Other researchers and educators have similar observations. Kibler, Barker and Miles indicate that the development of behavioral objectives for the affective domain is different from writing objectives based upon knowledge and recall owing to the difficulty in observing and measuring feelings and emotions.<sup>23</sup>

Ojemann stated that affective educational objectives should bring changes in the learner and that these changes are internal; thus, they cannot be seen. The only way to determine if a learner has acquired a specified emotional pattern is to observe his behavior in specified situations. He further pointed out that writers of behavioral objectives tend to omit goals in the affective domain because objectives in this area are harder to state in behavioral terms.<sup>24</sup>

Harrow stated, "One must always keep in mind that behavior may be conceptualized as falling into one of three learning domains, but in reality when observing a child's behavior, it is usually a combination of all three." Also, "A learner's behavior does not fall neatly into one of the

<sup>&</sup>lt;sup>23</sup>Robert J. Kibler, Larry L. Barker, and David T. Miles, <u>Behavioral Objectives and Instruction</u> (Boston: Allyn and Bacon, Inc., 1970), p. 98.

<sup>&</sup>lt;sup>24</sup>Ralph H. Ojemann, "Should Educational Objectives be Stated in Behavioral Terms?", Part II, <u>Elementary School</u> <u>Journal</u>, 68 (February, 1959), pp. 223-31.

three separate compartments of the learning domains. The learner behaves as an integrated whole and the behavioral objective writer must isolate the particular behavior which at the moment is the prime concern."<sup>25</sup>

Eisner indicated that some educational outcomes such as appreciation cannot be measured.<sup>26</sup> He cites Krathwohl's statement: "At all levels of the affective domain, affective objectives have a cognitive component." This would mean that there is a relationship between the cognitive and affective domains that prevents their being entirely separate from each other.

Thus, by extension, feelings a learner has toward obtaining knowledge will affect his achievement in this area. The more knowledge a learner has about a subject, the more likely he is to appreciate or have a good feeling toward it. Eiss and Harbeck wrote: "In the present state of our knowledge about the affective domain, it may not be possible to suggest behaviors that invariably will serve as indicators of the achievement of a given affective objective, or to provide numerical values between every

<sup>&</sup>lt;sup>25</sup>Anita J. Harrow, <u>A Taxonomy of the Psychomotor</u> <u>Domain: A Guide for Developing Behavioral Objectives</u> (New York: David McKay Company, Inc., 1972), p. 30.

<sup>&</sup>lt;sup>26</sup>Eliott W. Eisner, "Educational Objectives: Help or Hindrance?" <u>School Review</u>, 75 (Autumn, 1967), p. 254.

<u>behavior</u> and <u>desired</u> <u>goals</u>.... It is only in the psychomotor that the credibility gap is fairly close between behavior and objective."<sup>27</sup>

Also, these two writers indicated that in the affective area the attempt to formulate measurable learner objectives often results in objectives that are trivial and often not representative of the goals that the teacher is trying to achieve.

Hart points out that one difficulty associated with assessment of affective elements has to do with students' inability to identify and label feelings. Many affective instruments call for individual response to adjective-based questionnaires which might well include words unfamiliar to students. Also, students with limited vocabulary might well have difficulty verbalizing such feelings as "irritated," "lonely," or "depressed."<sup>28</sup>

McAshan's observation provides a suitable summary statement of this section:

The problem presented to the writer of behavioral objectives in evaluation, regardless

<sup>&</sup>lt;sup>27</sup>Albert F. Eiss and Mary Blatt Harbeck, <u>Behavioral</u> <u>Objectives in the Affective Domain</u>, National Science Teacher's Association (Washington: National Educational Association, 1969), p. 4.

<sup>&</sup>lt;sup>28</sup>Gordon Hart, "Humanizing Schools Through Values Clarification," <u>College Student Journal</u>, IX, (February-March, 1975), pp. 82-85.

of the behavioral level he chooses to change, is to determine an overt behavior that will be an expression of something the student chooses to do for himself. A secondary problem in evaluation is to plan and establish the appropriate situations that will permit the student opportunities to express himself and make choices in a natural situation. The key question in each observation becomes whether or not the student is willing to choose the behavior for himself rather than his ability to perform the action. The willingness to perform places the objective in the Affective Domain.29

### IV. STUDIES AND EXPERIMENTATION IN AFFECTIVE DOMAIN

... there is a close parallel between the development of affectivity and that of the intellectual functions, since these are two indissociable aspects of every action. In all behavior, the motives and energizing dynamics reveal affectivity, while the techniques and adjustment of the means employed constitute the cognitive sensorimotor or rational aspect. This is never a purely intellectual action. Numerous emotions, interests, values, impressions of harmony, etc., intervene, for example, in solving a mathematical problem. Likewise, there is never a purely affective act, e.g., love presupposes comprehension. Always and everywhere, in object related behavior as well as in interpersonal behavior, both elements are involved because the one presupposes the other.30

The above statement by Piaget well illustrates the difficulty associated with pure research and experimentation

<sup>29</sup>McAshan, <u>op</u>. <u>cit</u>., p. 174.

<sup>30</sup>Jean Piaget, <u>Six Psychological</u> <u>Studies</u> (New York: Vintage Books, Sept. 1968), p. 33.

in the affective domain. Many articles have been written recently, each commenting on the need for additional work, new instrumentation for assessment, and implementation of exciting programs with emphasis on affective elements. The literature is replete with glowing statements such as: know thyself better, become more human, ultimate sharing, trust, discover yourself, and the like. However, there are very few solid studies which set forth definite results in terms of definable objectives and affective elements. In a paper entitled, "Recent Efforts in Planned Interventions for Affective Education," Stilwell recaps the results of four studies carried out in urban, parochial, and rural schools. He discusses major strategies instrumentally used in each: (1) feedback through test analysis, teacher attention, parental support; (2) social contact exercise, teacher attention, video feedback; (3) existential group work, teacher attention; and (4) social contact exercise, process learning.

Stilwell cites three analyses used: ANOVA, Aptitude X Treatment interaction (ATI) and gain scores. His observations, for the most part were typical of many such studies: RESULTS: ...a pattern seemed to emerge such that the interventions used resulted in lower gain scores for five of seven variables. ...the boys appeared to develop a less

positive attitude toward school. On the other hand, the interventions used in the study seemed to increase the boys' interest in... ...for the girls no discernable pattern emerged favoring any set of interventions. Study 1 appears to have had a strong effect... In Study 2 the changes seem to be desirable.<sup>31</sup>

No attempt is being made here to discredit the researcher's design or his contribution. In fact, it should be noted that Stilwell and Barclay have been working in this area for 18 years and that they have administered the Barclay Classroom Climate Inventory to over 35,000 children.<sup>32</sup>

Stilwell did obtain a .05 level of significance in one area of his overall study. This involved the Aptitude X Treatment Interactions which compared regression slopes obtained for pre- and posttreatment scale scores.<sup>33</sup>

Another major contributor to the professional assessment literature of affective learning is Brown, author of <u>Human Teaching for Human Learning</u>.

In an attempt to appraise the success of one experiment in confluent education, Brown notes a "hard

> <sup>31</sup>Stilwell, <u>op</u>. <u>cit</u>., pp. 8-13. <sup>32</sup><u>Ibid</u>., p. 33. <sup>33</sup><u>Ibid</u>., p. 13.

data" study.<sup>34</sup> He simply cites the results of a comparative study using SCAT (verbal median) and STEP (reading median) as a basis to illustrate differences, if any, between those students who studied the material in the traditional manner as compared to those who were exposed to the confluent approach. The results were as follows:

Grades	Traditional	Confluent
As	39	210
Bs	83	72
Cs	25	71
Ds	8	8
Fs	10	2

The factual, objective test given to both groups was almost identical.

In addition to the above, the teacher of this class was convinced that better learning of cognitive material took place; that there was a heightened motivation and response to learning situations; that there was a greater appreciation of self, nature, others, feelings; that there was a definite lessening desire for drug use by some students and for "mind blowing by others."<sup>35</sup> The teacher,

<sup>34</sup>George Isaac Brown, <u>Human Teaching for Human</u> <u>Learning</u> (New York: The Viking Press, 1971), p. 196. <sup>35</sup>Ibid., p. 199.

Mr. Robin Montz, based his conclusions on behavioral change observed by himself and other staff members.

To test effectiveness of value clarification techniques with respect to attitudes toward science and biology, affective behavior and achievement, Barman ran experiments attempting to measure affective accretion.<sup>36</sup> Evaluation of the affective domain was accomplished via the Schwirian Science Support Scale (Tri-S Scale) and the Affective Domain Measuring Scale (ADMS), while the cognitive domain was assessed by using the school's comprehensive Final Examination.

A pretest--posttest design was used for two groups (N-78 experimental; N-77 control group). The experimental group was exposed to Values Clarification lessons once a week for 18 weeks in conjunction with regular classes in general biology.

The author found that the Values Clarification exercises aided significantly in a student's cognitive development over an eighteen week period.

However, the study did not reflect a significant difference in student attitude toward science when measured by the Tri-S Scale. Similar results were noted with

<sup>&</sup>lt;sup>36</sup>Charles Ray Barman, "The Influence of Value Clarification Techniques on Achievements, Attitudes and Affective Behavior in High School Biology" (unpublished dissertation, University of Northern Colorado, 1974).

respect to student attitudes toward biology and affective behavior when evaluated by the ADMS.

In response to the criticism that "most of the research fails to lead anywhere or to permit useful generalizations," Raths surveyed much of the existing research of the 1960's dealing with observed behavior rather than what people say they believe.<sup>37</sup> Raths summarized 12 studies which he felt reflected the scientific approach. Seven are cited here.

Klevan (1957) studied the effects of value clarification techniques on a group of college students taking a course in education. Changes in consistency of attitudes, expressions of purposefulness, and expressions of friendliness among class members were the prime considerations in this study.<sup>38</sup>

Using the value-clarification method of discussion, the class studied a series of issues in education with critical thinking being a primary component. Klevan used a paper-and-pencil before and after written response to determine conflicts and inconsistencies. Using two

<sup>37&</sup>lt;sub>Raths</sub>, Harmin, and Simon, <u>op</u>. <u>cit</u>., p. 206.

<sup>&</sup>lt;sup>38</sup>Albert Klevan, "An Investigation of a Methodology for Value Clarification: Its Relationship to Consistency in Thinking, Purposefulness and Human Relations" (unpublished Ph.D. dissertation, New York University, 1957).

comparison groups taught by different instructors, Klevan gave the same before and after measures to all groups.

Klevan found that during the experimental period of one term, students in the experimental class did develop significantly more consistent attitudes and did express more personal purpose than the students in the comparison classes.

Simon (1958) did a study to see if selected students with "non-value-based" behavior would change their behavior if teachers with special values clarification training were to work individually with these students. Simon found that most teachers did not seem to use the techniques effectively and consistently and that most children did not change their behavior.<sup>39</sup>

Raths says that one of the most interesting aspects of the study deals with materials developed to help teachers work with values. Another ancillary benefit was the revelation of the difficulties high school teachers had in learning and using the theory.<sup>40</sup>

<sup>40</sup>Raths, Harmin, and Simon, <u>op</u>. <u>cit</u>., pp. 2-8.

<sup>&</sup>lt;sup>39</sup>Sidney B. Simon, "Value Clarification: Methodology and Tests of an Hypothesis in an In-Service Program Relating to Behavioral Changes in Secondary School Students" (unpublished Ph.D. dissertation, New York University, 1958).

In a parallel study of Simon's work, Brown applied essentially the same design to an elementary school setting.<sup>41</sup> Unlike Simon's high school teachers, all but one of the elementary school teachers did master techniques of responding to students so as to clarify values. Her results were much more positive: all experimental children were reported to have improved markedly while none of the control children so changed.

Jonas (1960), Machnits (1960), and Martin (1960) conducted studies to test a theory developed by Raths. Again the setting was elementary school, again the design was to identify students who appeared to be flighty, dissenters, poseurs, and the like, to subject them to value clarification techniques and then to rate change in observable behavior. Ratings were done not by the teachers involved in the experiment proper, but by other teachers in the svstem. Selected students were exposed to one value clarifying technique each day for a period of five months. The findings of the three studies were similar in that the behavior patterns of the children in the experimental groups were reported by the other teachers to have improved

<sup>&</sup>lt;sup>41</sup>Georgia J. Brown, "An Investigation of a Methodology for Value Clarification, Its Development, Demonstration, and Application for Teachers of the Elementary School" (Ph.D. dissertation, New York University, 1960).

significantly. No such change was reported for the comparison group.<sup>42</sup>

According to Raths, Shields carried out a small unpublished study in a philosophy of education course in a Catholic college.<sup>43</sup> Twenty-eight students in the class were exposed to a variety of values clarification experiences over a ten-week period. He used class discussion to ask clarifying questions; he assigned value sheets and wrote clarifying responses in the margins of student reports that were returned to students. As a control group, Shields used another class that he was teaching. With this group he did not emphasize value clarification.

He used two approaches to measure change. He administered a personal rating sheet to all students before the experiment proper was begun. This sheet included eight variables, five presumed to be associated with value clarity. The same instrument was administered at the end of the ten-week experiment. Shields' findings were inconclusive. The growth of the experimental group was perhaps slightly greater than that of the control group, but the

<sup>43</sup>Raths, Harmin, and Simon, <u>op</u>. <u>cit</u>., pp. 216-217.

<sup>&</sup>lt;sup>42</sup>Arthur H. Jonas and others, "A Study of the Relationship of Certain Behaviors of Children to Emotional Needs, Values and Thinking" (unpublished Ph.D. dissertation, New York University, 1960).

unreliability of the instrument prevented any possibility of the difference reaching statistical significance.

The second measurement was a rating of student papers by a panel of three judges. The judges favored the experimental group at the .01 level.

In a study of 23 professional educators enrolled in a values education workshop, Enderle found statistical significance in areas of moral maturity.<sup>44</sup> Educators were randomly assigned to one of three groups: Group C, a didactic group involving lecture about values theory and research; Group D, a moral dilemma discussion group of type espoused by Kohlberg; Group E, an experiential group, patterned after T-group model. The groups met three hours daily for one week.

All subjects were pretested and posttested on the Moral Maturity Scale, a measure of moral development, and the Personal Orientation Inventory.

An analysis of variance revealed a significant difference at the .01 level of confidence for combined groups from pretest to posttest measures on the Moral Maturity Scale. A multiple correlational technique failed to demonstrate a significant relationship between moral

<sup>&</sup>lt;sup>44</sup>Glenda Roth Enderle, "A Study of the Effects of Didactic, Discussion, and Experimental Group Learnings on Moral Development" (unpublished dissertation, Kent State University, 1974).

maturity and self-actualization as measured by the pretest of MMS and POI. Enderle concluded that all three groups appeared to some extent to be effective in stimulating moral development.

Phillips designed and implemented a study to evaluate a growth/awareness group experience by determining the effects of group interaction in terms of personality change as measured by six scales of the California Psychological Inventory.<sup>45</sup> His two hypotheses were: (1) There would be no difference between the experimental group, the informal control group, and the uninformed control groups, (2) If change occurred, the change would not be substantial over a three-month period.

The treatment group was exposed to a combination of exercises in sensory awareness, sensitivity training and human relations training.

Analysis of the data revealed no significant difference between groups at the .05 level of confidence on any of the six scales of the CPI when administered a second time three months later.

In a study designed to assess the degree of departure from traditional sex roles toward a more autonomous

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<sup>&</sup>lt;sup>45</sup>Larry Phillips, "A Growth/Awareness Group Experiment: Assessment of Change in Personality Related to Social Interaction" (unpublished dissertation, Ball State University, 1975).

and self-actualizing life style, Hands developed a sixweek course of involvement using 52 women as an experimental group with an equal number in a control group.  $^{46}$ 

Seven questionnaires administered in a pretest and posttest manner were used. Hands noted that participants tend to be more aware of and sensitive to their own feelings and reveal a diminished tendency to self-criticism. They tend to be more satisfied with themselves and are more apt to feel that their needs for personal fulfillment and rewarding interpersonal relationships are being met.

She concluded that that course was largely successful in reaching its objectives of modifying attitudes, feelings and behaviors of women in more personal growth-oriented direction.

Also, the experimental group showed significant changes in life style characterized by lessening commitment to traditional female role functions and a more active involvement in activities centering on education, community work, personal growth groups and relationships with other women.

Degree of importance attached to humanistic goals was tested by Price in a study involving 256 community

<sup>&</sup>lt;sup>46</sup>Sandra Lee Hands, "An Evaluation of a Course for Women Directed Toward the Development of Self-Actualizing Life Styles" (unpublished dissertation, University of Texas, 1974).

residents, 60 teachers, and 100 high school students.<sup>47</sup> She found that all three groups placed humanistic goals within the first six rank positions. Price also found that self-actualization occurs only under favorable conditions such as when experiences are relevant to the individual's needs and interests, when there is a lack of threat to self and there is respect from others toward a person's selfactualization and toward a person as a worthwhile individual.

In a study designed to measure a theory of values and various outcomes of a value clarification process, Olson hypothesized that (1) self-esteem would be raised, (2) there would be a significant increase in subconsensual self, and (3) that the experimental group would report that it chose, identified with and prized and acted upon values significantly more than the control group.<sup>48</sup> The first two hypotheses were not supported in terms of the statistical level of significance demanded by the study. Also, only the "choosing" factor was supported in hypothesis three.

Olson used three measuring devices when testing the 61 participants: Coopersmith's Self-Esteem Inventory;

<sup>&</sup>lt;sup>47</sup>Holly Price, "Humanistic Teaching: Community Acceptance and School Practice" (unpublished dissertation, University of Wisconsin, 1974).

<sup>&</sup>lt;sup>48</sup>Gerald Olson, "A Study of Theoretical Implications and Outcomes of a Values-Clarification Process with a Group of Ninth Grade Students" (unpublished dissertation, University of California, 1974).


Kuhn and McPartland's Who Am I? Test; and Olson's Valuing Process Inventory.

Kalunian found that students (note: primary students) did experience a significantly greater increase in positive self-concept for all three grade levels tested, and did experience a significant reduction in test anxiety.<sup>49</sup> He thus concludes that a Humanistic Education Curriculum within the school curriculum can play an important role in enhancing positive self-concept. A confidence level of .05 was met.

Four criterion measures were administered: Self-Appraisal Inventory, Test Anxiety Scale for Children, Stanford Achievement Test and Minnesota Teacher Attitude Inventory.

After an extensive review of affective instrumentation, McAshan concludes that whereas the validity and reliability of many tests and rating scales used in the past have been in serious doubt, this aspect has been improving in recent years.<sup>50</sup> One primary area of weakness which still needs work is the issue of student response.

<sup>&</sup>lt;sup>49</sup>Peter J. Kalunian, "The Effects of a Humanistic Education Curriculum on Attitude, Self-Concept, Anxiety and Achievement Level of Primary School Children and Teachers" (unpublished dissertation, Boston University, 1974).

<sup>&</sup>lt;sup>50</sup>McAshan, <u>op</u>. <u>cit</u>., p. 187.



He notes that direct responses from students which might supply valuable information are often not completely reliable because they are sometimes offered under duress or do not represent an honest and complete response.<sup>51</sup>

Even though study of the entire domain of affect has serious shortcomings and many weaknesses, educators must not be discouraged. Rather, they should accept the challenge and move ahead. Phenix regards this as being more than simply a challenge, to him it is an imperative--A Moral Imperative.

> Americans are becoming increasingly aware that material and technical approaches to these (social and personal) issues do not suffice, that without a moral basis and the morals that flow from it, typical American practicalism and activism prove impractical and stultifying. . . .

What the morally concerned students are asking is nothing less than a thorough moral reconstruction of education itself. Most of them would not couch their protests and their aspirations in those terms; they would rather use a term like "relevant," meaning an education that will enable them to transform a world that their consciences bid them reject in its present form.

What can teachers, students, and administrators do together to contribute constructively to the moral imperatives that are grasping the present generation?

I am convinced that the present unrest offers signal opportunity for the educative enterprise and that we would do well to think carefully and to act resolutely to avail ourselves of the creative moment presented to us.<sup>52</sup>

51<sub>Ibid</sub>.

<sup>52</sup>Philip H. Phenix, "The Moral Imperative in American Education," <u>Readings in Values Clarification</u>, Sidney B. Simon and Howard Kirschenbaum, editors (Minneapolis: Winston Press, 1973), pp. 38-39.

# V. STUDIES AND EXPERIMENTATION WITH THE PERSONAL ORIENTATION INVENTORY

The pertinent literature related to the domain of affect contains many comments citing weaknesses and shortcomings of instrumentation designed to measure affective sensitivity. Upon perusal of many articles and documents of this nature, it was felt that additional consideration concerning the selection of the Personal Orientation Inventory was necessary for this study.

It should be noted that for the most part, materials included herein were gleaned from a rather extensive manual designed by Shostrom.

Additional qualification is necessary in that the POI is not only an instrument for the educational setting. Rather, the inventory has great versatility since it has been used as an assessment instrument with such diverse groups as: electronics company supervisors; student nurses; service organization volunteers; college juniors and seniors; entering college freshmen; high school students; hospitalized psychiatric patients; delinquent males; alcoholic males. Shostrom, in his manual, has cited means and standard deviations in presenting the Profiles for the selected reference groups noted above. This material was used to establish norms cited for the instrument.

> The Personal Orientation Inventory items reflect significant value judgment problems

seen by therapists in private practice. The items were based on observed value judgments of clinically troubled patients seen by several therapists over a fiveyear period. These items also were agreed to be related to the research and theoretical formulations of many writers in Humanistic, Existential or Gestalt therapy. The latter includes Maslow's concept of self-actualization, Reisman's <u>et</u>. <u>al</u>. system of inner- and other-directedness and May's <u>et</u>. <u>al</u>. and Perls' concepts of time orientation.<sup>53</sup>

In addition, Shostrom repeatedly extends the function of the inventory to include the affective consideration of emotions and values as illustrated in the following:

> The work of Ellis has suggested that psychotherapy can be viewed as a process of critically examining the irrational ideas and value orientations of the patient. As Buhler has suggested, value orientations are definite existential judgments. Following Kluckhold, she states that these orientations symbolize the fact that the affectivecognitive, or value, and strictly cognitive (orientation) elements are blended. A value orientation may be defined as a generalized and organized conception, which influences behavior and which is a conception of nature and of man's place in it, or man's relation to man, and of the desirable and nondesirable as they may relate to man-environment and inter-human relations.54

Ellis notes that much of what is called emotion is nothing more or less than a certain kind, a biased, prejudiced, or strongly evaluative kind of thought. Therefore, an

<sup>53</sup>Everett L. Shostrom, <u>EITS Manual for the Personal</u> Orientation Inventory (San Diego, California: Educational and Industrial Testing Service, 1966), p. 25.

54<sub>Ibid</sub>.

affectively loaded idea about life may be properly defined as a value. Items in the POI were designed to reflect value orientations which are commonly held, and which are considered to be significant to a person's approach to living.55

## Validity

Shostrom, developer of the instrument and writer of the corresponding manual has this to say regarding validity:

> Perhaps the most important test of validity, in the case of the POI, is that it should discriminate between individuals who have been observed in their life behavior to have attained a relatively high level of self-actualization from those who have not so evidenced such development. To test the POI's effectiveness in making this discrimination, the Inventory was administered to two groups, one of "relatively self-actualized" and the other of relatively "non-self-actualized" adults. Persons in these two groups were carefully selected, each being nominated by practicing, certified clinical psychologists contacted through societies of clinical psychologists. N's were 22 and 34 respectively.56

Shostrom's findings indicate that the Inventory significantly discriminates between clinically judged self-actualized and non-self-actualized groups of 11 of the 12 scales.<sup>57</sup> Also, he notes that the means for the

<sup>55</sup><u>Ibid</u>., p. 20. <sup>56</sup><u>Ibid</u>., p. 25. <sup>57</sup><u>Ibid</u>. self-actualized group are above the normal adult group means on 11 of the 12 scales, and the means for the nonself-actualized group are below the norm means on all scales. Shostrom's table shows the critical ratio between self-actualized and non-self-actualized groups to be significant at the .01 confidence level in 12 scales and .05 confidence level for one scale (Freedom Reactivity).<sup>58</sup>

## Concurrent Validity

A subsequent study designed to further test the sensitivity of the instrument in clinical settings was conducted by Shostrom and Knapp.<sup>59</sup> In this study, the POI was administered to two groups of outpatients in therapy; one a group of 37 beginning patients entering therapy, the other a sample of 39 patients in advanced states of psychotherapeutic progress.

Analysis of the POI scores showed all 12 POI scales differentiated between the criterion groups at the .01 confidence level or higher.

Yet another study in a clinical setting involving a criterion group is reported by Fox (1965a). The instrument was given to a group of 100 hospitalized psychiatric patients. The results were as follows:

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<sup>&</sup>lt;sup>58</sup><u>Ibid</u>., p. 26. <sup>59</sup><u>Ibid</u>., p. 27.

All scales significantly differentiated (beyond the .001 confidence level) the hospital sample from the nominated selfactualized sample and from the normal adult sample. The hospitalized sample was also lower on all scales than the non-self-actualized sample. Differences reaching statistical significance at the .01 level were obtained for the major scales of Time Competence and Inner-Direction and in addition several of the subscales significantly differentiated the patient sample from the non-selfactualized people.<sup>60</sup>

Several subsequent studies also have supported the validity of POI as a measure of self-actualization. The following citations are representative.

Shostrom establishes instrument validity by noting several major studies conducted by Zaccaria and Weir (1966), Gade and Weir (in press), Murry (1966) and Pearson (1966).<sup>61</sup>

Zaccaria and Weir studied seventy alcoholics and their spouses participating in an alcoholic treatment program. They found that all mean POI scores for this sample to be significantly lower than the original validating, clinically nominated, self-actualized sample. Further, all but one scale showed the experimental, treatment sample to be significantly lower than the normal adult sample reported by Shostrom.

> <sup>60</sup><u>Ibid</u>. <sup>61</sup><u>Ibid</u>., p. 28.

Gade and Weir, in a study using a pre- and posttesting design, report significant differences in discrepancy scores between a group of alcoholics having individual therapy and a group not having individual therapy. All pre- and posttest score changes for the individual therapy group are in the direction of greater self-actualization.

Murry investigated the relationship of teacher success in self-actualization as measured by the POI. In her study, teacher success was measured by ratings of "teacher concern for students" made by the teachers' students. Ratings for 26 high school home economics teachers were based on responses of 2,333 students. A marked difference in self-actualization was found between teachers with high ratings and those with low ratings with the more successful teachers being more self-actualized.

Finally, Pearson, in a study designed to investigate the effects of a series of different processes used in group guidance and their relationship to successful college adjustment, found support for the hypothesis that students exposed to a permissive, group-directed form of guidance permitting interaction between students, under the leadership of a counselor, would demonstrate a more effective adjustment to college than students exposed to other methods.

## Reliability

Shostrom established test-retest reliability coefficients for POI scales based on a sample of 48 undergraduate college students. The inventory was administered twice, a week apart, to the sample with the instructions that is was part of the experiment to take the inventory twice.

Reliability coefficients for the major scales of Time Competence and Inner-Direction are .71 and .84 respectively, and coefficients for the subscales obtained in this study are at a level as high as that reported for most personality measures.<sup>62</sup>

## SUMMARY

A review of the literature indicates that there has been a widespread interest recently in the affective domain and that numerous institutions and agencies have initiated programs with specific affective objectives. It also appears that one primary weakness experienced most frequently has to do with defining and evaluating objectives.

Most research data and experimentation results come from researchers in the values clarification movement. However, many of the studies are inconclusive and/or statistically insignificant.

<sup>62</sup>Ibid., p. 31.

In the light of these findings, it was felt that special attention must be given to the validity and reliability of the instrument for this study. A rather extensive review of POI material indicated that this inventory would be satisfactory for this study.

# CHAPTER III

METHODOLOGY OR PROCEDURES

The purposes of this study were

- To select affective characteristics for investigation. Two such characteristics were selected for this study:
  - <u>Time Competence</u>--This factor applies to the person who lives primarily in the present with full awareness, contact, and full feeling reactivity without undo regard for the past and its related regrets, resentments, or feelings of guilt.
  - <u>Inner-Directedness</u>--This factor applies to the individual who is characteristically "self" oriented as compared to "other" oriented. The inner-directed individual is guided primarily by internalized principles and motivation rather than responding to peer pressure or other external forces.<sup>1</sup>
- To identify an instructional strategy which focuses attention on these characteristics and could conceivably modify them.

<sup>&</sup>lt;sup>1</sup>Everett L. Shostrom, "Manual: Personal Orientation Inventory" (Educational and Industrial Testing Service, San Diego, California), p. 6.

- 3. To implement these strategies with a sample of community college students enrolled in Kellogg Community College, Battle Creek, Michigan.
- 4. To determine whether the implemented strategies impacted the sample in the selected affective elements at the .05 level of confidence as measured by the Personal Orientation Inventory.
- 5. To posit considerations for educators interested in the domain of affect.

## I. NATURE OF STUDY

The research methodology or approach will be defined as a quasi-experimental investigation which is intended to "approximate the conditions of the true experiment in a setting which does not allow the control and/or manipulation of all relevant variables."<sup>2</sup>

## Sample

The sample was made up of community college students who were enrolled in 5 classes of English 102, Reading and

<sup>&</sup>lt;sup>2</sup>Stephen Isaac and William Michael, <u>Handbook in</u> <u>Research and Evaluation</u> (San Diego, California: Robert R. Knapp, Publisher, 1971), p. 26.

Response, a second semester Freshman English class, The sample provided a wide spectrum of cummunity college students in that three classes were regular 50-minute, on-campus, classes; one was an on-campus Weekend College (Saturday morning) class. The sizes of the classes ranged from 11 to 25.

In addition to the primary interest in assessing change in affective sensitivity, there was an interest in whether or not the type or time of the class played a significant role. Said classes are described as follows:

<u>On-campus classes</u> reflected the "average" community college composition--primarily 18-21 years of age, about evenly mixed as per sex. Most students carried at least 12 hours of credit.

Evening class was held in a high school in a nearby small town and was composed of 11 people--10 women and one young man. All were either employed full time or were housewives. The average age was 30.

<u>Weekend College</u> class was composed of 6 men and 6 women with an average age of 33. All were part-time students.

## Assignment to Treatment Groups

It was decided that a random selection approach for treatment and assessment would be used. Students were randomly assigned to one of three treatment groups: "A," "B," or

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× ...

"C." Group "A" was told to read and respond to Creative-Axiological material only. Group "B" was told to read and respond to Philosophical Essays only; Group "C" was told to pick selections from either of the above. Each class had all three groups. Table 3.1 shows the treatment and group size.

## TABLE 3.1

## TOTALS FOR ALL FIVE CLASSES

Group "A" Creative-Axiological	28
Group "B" Philosophical Essays	24
Group "C" Mixture of Both	23

To alleviate the possibility of contamination of data, the instructor removed himself as much as possible from the sphere of influence. To accomplish this end, the instructor did not deal personally with the material under consideration. Nor did students use class time for discussion or analysis. Rather, class time, for three weeks, was used by individual students to read separate assignments and to respond in writing to the separate readings. No biased or directional comments were made at any time by the instructor (Why did you enjoy this selection? Does the theme have a positive effect on you?). Students were instructed not to discuss material outside of class.

## Corpus of Material

The reading material was selected from approximately 250 pages of the section entitled, "The Examined Life--Science/Humanism and Personal Values," included in the textbook <u>The Conscious Reader</u> (edited by Shrodes, Finestone and Shugrue).

An equal number of pages (100) was assigned to each participant for individual reading and response.<sup>3</sup>

## Selection of an Instrument

It is well known that instruments which purport to measure subjective components and factors of personality-and specifically those which test self-actualization--are not numerous. Many are of questionable reliability and dubious validity. The Personal Orientation Inventory by Dr. Everett L. Shostrom was selected. Several critical factors were considered in this decision. One of the most important was the fact that Dr. Abraham Maslow and Dr. Frederick Perls, both internationally known in the study of self-actualization, awareness and human potential, assisted in the development of the instrument.

Another major issue was that this instrument has been used in over 127 studies ranging from individual

<sup>&</sup>lt;sup>3</sup>Specific selections and authors are listed in Appendix A.

therapeutic sessions to screening batteries for business and industry. Thus the popularity, usability, and serviceability was felt to be established to an adequate extent. Also, the Personal Orientation Inventory was selected because it attempts to measure items which were regarded as salient.

The inventory is an 8-page, self report, non-projective test which takes between 30 and 40 minutes to complete.

The POI consists of 150, two-choice comparative value and behavior judgments. The items are scored twice: first, for two basic scores of personal orientation--Inner-Directed support (127 items) and Time Competence (23 items); secondly, for 10 subscales,<sup>4</sup> each of which measures a conceptionally important element of self-actualization.

## Time Factor

Since a portion of the research project provided for a concentrated effort to effect change in affective sensitivity, a three-week period was selected. It should be noted that even though three weeks proved only nine hours of in-class treatment, it was assumed that at least 15 additional hours were necessary to successfully complete the entire assignment.

#### Pretest

Before students were assigned to specific groups for treatment, the POI was administered. Students had been

<sup>&</sup>lt;sup>4</sup>See appendix B for subscales.

asked to take part in an experiment which would complement the final theme or section of study. Students were told that they would be required to read and respond to selected readings for a three-week period. No specifics as per intent, variables, significance and the like were discussed. Since the classes had discussed other themes and selections for most of the semester, it was felt that this approach simply was a variation in dealing with the material.

#### Treatment

Students were asked to read carefully the assigned material and to respond in writing to each selection read. No specific format for response was given. Students were simply asked to respond in any way they felt appropriate to the ideas set forth in selections. No discussions were carried on in class. The students also were asked not to discuss their responses among themselves.

## Posttest

At the end of the three-week period, after each student had completed the assigned readings, students were posttested. The same form of this instrument was used as no variations to original instrument were available.

## Preparation for Analysis

The answer sheets (form MSU.OS.102) were collected and checked for completeness and proper identification. Students were asked to use the first six digits of their Social Security numbers as a means of identification. They were assured that these numbers would be used only for matching purposes and that at no time would names and numbers be paired.

Once the Pretest score sheets and the Posttest score sheets were arranged in order, the data were taken to the Scoring Office at Michigan State University for transfer to IBM computer cards.

## Computer Program

After consulting with personnel from the Office of Research Consultation, a computer program which would yield the necessary statistical data was selected. Key cards for the specific program were hand punched and prepared for computer run. An initial test run was conducted; several "bugs" were found. After these errors had been corrected, the entire program was run.

## II. STATISTICAL ANALYSIS

A 3 X 5 factoral design was developed to provide a framework for comparison, analysis of mean score relationships, and establishment of main effects. The design illustrated in Table 3.2 involves 15 group means.

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A 14

## TABLE 3.2

		(1255					
		1	2	3	4	5	Totals
Treatment A	A	8	7	5	4	4	N 28
Treatment 1	В	6	7	4	3	4	N 24
Treatment (	0	7	6	3	3	4	N 23
Totals		N 21	N 20	N 12	N 10	N 12	
		Total s	ubject	s in s	tudy'	75	

DISTRIBUTION AS PER CLASS AND TREATMENT

The variables for this study were Independent (1) Class, (2) Treatment; Dependent (1) Time Competence, (2) Inner-Directedness.

The analysis of variance statistical approach is designed to establish the variability between groups with the variability within groups to justify the inference that the means of the populations from which the different groups were sampled are not all the same. In other words, this technique is expected to yield data to establish statistically significant differences between or among groups. This result is called the F-ratio.

## F = Between Group Variances Within Group Variance

# III. ANALYSIS OF STUDENTS' WRITTEN RESPONSES

A seven-point Likert-type scale, modified from a

Semantic Differential Design was constructed to aid in assessing students' written responses.<sup>5</sup> After the responses were read and studied for word frequency and value awareness, general tendencies were observed and noted. Based on these observations, specific "signals" ("I enjoyed," "I learned," etc.) were established as qualifying criteria in an attempt to objectify the process of classification. The scale provided four responses ranged from (1) No response/Complete rejection, to (7) Integration of concept in world view. All Treatment A and Treatment B responses were rated on this scale.

A. <u>1 2 3 4 5 6 7</u>

Student's response characterized by

- Level 1: No response at all. Complete rejection--"This was stupid." Fewer than five words.
- Level 2: Selection generally unclear; student didn't understand; not meaningful or relevant. Very short entries frequently characterized by "Boring."
- Level 3: Limited response to content. Some appreciation noted or implied. Frequently merely a restatement of author's statements or ideas. OK, but.
- Level 4: Student understood basic intent and basic content. Generally agreed or disagreed with specifics in selection. Willingness to respond to primary thought.

<sup>5</sup>Issac and Michael, <u>op</u>. <u>cit</u>., p. 102.

- Level 5: Student had good understanding of primary intent of selection. Student could cite issue proper-racial, pride in self, dignity of person. Usually had 2-3 definite signals such as "I enjoyed," "I appreciated."
- Level 6: Student had awareness of larger message and/or value. Responses were generally longer, 40-65 words. Frequently included "I can identify," "I believe," "I, too, have felt."
- Level 7: Student applied value to self. He reflected a new awareness or growth factor. Response was extended, 50-75 words, including personal application to world view.

## SUMMARY

Chapter III was developed to present in detail the nature and design of this investigation. Particular attention was given to selection of sample, treatment, instrumentation, and mode of analysis for open ended written responses and inventory scores.

The results of the above, reflected in terms of statistical data, are presented in Chapter IV: Analysis of Data.

## CHAPTER IV

## ANALYSIS OF DATA

The purpose of this study was to (1) identify a treatment which would attempt to isolate and modify two specific aspects of affect--Time Competence and Inner-Directedness, (2) select five classes (different classes of community populations) of college students and implement the treatment based on inherent properties of creativeaxiological literature as compared to expository-essay literature, (3) determine if significant differences in affective sensitivity as measured by the POI accrued between or among the three experimental-treatment groups reaching an acceptable confidence level of .05.

The underlying assumption for this study was that students who study a prescribed corpus of axiologicalcreative literature will increase their affective sensitivity in the area of self-actualization as measured by two scales on the POI (Time Competence and Inner-Directedness) to a greater extent than those who study philosophical essays, or those who study a combination of philosophical essays and axiological literature. Also, there was an interest in determining whether or not placement in class had any significance. To determine differences, a comprehensive program of Analysis of Variance was used. The general hypotheses cited above were translated into working test hypotheses and are here presented in null form.

## I. NULL HYPOTHESES

- There will be no significant difference in mean scores for Time Competence or Inner-Directedness factors when Treatment A is compared to Treatment B.
- 2. There will be no significant difference in mean scores for Time Competence or Inner-Directedness factors when Treatment B is compared to Treatment C.
- 3. There will be no significant difference in mean scores for Time Competence and Inner-Directedness between Class 4 and all Other Classes.
- 4. There will be no significant difference in mean scores for Time Competence and Inner-Directedness between Class 4 and Class 5.
- 5. There will be no significant difference in mean scores for Time Competence and Inner-Directedness between Class 3 and Classes 1 and 2.
- There will be no significant difference in mean scores for Time Competence and Inner-Directedness factors between Class 1 and Class 2.

## Multivariate Test

A two-way multivariate test of analysis of variance was run on the mean scores for each dependent variable. It was decided that an alpha level (probability level) of .05 would be used to establish statistical significance.

Pretest and posttest means were generated for each cell with respect to Time Competence and are presented in Table 4.1 below. Gain scores for each cell are also presented.

TABLE 4.1

PRETEST, POSTTEST, GAIN SCORES FOR TIME COMPETENCE

Treatment	Class				
	1	2	3	4	5
Treatment A:					
Pretest	15.13	15.43	15.40	15.00	10.75
Posttest	16.00	15.86	16.40	15.00	13.50
Gain Scores	+ .87	+ .43	+1.00	<u>+</u> 0	+2.75
Treatment B:					
Pretest	15.67	13.71	17.50	17.67	15.50
Posttest	15.50	16.00	18.00	19.67	16.00
Gain Scores	17	+2.29	+ .50	+2.00	+ .50
Treatment C:					
Pretest	18.57	16.17	14.00	14.00	16.50
Posttest	18.14	17.67	17.33	15.67	16.50
Gain Scores	43	+1.50	+3.33	+1.67	<u>+</u> 0

Pretest and posttest means were generated for each cell with respect to Inner-Directedness and are presented in Table 4.2. Gain scores are also presented.

## TABLE 4.2

PRETEST, POSTTEST, GAIN SCORES FOR INNER-DIRECTEDNESS

Troatment	C1288				
IIeatment	1	2	3	4	5
Treatment A:		-			
Pretest	77.75	79.86	78.20	82.50	68.50
Posttest	79.39	85.00	86.00	87.25	70.75
Gain Scores	+1.50	+5.14	+7.80	+4.75	+2.25
Treatment B:					
Pretest	79.34	74.47	89.00	85.00	76.25
Posttest	82.50	74.71	94.25	90.67	87.00
Gain Scores	+3.16	+ .24	+5.25	+5.67	+10.75
Treatment C:					
Pretest	89.57	88.83	80.33	77.00	78.25
Posttest	88.43	92.34	83.00	84.00	83.00
Gain Scores	-1.14	+3.51	+2.67	+7.00	+4.75

# Standard Deviation

Since this study is descriptive in nature, any data that will contribute to the total design is considered significant. The following tables depict the standard

deviation scores for both variables--Time Competence and Inner-Directedness.

# TABLE 4.3

STANDARD DEVIATION FOR TIME COMPETENCE

Treatment	Class				
	1	2	3	4	5
Treatment A:					
Pretest	3.87	3.31	2.99	3.56	1.71
Posttest	1.85	3.93	3.21	3.74	4.43
Gain Scores	-2.02	+.62	+.22	+.18	+2.72
Treatment B:					
Pretest	3.61	3.04	•578	3.06	2.38
Posttest	3.67	2.65	2.16	1.53	3.74
Gain Scores	+.66	39	+1.58	-1.53	+1.36
Treatment C:					
Pretest	1.13	3.31	1.73	2.65	1.73
Posttest	1.77	.816	•577	3.21	3.32
Gain Scores	+.64	-2.49	-1.16	+.56	-1.59

TABLE 4.4

# STANDARD DEVIATION FOR INNER DIRECTEDNESS

Treatment	Class 1	2	3	4	5
Treatment A:					
Pretest	8.70	11.74	12.72	9.04	11.47

	TABLE	; 4.4 (con	tinued)		
Posttest	13.58	14.79	14.18	11.79	18.26
Gain Scores	+4.88	+2.98	+1.46	+2.75	+6.79
Treatment B:					
Pretest	9.09	12.25	3.74	7.94	7.09
Posttest	12.05	16.07	11.62	7.64	8.29
Gain Scores	+2.96	+3.82	+7.88	03	+1.20
Treatment C:					
Pretest	8.70	8.42	10.69	6.56	7.50
Posttest	7.68	7.76	8.19	20.22	11.11
Gain Scores	-1.02	66	-2.5	+13.66	+3.61

#### **II. EXAMINATION OF HYPOTHESES**

## Hypothesis 1

There will be no significant difference in mean scores for Time Competence or Inner-Directedness factors when Treatment A is compared to Treatment B at the .05 level of significance.

The results of the test scores were tested by the statistical technique of Multivariate Analysis of Variance. If the analysis of this data yielded an F ratio which would occur by chance less than 5 times in 100 (P < .05), it was considered statistically significant.

The following two tables, 4.5 and 4.6, reflect the results of the Two-Way Analysis of Variance. Table 4.5 indicates the Time Competence results while Table 4.6 indicates the Inner-Directedness results.

# TABLE 4.5

Source of Variation	df	MS	F	Р
Treatment A compared to Treatment B	1	5.2384	1.0317	.3140

TIME COMPETENCE FACTOR BASED ON TREATMENT

Legend:	df	=	Degrees of freedom
	MS	=	Mean Square
	F	=	F ratio
	Ρ	=	Probability
	*	=	Statistically significant

This legend will apply to all subsequent tables in this section.

# TABLE 4.6

INNER-DIRECTEDNESS FACTOR BASED ON TREATMENT

Source of Variation	df	MS	F	Р
Treatment A compared to Treatment B	l	15.8124	.2770	.6007

Examination of the above tables, representing Time Competence and Inner-Directedness respectively, indicate that the Probability factor did not approach the .05 level of significance demanded for this study. Thus, the null hypothesis cannot be rejected.

## Hypothesis 2

There will be no significant difference in mean scores for Time Competence or Inner-Directedness factors when Treatment B is compared to Treatment C at the .05 level of significance.

Test score results were subjected to the Multivariate Analysis of Variance technique to ascertain statistical differences. An F ratio which would occur by chance fewer than 5 times in 100 (P < .05) was chosen for determination of statistical significance.

The following two tables, Tables 4.7 and 4.8 reflect the results of this analysis. Time Competence results are given first; Inner-Directedness results are given second.

## TABLE 4.7

TIME COMPETENCE FACTOR BASED ON TREATMENT

Source of				~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~
Variation	df	MS	F	P
Treatment B compared to Treatment C	1	.4796	.0954	•7597

TABLE 4.8

Source of Variation	df	MS	F	Р
Treatment B compared to Treatment C	1	34.5744	.6057	.4396

INNER-DIRECTEDNESS FACTOR BASED ON TREATMENT

Examination of the above two tables, 4.7 and 4.8, representing Time Competence and Inner-Directedness respectively, reveals that the probability factor did not approach the criteria for this study (P < .05). Consequently, null hypothesis number two cannot be rejected.

#### Hypothesis 3

There will be no significant difference in mean scores for Time Competence or Inner-Directedness factors between Class 4 and all Other Classes.

This hypothesis was tested statistically by the Multivariate Analysis of Variance program created by Jeremy Finn. A level of confidence of P < .05 was selected to indicate statistical significance.

Tables 4.9 and 4.10 presented below reveal the analysis of mean score data.

### TABLE 4.9

TIME COMPETENCE FACTOR BASED ON CLASS ASSIGNMENT

Source of Variation	df	MS	F	P
Class 4 compared to all Other Classes	l	1.2488	.2459	.6218

TABLE 4.10

INNER-DIRECTEDNESS FACTOR BASED ON CLASS ASSIGNMENT

Source of Variation	df	MS	F	P
Class 4 compared to all Other Classes	1	7.1808	.1258	.7242

Examination of the data presented in Tables 4.9 and 4.10 indicates that the level of confidence established at P<.05 for this study was not met. Therefore, the null hypothesis cannot be rejected.

#### Hypothesis 4

There will be no significant difference in mean scores for Time Competence and Inner-Directedness between Class 4 and Class 5.

A Two-Way Analysis of Variance, a part of Finn's Multivariate Analysis of Variance, was conducted to determine statistical significance of the mean score data. It was determined that the hypothesis would be accepted or rejected on the basis of a P<.05 level of confidence.

The following tables, Tables 4.11 and 4.12, indicate the results of the statistical analysis. Each factor is presented separately.

#### TABLE 4.11

TIME COMPETENCE FACTOR BASED ON CLASS ASSIGNMENT

Source of Variation	df	MS	F	P
Class 4 compared to Class 5	1	.2538	.0500	.8239

TABLE -	4.	12
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INNER-DIRECTEDNESS FACTOR BASED ON CLASS ASSIGNMENT

Source of Variation	df	MS	F	Р
Class 4 compared to Class 5	1	159.2812	2.7902	.1002

Examination of the data presented in Tables 4.11 and 4.12 indicates that the probability level demanded for this study was not met. Therefore, the null hypothesis cannot be rejected.

## <u>Hypothesis</u> 5

There will be no significant difference in mean scores for Time Competence and Inner-Directedness between Class 3 and Classes 1 and 2.

The statistical significance of test scores was determined by the Multivariate Analysis of Variance. The P<.05 level of confidence was selected to determine significance.

A Two-Way Analysis of Variance yielded the following data as presented in Tables 4.13 and 4.14.

## TABLE 4.13

## TIME COMPETENCE FACTOR BASED ON CLASS ASSIGNMENT

and the second				
Source of Variation	df	MS	F	Р
Class 3 compared to Classes 1 and 2	1	4.0239	.7925	•3770

## TABLE 4.14

INNER-DIRECTEDNESS FACTOR BASED ON CLASS ASSIGNMENT

Source of Variation	df	MS	F	P
Class 3 compared to Classes 1 and 2	1	121.7990	2.1336	.1495

The level of confidence demanded for this study was not met, as seen by examination of the data in tables 4.13 and 4.14. Because the P<.05 level was not met, the null hypothesis cannot be rejected.

# Hypothesis 6

There will be no significant difference in mean scores for Time Competence or Inner-Directedness factors between Class 1 and Class 2.

The Multivariate Analysis of Variance was used to determine statistical significance of test scores. To be considered statistically significant, a probability level of .05 was necessary.

Tables 4.15 and 4.16 indicate the results of the Two-Way Analysis of Variance.

#### TABLE 4.15

TIME COMPETENCE FACTOR BASED ON CLASS ASSIGNMENT

Source of Variation	df	MS	F	P
Class l compared to Class 2	1	5.7329	1.1291	.2924

## **TABLE 4.16**

Source of Variation	df	MS	F	Р
Class l compared to Class 2	1	37.3020	.6534	.4222

## INNER-DIRECTEDNESS BASED ON CLASS ASSIGNMENT

Examination of the two tables above, Tables 4.15 and 4.16, indicates that the P < .05 level of confidence was not met. Thus, the null hypothesis cited above cannot be rejected.

# III. EXAMINATION OF WRITTEN RESPONSES

A classification scheme, based on Krathwohl's Taxonomy of Affective Objectives and Osgood's Semantic Differential Design for Affective Sensitivity, was used to study general tendencies in students' responses and to assess specific differences in terms of response to and awareness of value content of the various selections. The scheme represents an arrangement of classifications from lowest level of internalization to the highest level. All Treatment A and Treatment B responses were rated on this scale. Treatment C responses were reviewed to ascertain any pattern that might be apparent regarding students' choices of selection. General Observations

After analysis of all of the responses for Treatment A

and Treatment B, several general observations were made.

- Treatment A responses were generally more positive in tone.
- 2. Treatment A responses indicated more interest in "attending to the task."
- Treatment A responses reflected a more personalized contact. There were more personal pronouns (I, me, mine) used.
- Treatment B responses tended to reflect more comprehension difficulty.
- 5. Treatment B responses tended to reflect more frequent use of "it, they, society."
- 6. Treat B responses tended to reflect an attitude of simply "going through the motions." ("The author said," "The story stated....")
- 7. A review of Treatment C responses indicated that there was no discernable pattern relating to the students' choice of material other than the fact that there were 153 essay selections chosen and 131 creative-axiological selections chosen.

# Tabulation and Classification

Each Treatment A and Treatment B response entry was rated on the Likert-type scale designed for this study, and
the items were tabulated. There was a total of 390 responses for Treatment A participants and a total of 225 responses for Treatment B participants. The large difference was due to the fact that Treatment A selections were usually shorter than other selections. Table 4.17 shows the distribution according to treatment and rank on the scale.

#### TABLE 4.17

R-1 R-2 R-3 R-4 R-5 R-6 R-7 Treatment A 5 67 98 148 59 13 0								
Treatment A 5 67 98 148 59 13 0		R-1	R-2	R-3	R-4	R-5	R-6	R-7
	Treatment A	5	67	98	148	59	13	0
Treatment B 4 40 70 88 22 1 0	Treatment B	4	40	70	88	22	1	0

# DISTRIBUTION BY TREATMENT AND RANK

To facilitate the process of comparing the results of the tabulations, response totals were translated into percentages for each rank. Table 4.18 gives these figures.

### TABLE 4.18

PERCENTAGES FOR EACH RANK ON SCALE

	R-1	R-2	R-3	R-4	R-5	R-6	R-7	
Treatment A	1.28	1 <b>7.1</b> 7	25.12	37.95	15.12	3.33	0	
Treatment B	1.7	17.77	31.11	39.11	9.77	.44	0	

A comparison of the percentages shows that (1) There was almost no difference between treatments at either end of the scale, (2) There was very little difference between treatments at the second level, (3) Some differences were observed in the middle to upper range of the scale.

It can be noted that at level four, Treatment B responses reflected a slightly higher percentage than Treatment A responses. However, at level five (representing a higher degree of value awareness and internalization) Treatment A responses indicated a higher rate of frequency than did Treatment B responses. The data seemed to suggest that students exposed to creative-axiological literature were more inclined to identify the values implicit in the selections and to regard these values as being more significant to them personally.

#### SUMMARY

Chapter IV was designed to present the data generated by the statistical analysis of variance program and the analysis of written responses submitted by students. Included in this chapter are standard deviations scores for all variables in the study and the statistical results of each test of the null hypotheses. The level of confidence established for this study, .05, was not met in any of the tests; therefore, the null hypotheses were not rejected.

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Student responses were analyzed via a seven-point Likerttype scale of affective awareness which provided some slight indications that Treatment A persons may have tended to score higher at the upper two levels of the continuum of internalization, and Treatment B persons scored higher at the middle levels.

The significance of this study and a discussion of conclusions and recommendations are presented in the following chapter.

#### CHAPTER V

### SUMMARY, CONCLUSIONS, RECOMMENDATIONS

The purpose of this study was to examine selected affective elements related to Self-Actualization and to ascertain to what degree, if any, such elements could be controlled or modified by treatment or class assignment. Data were gathered to determine to what extent cell mean scores could be modified after exposure to one of three treatments in conjunction with placement in one of three different class arrangements.

The independent variables and a brief explanation are as follows:

### Treatments

A. Students exposed to creative axiological literature only.

B. Students exposed to philosophical literature only.

C. Students exposed to a mixture of axiological and philosophical literature.

### Classes

Classes one, two, and three were regular on-campus day classes composed of the "typical" community college student population. Class Four was an off-campus, Monday evening class composed of 90% housewives and/or working women.

Class Five was an on-campus, Saturday morning (Weekend College) class composed of primarily older students (average age--mid 30s).

The dependent variables under consideration were Time Competence and Inner-Directedness as reflected in the Personal Orientation Inventory developed by Shostrom.

The experimental design was a two-way analysis of variance computed after an analysis of covariance was conducted to allow for any initial difference in pretest scores which could have been created because of faulty randomization.

The mode of experimentation--pretest-treatmentposttest--was conducted to provide data regarding gain scores and variability for specific cell means. The general conclusions drawn were that there was not sufficient statistical evidence to reject the null hypotheses.

Although a comparison of average cell mean scores for both Time Competence and Inner-Directedness show a slight gain after treatment, this difference was not significant at the .05 level of confidence demanded by this experimental design. Therefore, the null hypotheses are not rejected.

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Average cell mean for Time Competence:

Pretest	14.342
Posttest	15.352

Gain Score + 1.01

Average cell mean for Inner-Directedness:

Pretest	77.368		
Posttest	81.65		

Gain Score + 4.28

### I. SUMMARY

- Simply stated, neither treatment nor class placement had any significant effect on Time Competence as measured by the POI.
- Neither treatment nor class placement had any significant effect on Inner-Directedness scores as measured by the POI.
- 3. Analysis of differences between pretest and posttest scores indicate a general propensity toward increase, but scores do not indicate significant gain at the .05 level of confidence.
- 4. An analysis of students' written responses based on a modification of Krathwohl's Taxonomy of Affective Objectives and Osgood's Semantic Differential system designed for assessment of affective attitudes indicated that students

responding to Treatment A selections tended to identify more readily the values inherent in the selections and that they ranked higher at the upper levels of internalization represented on the rating scale.

### **II. CONCLUSIONS**

Because of the tenuous nature of study in the affective domain, consideration must be given to any possibility, reason, or factor that might directly or indirectly affect the outcome. The following comments, although not scientifically verifiable, were considerations entertained by student participants and researcher:

> 1. Students indicated some dissatisfaction with the instrument used because of the limited number of response options. The POI allowed for only a one-or-the-other response, i.e., "I am" or "I am not," "I do" or "I do not." Several students felt that a 5-point Likert response would have provided for more meaningful responses.

2. Only one form of the POI was available.

Respondents might well have tried to answer posttest questions in the same manner as they answered pretest questions. To some it was a "psych-out-the-test" activity.

- 3. The experiment was conducted at the end of the school year (Spring 1977). Although there was no real way of knowing, one might assume that the commitment to the task was rather minimal. In addition, since the researcher desired to avoid contamination of data by not discussing material and/or students' interpretation of material, a degree of control or motivation was sacrificed.
- 4. In like manner, since aversive control (negative control) was minimal, it is possible that some students simply went through the motions of the experiment, knowing that the results of their endeavor would not affect their grades.
- 5. It would appear that the treatment per se was not strong enough to bring about a significant difference. Possibly a larger corpus of material or a modified approach to responses would make a difference.
- 6. It should be noted that any attempt to differentiate between creative literature as opposed to philosophical essays on the basis of axiological properties is tenuous indeed. All good writing must meet definite criteria if it is to be so classified.

7. A final, rather candid observation must be made;

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namely that the instructor's "pet theory" is not always received or perceived in like manner by the student.

### III. RECOMMENDATIONS AND CONSIDERATIONS FOR FURTHER RESEARCH

This study indicates that individual study of literature avails little in terms of increased Time Competence and Inner-Directedness Scores. However, this does not negate the fact that literature studied in conjunction with group dynamics, teacher led or student led discussion, biblio-therapeutic underpinnings might well prove beneficial. Thus, the following questions might by considered for further research.

- Does milieu or atmosphere make a significant difference in individual response to axiological literature?
- 2. Would a value clarification approach using literature as a focal point have a measurable effect on affective sensibility?
- 3. Does length of exposure affect the affective outcome of experiments; for example, a weekend marathon as compared to a 3-week period?
- 4. Does teacher/facilitator involvement contribute appreciably to the outcome of the experiment?
- 5. Would instrumentation designed with the literature perspective in mind be a more valid and reliable indicator?

- 6. Would the experiment for this study be more appropriate for upper level college students-students who might have a better understanding of creative literature?
- 7. Would concomitant activities such as group discussion questions or individual clarification projects contribute measurably to outcome?
- 8. Would planned objectives, including affective outcomes, given to participants before study be helpful in raising scores?
- 9. Would in-service training for teachers contribute in any way to affective responses as per literature.

### SUMMARY

It is obvious that the study of printed material (whether creative axiological literature or philosophical essays) apart from the facilitative and motivational involvement of the teacher and/or students accomplishes little in terms of increasing affective sensitivity; also, it is quite apparent that the majority of students will not progress far on the affective awareness continuum unless there is a concurrent emphasis on structure and on dynamic learning activities. Such emphasis is definitely necessary to insure positive purpose and clarification of the valuing process. Another primary deduction is that the element of time and the intensity of exposure must receive the utmost consideration. Thus, one must conclude that teacher involvement combined with student interaction and a definite strategy stressing process and time are crucial factors in any study of affective elements.

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# APPENDIX A

# READING ASSIGNMENTS FOR EACH GROUP

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#### I. GROUP "A"

E. M. Forster, "The Machine Stops."

Aldous Huxley, "Conditioning the Children," from <u>Brave New</u> <u>World</u>.

Donald Barthelme, "Report," from <u>Unspeakable Practices</u>, <u>Unnatural Acts</u>.

Walt Whitman, "When I Heard the Learn'd Astronomer."

Anton Chekov, "The Bet."

Walter V. Tilburg Clark, "The Portable Phonograph."

Eugene Ionesco, "Rhinoceros."

E. B. White, "The Second Tree from the Corner."

William Blake, "Proverbs of Hell."

Langston Hughes, "Theme for English B."

Marianne Moore, "The Mind is an Enchanting Thing."

Theodore Roethke, "The Waking."

John Updike, "A & P."

E. B. White, "The Door."

Ray Bradbury, "Sun and Shadow."

II. GROUP "B"

Jacob Bronowski, "The Reach of Imagination." Sir Francis Bacon, "Idols of the Mind," from <u>The New Organon</u>. Mark Twain, "To the Person Sitting in Darkness." Bertrand Russell, "If We Are to Survive This Dark Time--." Karl Jaspers, "Is Science Evil?"



Loren Eiseley, "The Illusion of the Two Cultures."

Susan Sontag, "One Culture and the New Sensibility."

- Theodore Roszak, "Science: A Technocratic Trap," from <u>Where</u> <u>the Wasteland</u> <u>Ends</u>.
- Stephen Tonsor, "Science, Technology, and the Cultural Revolution."
- Norman Mailer, "A Burial by the Sea," from <u>Of a Fire on the</u> <u>Moon</u>.

Leon Eisenberg, "The Human Nature of Human Nature."

- Konrad Lorenz, "Prologue in the Sea," from On Aggression.
- B. F. Skinner, "The Control of Human Behavior." (Abstract)
- Noam Chomsky, "The Case Against B. F. Skinner," from For Reasons of State.
- Henry Miller, "Big Sur and the Good Life," from <u>Big Sur and</u> the <u>Oranges of Hieronymus Bosch</u>.

Henry David Thoreau, "Conclusion," from Walden.

- Thomas Merton, "Rain and Rhinoceros," from <u>Raids on the</u> <u>Unspeakable</u>.
- Albert Camus, "Beyond Nihilism," from The Rebel.
- Abraham Maslow, "Psychological Data and Human Values," from <u>Toward a Psychology of Being</u>.
- Rollo May, "The Man Who Was Put in a Cage," from <u>Psychology</u> and the <u>Human Dilemma</u>.
- Benjamin DeMott, "Looking Back on the Seventies."

Joyce Carol Oates, "New Heaven and Earth."

# APPENDIX B

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# THE POI SCALES

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<u>No</u> .	of Items	Scales <u>Number</u>	Symbol	Description
I.	Ratio Scores			
	23	1/2	TI/TC	TIME RATIO: Time Incompetence/Time Competencemeasures degree to which one is "present" oriented.
	127	3/4	0/1	SUPPORT RATIO: Other/ Innermeasures whether reactivity orientation is basically toward others or self.
II.	Sub-Scales			
	26	5	SAV	SELF-ACTUALIZATION VALUE: Measures affirmation of a primary value of self-actualizing people.
	32	6	Ex	EXISTENTIALITY: Measures ability to situationally or existentially react without rigid adherence to principles.
	23	7	Fr	FEELING REACTIVITY: Measures sensitivity of responsiveness to one's own needs and feelings.
	18	8	S	SPONTANEITY: Measures freedom to react spontaneously or to be oneself.

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16	9	Sr	SELF-REGARD: Measures affirma- tion of self because of worth or strength.
26	10	Sa	SELF ACCEPTANCE: Measures affirma- tion or acceptance of self in spite of weaknesses or deficiencies.
16	11	Nc	NATURE OF MAN: Measures degree of the constructive view of the nature of man, masculinity, femininity.

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# RELIABILITY COEFFICIENTS

TC	.71
I	.85
SAV	.74
Ex	.85
Fr	.69
S	.81
Sr	.75
Sa	.80
Nc	.66
Sy	.72
А	.55
С	.75

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