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ABSTRACT

TEACHER IN-SERVICE EDUCATION IN THE AFFECTIVE DOMAIN: OUTCOMES FOR TEACHERS AND STUDENTS

By

Richard J. Halik

Purpose of the Study

It was the purpose of this study to investigate the impact of two four day in-service training sessions in terms of the participating teachers' sensitivity to the needs of their students in the affective domain. After exploring strategies to meet these needs, it was anticipated the students of participating teachers would show growth in their personal and social adjustment that otherwise would not have occurred had their teacher not been given instruction in this area.

The review of the literature indicated that many individuals have expressed their views as to what constitutes good in-service teacher education. However, studies conducted in the area are few and have produced little significant results.

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Methodology

The population of the study consisted of a total of twenty-eight lower elementary (K-3) teachers divided into two groups: (1) an experimental group, made up of fourteen lower elementary teachers, selected from a stratified random sample, and (2) a control group of fourteen lower elementary teachers selected from a stratified random sample. Both groups were selected from E.S.E.A. Title I Target Schools in the Lansing Public School District, Lansing, Michigan in the 1972-73 school year. The students of the participating teachers in both groups became the student subjects in the study.

The teachers were tested at the beginning of the workshop and retested at the conclusion of the workshop with an open-ended questionnaire to determine their awareness of the affective needs of their students, and how they ranked these affective needs in priority, when compared to the cognitive and psychomotor domains. The students were pre- and post-tested with the California Test of Personality to measure their change in personal and social adjustment. The Multivariate Analysis of Variance statistical test was used to test the significance of the study's hypotheses.

Findings of the Study

The teachers who participated in the in-service workshops did show a significant gain in awareness of the

affective needs of the students in their classrooms, as measured by the number of affective needs they listed, and the ranking in priority of these affective needs. Students who participated in the project did not show any significant gain in classroom mean scores as measured by the California Test of Personality, on either the personal or social adjustment subscales.

The growth in the awareness of affective needs, and their ranking in priority on the part of the teachers may be a result of having been exposed to the in-service training sessions. Attitude measurement of students is a difficult task and may be the cause for a lack of a measurable change on the part of the students.

A major recommendation included in this study consisted of the development of criterion-referenced measurements which can be used in determining whether specific affective objectives have been achieved.

TEACHER IN-SERVICE EDUCATION IN THE AFFECTIVE DOMAIN: OUTCOMES FOR TEACHERS AND STUDENTS

By

Richard J. Halik

A DISSERTATION

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

DOCTOR OF PHILOSOPHY

Department of Secondary Education and Curriculum

1973

DEDICATION

To my wife, Nancy, and my grandfather, Henry Sprik, for their unending encouragement, support, and love.

ACKNOWLEDGMENTS

I wish to express my gratitude and appreciation to some of the many people who have helped make this dissertation possible.

I especially thank Dr. George R. Myers, chairman of the doctoral guidance committee, for his encouragement, advice, and friendship during the years of the doctoral program. My sincere appreciation is extended also to the other members of the doctoral committee, Dr. Robert Hatfield, Dr. Louise Sause, and Dr. Alice Davis for their helpfulness and willingness to serve on the committee.

Special thanks go also to Dr. Andrew Porter and Robert Carr, of the Office of Research Consultation, for their assistance in various stages of the design and statistical procedures involved in the project.

I wish also to thank my parents, John and Marian Halik, and my aunt and uncle, William and Hazel Sprik, for the role they played in making my entire education possible.

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I

INTRODUCTION TO THE STUDY

Purpose

The purpose of this study was to determine the impact of in-service training in terms of the participating teachers being able to identify needs of their students in the affective domain. After being taught strategies to meet these needs, it was anticipated the students of participating teachers would show growth in their personal and social adjustment that otherwise would not have occurred had their teacher not been given instruction in this area.

Need

Much attention has been given in recent years to the cognitive skills of reading and mathematics. Many educators have also become aware of the importance of personal and social adjustment of the child, usually designated as intangibles. These are the factors that defy appraisal or diagnosis by means of ordinary ability and achievement test. A child's capacity, skill and achievement, important as they are, do not constitute a complete

picture of a functioning student. It is in the area of cognitive skill development, however, that many teachers concentrate their efforts with little deliberate concern for the affective domain.

Teachers often are not prepared in teacher preparation institutions to give adequate attention to the child's personal and social adjustment. Others believe the cognitive skills far outrank affective concerns in importance as to what should be taught in the classroom. It may very well be more important what our students <u>are</u> rather than what they <u>know</u>.

To bring about an increased awareness on the part of the classroom teacher as regards the importance of the child's personal and social adjustment, via pre-service in teacher training institutions is fine. However, this method would require several years to have an impact on the majority of the classrooms in existence. The turnover rate in new teachers at the present time is small; therefore, it is more expedient to give teachers currently in the classroom in-service training to improve their performance in the classroom as regards the affective domain.

Pre-service education is only the beginning of professional training. Professional development must continue throughout a teacher's career if he is to keep up with changing conditions and new knowledge. The responsibility for continuing professional growth has traditionally

rested with the individual teacher, to be managed on his own time and at his own expense. School systems have therefore given low priority to providing funds and staff for the conduct of in-service education programs. In-service training when given, almost always deals with the cognitive domain. With the advent of many federal programs in the field of education, some are now requiring that the goals not only address cognitive skills, but also such things as the child's self-concept.

In a large proportion of in-service training activities, the content is pre-selected and pre-organized by the trainer without involvement of trainees as to training needs, readiness, level of sophistication, variety of individual expectations, and so forth. There is a need for an in-service education program that not only addresses the need for more awareness on the part of the teacher as to the importance of the affective domain, but one in which the teacher has an involvement in initial problem identification and planning strategies.

We have done with in-service education what people in a technological age have always done. Frustrated by the magnitude of problems that deal with personal and social adjustment, we have turned to the cognitive domain that lends itself to easier solutions. Hence, our preoccupation with cognitive skill acquisition. Much of our energy is given to developing expertise and technical finesse in our

teachers. We roam about in the cognitive domain not because we think it is the more important, although some obviously do hold that view, but because the terrain is much more uncertain in the affective domain.

More than knowledge about subject and method, the teacher needs knowledge about the children he teachers. Methods will change, schools will vary, as will society's expectations. The constant factor will be teachers dealing with children. Until our programs of in-service education include an emphasis on humanistic skills, they will remain incomplete.

We need to help teachers develop a side repertory of skills and competencies. But we must recognize that the key to the kind of teaching we seek lies as much in teachers' attitudes and commitments, as in their technical finesse. Those attitudes and commitments are the result of lifelong experiences. They were learned in classrooms where today's teachers were once children. They were learned in colleges and graduate schools presided over by other teachers. They are daily learned in each teacher's encounters with administrator, colleague and child.[1]

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[1]Louis J. Rubin, Improving In-Service Education (Boston, Mass.: Allyn and Bacon, Inc., 1971).

Hypotheses

Since this study proposed to have an impact on both the awareness of the participating teachers and a change in the students of these teachers in the affective domain, the following hypotheses were formulated:

1. Teachers participating in the in-service workshops will identify more affective needs of their students than teachers not participating in the workshops as measured by an open-ended questionnaire administered to an experimental and control group.
2. Teachers participating in the in-service workshops will rank the above needs higher in importance than teachers not participating in the workshops as measured by an open-ended questionnaire.
3. Students of teachers that have participated in the workshops will exhibit a greater change in their personal and social adjustment as measured by the California Test of Personality, form AA, for kindergarten through third grade, than students of teachers not participating in the in-service training sessions.

Design of the Study

Two four-day in-service sessions were conducted, each day five and one-half hours in length. The first, in October, 1972 was devoted primarily to giving participating

teachers the tools to identify, specify, evaluate and record those affective performance goals they worked with during the project.

Following this first four-day session, the participating teachers returned to their classes and tested the feasibility and the usefulness of:

1. The affective performance goals, and
2. The student assessment techniques they helped develop in the first four-day session.

This was done by teachers attempting to actually observe and record base line student behaviors as per their affective performance goals. This phase lasted four weeks.

This was followed by a second four-day session in November. The primary aim of this session was to:

1. Finalize the affective performance goals of the project, and
2. Design and schedule instructional or procedual strategies for the classroom that should positively alter the behavioral patterns of their students.

In order to have "inside" and "outside" resources, the author collaborated with Alpha II, Inc. to provide leadership and assistance to the project.

Teachers in both the experimental and control groups were asked at the onset of the first four-day session to rank the needs of their students as they

perceive them at the present time. They were to consider the cognitive, affective and psychomotor domains. The teachers in both groups were asked to again rank the needs of their students in all three domains at the conclusion of the second four-day workshop. The scores of the experimental group were compared to the control to determine the impact of the in-service training as regards the number of affective needs listed by the teachers and ranking of the priority of these needs.

The students of both the experimental and control groups were pre-tested in October and post-tested in April to determine the impact the in-service had upon the students in the classroom.

Limitations of the Study

1. The study is limited to measurable terms within the affective domain.
2. Measurement of attitudes was limited to a self reporting paper and pencil instrument.[2]
3. No attempt was made to analyze the quality of the affective needs listed by participating teachers. The affective needs listed by teachers were accepted as given on both the pre- and post-test.

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[2]Walter R. Borg and Meredith D. Gall, Educational Research, An Introduction (New York: David McKay Company, Inc., 1971), p. 48.

Overview

Four additional chapters are written to further develop and conclude this study. A survey of the literature concerning teacher in-service education related to the affective domain is given in Chapter II. In Chapter III, the research procedures and methodology employed in the workshops is presented. This chapter is centered upon the identification of the teachers in the study, the collection of data, the specific details of the in-service sessions as they unfolded and plans for analysis of the data. The examination and analysis of the data are presented in Chapter IV. Included in Chapter V are summary, conclusions, and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

It is the purpose of Chapter II to examine literature relating to the present study. As has been stated in Chapter I, pre-service education is only the beginning of professional training. Only recently have efforts been made to focus attention on the affective domain in in-service sessions.

Chapter II is divided into four sections: (1) review of literature related to in-service, (2) review of general in-service studies, (3) review of in-service studies in the affective domain, and (4) a summary.

Review of Literature Related to In-Service

In-service education is a natural continuation of the professional pre-service education in which teachers have participated. Such activity is an obligation for teachers and a must for educational programming. Few, if any, deny the fact that one of the imperative needs of

American education is continuing education for the professional in the field.[1]

Stephen Corey has summarized the problems and issues. He emphasized planned programs in contrast to independent attempts by teachers to improve themselves, and stated that wide reading, travel, convention attendances, professional courses, or any other means conducive to professional growth, are not thereby undervalued. Dr. Corey pointed out the necessity for planned programs in in-service education for the improvement of school personnel, expressing the feeling that it is impracticable to depend entirely on pre-service preparation and individual initiative. He called for carefully planned, creative programs, since our rapidly changing culture and its implications for curriculum change, continually increasing enrollments, the size of the teaching staff, the need for leadership in the schools, and the continuing increase in our knowledge of pupils and the learning process, make it necessary for school people to strive continuously to keep abreast of what they must know and be prepared to do.[2]

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[1]Jack R. Childress, "In-Service on Continuing Education for Teachers," Journal of Education, CXLVII (February, 1965), 36.

[2]Stephen Corey, Introduction, In-Service Education, National Society for the Study of Education (Chicago: University of Chicago Press, 1957), p. 1.

According to Childress, four major areas of concern appear to stand out:

1. The creation of a felt obligation on the part of teachers and professionals to undertake a planned and well designed in-service or continuing education program.
2. The development of a set of guidelines for the organization or school district which will implement an appropriate and excellent in-service program.
3. Recognition by community and professional leaders that the rapid expansion of knowledge both in the professional and content fields will require full-time study, and that this will necessitate resolution of issues of staffing and finance.
4. The need for schools of education and other divisions of universities and colleges to plan programs especially for individuals who will be continuing their education on a part-time or full-time basis.[3]

Mulkh Raj Chilana points out that a well organized and systematic in-service education is essential for the efficiency and promotion of any profession, but it is much

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[3]Childress, loc. cit.

more important for educational workers because of the unique and strategic position which education occupies in the task of human development.[4] This is also reinforced by a report by the Indian Education Commission,

> In all the professions, there is need to provide further training and special courses of study, on a continuing basis, after initial professional preparation. The need is most urgent in the teaching profession because of the rapid advance in all fields of knowledge and continuing evolution of pedagogical theory and practice.[5]

The American Council on Education recognized that the strength of any nation depends upon the quality and amount of education of its people. It is a responsibility of the schools to nurture the nation's human resources. Hence, these institutions should be very effective. The most vitally significant elements in the educational situation are the teachers of children. It is they who develop and man the curriculum. It is they who influence, by their conduct and example, the thought and behavior of every child. The quality of the teacher, therefore, is a matter of deepest social concern.[6]

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[4]Mulkh Raj Chilana, In-Service Education of Elementary Teachers (New Delhi, India: Indian Association of Teacher Educators, 1968), p. 1.

[5]Report of the Education Commission, 1964-66 (New Delhi, India: Government of India, Ministry of Education, Education and National Development), p. 84.

[6]Commission on Teacher Education, The Improvement of Teacher Education (Washington, D.C.: American Council on Education, 1946), p. 246.

Moffit has reminded us this is an age of change. It requires new and rapid adjustments. Its impact is an on-going challenge. It is the basic reason determining the need for continuous education of all people, and particularly of all teachers. Without continuing study, teacher knowledge and teacher performance soon become obsolete.[7]

Matheny reports that the history of in-service training goes back a hundred years. A century ago, teachers had to be trained on the job, since there was little opportunity for them to be trained anywhere else. In-service training takes many forms. In the nineteenth century, institutes were offered and attendance at these yearly events was compulsory. Summer normal schools along with reading circles were offered in the early part of the twentieth century. Summer school sessions have survived as the preferred method of in-service training. Since the thirties, practices have included the extensive use of an increasing number of supervisors, some of whom can give demonstration lessons in the classrooms that can be helpful to the teacher involved. Workshops, particularly those offered in summer schools, seem to be the most popular. They are of short duration, offer intensive work, and the teacher can actively participate in the learning. Matheny

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[7]John Cliffton Moffit, In-Service Education of Teachers (Washington, D.C.: The Center for Applied Research in Education Inc., 1963), p. 9.

presents three arguments why in-service education should be conducted on a part-time basis during the school year:

1. The teacher should continue to grow intellectually.
2. The teacher is never adequately prepared in a four year course and further preparation is desirable.
3. A teacher needs to be kept up to date regarding new developments.

She also recognizes:

1. That the teacher is too tired to do justice to work after a full day of teaching, and if the teacher has extra time, he might well devote it to preparing more adequately for the next day's teaching task.
2. All too often when training is taken on a part-time basis in a college during the teaching year, the course elected is one most likely to yield credit with the minimum of effort.
3. The whole scheme actually works to tempt many of the better teachers, who takes courses in educational administration, out of the classroom.[8]

Reed has commented on the need for freed time for in-service. He states that too often, after school

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[8]Dorothy Matheny, "In-Service for Teachers," American Teacher Magazine, XLVIII (April, 1964), 8.

teachers meetings are gatherings of the weary, which produces a poor occasion for learning. Saturday morning sessions are likely to be assemblies of would be shoppers. Reed reports that Cedar Rapids, Iowa, freed teachers by employing full-time teachers, known as helping teachers, to substitute in the different classrooms while the regular teachers had individual conferences and in-service sessions. The helping teacher program has replaced all after school meetings. Teachers old and new are scheduled for meetings in groups of eight or ten. Informed of meetings a week in advance, and knowing that teachers will be available for their classes, they can plan so the freed time for the teachers is not wasted time for the students. Typical meetings deal with lesson planning, readiness programs in kindergarten, developments in science, or new ideas in language instruction.[9]

All the discussions of training for teachers advocate reading. But there must be a time for reading and an atmosphere of leisure in which to enjoy it. Compulsory after school meetings can be attended by bodies, but there is no guarantee that the mind can be attentive at that time of the day.[10]

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[9]Hale C. Reed, "Freed Time for In-Service Education," NEA Journal, LII (November, 1963), 54.

[10]Matheny, loc. cit.

Roberts has taken a long look at in-service education. He states that it is hard to imagine a single school system in the United States today that does not have a commitment to continuing the professional development of teachers after they get the job. The need for in-service growth has been part of the professional teaching picture from the time of the earliest schools. It is only in more recent years that compelling forces have highlighted the necessity for providing teachers with opportunities to increase their knowledge, insight, understanding, and skills in working with young people. Teaching assignments today are becoming more complex. The demand upon the schools is to teach more, and to teach it better and faster.

The steady urbanization of our society brings still other pressures. In central city schools, urbanization creates new kinds of educational problems. In the schools of suburbia, the same forces produce a quite different set of problems. Teachers need help in moving ahead, in developing new understandings, in trying out new ideas and skills, and in tackling old jobs with new insights and new jobs with wisdom and courage.

There are many kinds of programs for the in-service professional growth of teachers. Common to them all is the underlying assumption that teachers' instructional service can be improved.

Much of the confusion and frustration associated with some in-service training practices result from a failure to recognize that in-service programs need to seek changes in behavior that lead to more effective teacher-pupil interaction in the classroom, in terms of established goals.

Roberts also stated that the assumption is often made that the activities of greatest value to professional growth occur largely during out-of-school times, in late afternoon or evening, on Saturday, or during summers or leaves of absence. When this assumption is made, the professional growth program will not be as strong as it would be if it were recognized that some important experiences can occur only during school time. For example, the trial use of new ideas in instructional practice requires a classroom setting. As part of a workshop or other in-service experience in which a teacher may be engaged, the trial and application of new ideas can reinforce new learning. Action research programs conducted by teachers with their own classes can promote professional growth to high levels. The in-service experience that does not promote and encourage adaptations in instructional practice is probably less valuable than one which is not

insulated from an immediate application of what is learned to real people in real school settings.[11]

Mason has commented on the role of the principal in in-service education. She states that in-service education is seldom the term used to describe the activities for professional growth conducted in individual schools under the direction of the principal. Yet there is no one, with the exception of the teacher, that exercises more direct influence upon the teaching-learning process than the elementary school principal. The principal, more than any other single individual, is responsible for the psychological climate in the school building. He can minimize the effectiveness of a superior system-wide in-service program, or he can serve as a buffer between a system-wide program which is not geared to the needs of his staff.

Professional improvement requires an atmosphere in which teachers feel they have support, confidence, and respect of their principal. They need to feel that their individual differences are recognized and respected; that each is encouraged to make a contribution in his own way; that they are free to try out their own ideas and make mistakes.[12]

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[11]Jack D. Roberts, "A Hard Look at Quality in In-Service Education," National Elementary Principal, XL (September, 1964), 15-21.

[12]Barbara T. Mason, "The Principals Role in In-Service Education," National Elementary Principal, XLI (February, 1962), 21-23.

Robertson said, "As the cobbler's children were known for going without shoes, the educator often is so busy educating that his self educating is neglected."[13]

Robertson further stated the in-service program provides opportunity for each educator to work on immediate and future needs in his personal situation.

Those participating are made aware of needs related to: advancing technology, automation affecting school programs, new approaches to teaching, responsibility of the profession to be well-informed, group approach to common problems and ideas for solutions, and the acquisition of a fresh outlook.

Those who do not participate feel that in-service programs are: expensive, time consuming, not easily accessible, often just "more of the same," not needed for individual improvement, not as important to give time to as home and family responsibilities, not required for effective teaching. To be prepared to teach in the 1970s, one has to participate in some type of in-service education.

Changing course content is imperative in every discipline, as society changes and knowledge increases.

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[13]Virginia Robertson, "Barefoot Educators," School and Community, LIV (January, 1968), 11.

So how could an educator with a degree earned in the 1940's expect to teach in the 1970's without continuing his education in an in-service program?

Perhaps another long look at the method of certification of teachers would include a proposal for in-service work. School districts might provide in-service education, not always tied to course credits, but to represent a group attack on common problems.

A cooperative arrangement needs to be made between colleges and school systems for a transition from pre-service to in-service education for teachers. School systems should not expect the best possible beginning teacher to come asking for a job. The school needs to assume part of the responsibility in preparing the best possible teacher.[14]

Toews speaks more directly to the affective domain. She points out that we can easily overlook some prerequisites to reading readiness. Toews asked if the child is physically, mentally, socially, and emotionally ready to read--no matter what his chronological age? The ability to participate easily is a good indication of social adjustment.

If an emotional block exists, a carefully graded and well-motivated remedial program is essential.

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[14]Robertson, loc. cit.

Purposeful and interesting activities will relieve emotional blocking and help remove bad habits. Reading problems and emotional problems must be simultaneously encountered and mastered. There must be a reading and personality development approach. All reading programs should make provisions for fostering in children a positive, healthy attitude toward themselves and toward reading. The role of attitudes that children embrace is the intangible ingredient here-to-fore grossly ignored in evaluating and organizing effective reading programs.[15]

Dressel states that the objectives in the cognitive and affective domain are not separable. Educated behavior always involves both affective and cognitive elements.

One of the often mentioned values in our society is respect for the worth and dignity of other individuals, but the mere understanding of the nature of this verbalized value calls for a fairly high level of cognition.[16]

Fagen has considered measurement of affective in-service education. He states that affective education is regarded as teaching that has emotions and feelings as its primary subject matter. The three main approaches to affective education are seen as (1) facilitation of emotional insight and understanding, (2) facilitation of

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[15]Anna Toews, "Emotions and Reading Difficulties," School and Community, LVIII (April, 1972), 35.

[16]Paul L. Dressel, "Values Cognitive and Affective," Journal of Higher Education, XLII (May, 1971), 404.

emotional experience, and (3) facilitation of emotion-modifying actions. The dimensions for assessment of competency are referred to as knowledge, attitude, and skill. Measurement is considered in relation to these dimensions and the major competency areas--cognitive, experiential, and action oriented.[17]

Review of General In-Service Studies

Taylor conducted a study to investigate whether teacher in-service education was influenced by organizational, geographical, or financial factors. The factors investigated in the study were: size of school enrollment, number of teachers in the school, total assessed valuation for the school district, size of community in which the school was located, and the geographical location of the school in the state. The study was aimed at determining the status of in-service teacher education in the public senior high schools of the State of Indiana. Using a check-list of in-service techniques, a questionnaire survey was conducted with a stratified, proportional random sample of 100 high schools. Correlations were run between the frequency with which the techniques were used, as determined by the questionnaire survey.

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[17]Stanley Fagen and Stephon Chickon, "Issues in Measuring Teacher Competence for Affective Education" (paper prepared for a panel at the Annual Meeting of the American Educational Research Association, April, 1972, Chicago, Illinois).

The findings indicated that the larger schools employing the greatest number of teachers and located in the larger, wealthier cities of the northern part of the State of Indiana, were using the greatest number of selected techniques.

Wealth was a principal factor. Larger cities, as a rule, have greater wealth than smaller cities. Larger schools usually have a broader tax base than smaller schools. The implication from these facts is that usually the larger and wealthier school districts provide the more extensive in-service teacher education programs, and the study's findings support this. Development of better educated teachers for better schools depends in part on school districts being large enough and wealthy enough to provide an adequate in-service teacher education program.[18]

Rubin described in a report a project conducted by the Center for Coordinated Education, which attempted to train more than 500 in-service teachers to teach selected cognitive skills to some 15,000 students ranging from grades one through ten. The three elements incorporated in the training program were: (1) a specific teaching task (the development of six productive thinking skills); (2) a series of instructional materials (six units on contemporary social issues), and (3) a set of teaching

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[18]Bob L. Taylor, "Factors Influencing In-Service Teacher Education Programs," Journal of Educational Research, LII (May, 1959), 336-38.

methods or strategies which had worked successfully for outstanding teachers. Other essential characteristics of the program were its emphasis on a school-based, total staff approach and its utilization of a teacher facilitator in each school (a practicing teacher selected by his colleagues to serve as coordinator). Among various findings of the study (related to teacher learning, teacher effectiveness, individual differences in teachers, and teaching styles, as well as to the selective effectiveness of this particular approach to professional continuing education were: (1) that a practicing teacher makes an excellent trainer of teachers, (2) that changing the behavior of a group is often easier than changing the behavior of an individual, and (3) more generally that the importance of much in-service effort is attributable not so much to teacher resistance as to the ineffectiveness of educational systems used.

The author concluded that the first two years of a teacher's experience are the most crucial. During the early period attitudes and beliefs are shaped, good and bad habits are acquired, and the basic characteristics of a teaching style are established. Beyond this point in the teacher's career, in-service education becomes a matter of unlearning as well as of learning. The evidence seems to suggest that teachers cannot learn to teach until they begin to work with children who are learning; it is

in these first interactions that a fundamental sense of purpose and method is born. Unhappily, false perceptions serve these strivings as well as good ones. Teachers do not become what by theory they are meant to be, they become what their experiences make them. Thus, a teacher convinced by a defective early experience that a class of children can learn in one way only, or not at all, presents a more formidable training problem than a teacher whose mind has not yet been set.[19]

Dunivan reports on a four week session he conducted during the summer of 1969 with elementary teachers from twenty-three school districts in southwestern Iowa and northwestern Missouri. The sessions included working with a variety of activities and materials from several different elementary science curriculum projects.

One part of the program dealt with the development of teacher competence in the processes of science as identified by the American Association for the Advancement of Science. Teachers were given a pre-test (AAAS, Process Measure for Teachers, form A) to determine their areas of weakness in the process skills. Based on this self-analysis each teacher selected the processes to study and then performed a series of activities designed to improve

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[19]Louis J. Rubin, A Study on the Continuing Education of Teachers (Santa Barbara, Calif.: Center for Coordinated Education, California University, 1969).

his competence. Materials for the activities were pre-packaged and available for individual or small group use. Teachers performed only those activities which they considered appropriate to their needs.

Self-appraisals were completed as each teacher finished a series of activities on a given process. A post-test (AAAS, Process Measure for Teachers, form B) was given following the completion of activities of all the selected processes. This allowed each teacher to determine how much progress he made and the level of competence in each process. The results of a comparison of pre- and post-test scores reflected an improvement in each teacher's proficiency in the science process. However, no statistical analysis was done on the data.[20]

Brown provided in-service training for twenty-two teachers in an elementary school in the Spring Valley New York School District. The sessions were entitled "Behavior Modification Procedures for Elementary School Teachers." Among the behaviors chosen by the teachers to work on were: hitting, out of seat, following instructions, starting and completing class assignments, completing homework, talking spontaneously, accuracy in arithmetic, thumbsucking, group talkout, spelling accuracy, reading speed and comprehension, and wearing glasses.

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[20]Dale Dunivan, "Individualizing In-Service Education," School and Community, LVII (December, 1970), 11.

According to Brown, by the third training session most of the teachers had successfully changed a behavior in the desired direction. Following nine hours of training in behavioral psychology, the entire faculty of the elementary school were applying operant techniques with no further apparent need of consultation with the instructors. There was no collection of hard data, making the results a matter of opinion.[21]

Review of In-Service Studies in the Affective Domain

Johnson conducted an in-service training program emphasizing the affective dimension at Wheeling High School, Wheeling, Illinois, during the 1967-68 school year. The main objectives were:

1. To expose teachers to situations which would result in their being willing to look at their own behavior and its effect on the atmosphere as well as the behavior of the group.
2. To develop in the teachers an increased desire to consider each student as an individual.
3. To involve the teachers in assessing their own behavior in the classroom setting.

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[21]Paul L. Brown and Robert J. Presbie, Accentuate the Positive: The Results of an In-Service Training Program in the Principals and Techniques of Behavior Modification in the Classroom (New Paltz, N.Y.: State University College, April, 1972).

Most sessions were video taped. Participants were given the opportunity to see first hand the value of video taping and analyzing their classroom activities. Monthly all-day types of seminar meetings were held for: (1) beginning teachers, (2) second-year teachers who were members of a seminar group the previous year as beginning teachers, and (3) "veteran" teachers.

The program was evaluated using a feedback system to determine the relevance of each seminar day. This was accomplished through the analysis of simple feedback sheets immediately after each session, as well as by personal observations on the part of the coordinator.

During the second year, while continuing to gather seminar feedback data, two other instruments of evaluation were used. The Student Opinion Questionnaire designed by Western Michigan University was given in at least one class of each participant. This was given early in the year. The results, which were mailed only to the teacher, compared the teacher with others all over the country who teach classes and had the same amount of experience. Within her own seminar group, the teacher shared her particular results of the student opinion survey. After discussion, each teacher set goals as to how she was going to work on her particular concerns. A second Student Opinion Questionnaire was conducted at the end of the year. This was given to the same class with the plan to

compare results after six months of special effort on the part of the teacher working on a specific area of concern. However, time did not permit the teachers to report within their seminar groups the results of the second questionnaire findings.

The second instrument used in the program was the Minnesota Teacher Attitude Inventory. This constituted the only accumulation of "hard" data gathered during the program. The difference between the pre- and post-test scores on the Minnesota Teacher Attitude Inventory was not statistically significant at the .05 level.

While the results of the program did not show a statistically significant success of the in-service program, the school district board approved sufficient funds not only to institutionalize, but also expand the program from two schools to all six high schools in the district.[22]

Lieberman reported on a three week workshop conducted during the summer of 1970 held in the Emerson School in Elmhurst, Illinois.

Some questions studied by the workshop group included the following: Can interest, attitudes, and values be measured? Is there a continuum of affect, as in the

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[22]Mel Johnson, Teacher In-Service Training Emphasing the Affective Dimensions (Arlington Heights, Ill.: The Elk Grove Training and Development Center, June, 1969).

cognitive domain? How can examiners be certain that feelings are reported honestly?

The major objectives of the workshops included:

1. Demonstrate an ability to discuss issues and implications in the areas of interest, attitudes, and values by comparing and contrasting possible roles of the teacher and characteristics of different age, social class, economic class, religion, sex and national groups of children.
2. Display willingness to explore the affective domain by reading recommended materials.
3. Clarify his personal position in controversial areas brought up in discussion by putting forth a rational argument for his attitude.
4. Show understanding of theoretical systems in the affective domain by developing definitions of attitude, interests and values from readings, and describing, in his own words, the schemes outlined by Bloom.

There was no formal attempt to measure any change in the teachers as a result of the experience.[23]

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[23]Marcus Lieberman, Report on the Evaluation Workshop in the Affective Domain (Downers Grove, Ill.: Institute for Educational Research, July, 1970).

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Hogan and Green conducted a series of three two-week workshops in 1967 that had as its major goal to help teachers realize that their behavior greatly influences student's self-concepts. During the workshops, the teachers developed specific verbal and non-verbal responses as well as other classroom practices that enhance the self-concepts of students. In order to determine whether such practices would transfer to the classroom and positively modify the self-concepts of disadvantaged students, the investigation was conducted.

Twelve classrooms in eight inner-city schools were subjects in the study. Six teachers who had fourth through sixth grade students were enrolled in the workshop. These teachers and their students composed the experimental group.

The following major hypotheses were tested:

1. Students of teachers who participated in the workshops will have higher self-concepts than students of teachers who did not participate.
2. Students of teachers who participated in the workshops will perceive their teachers as having higher evaluations of them than students of teachers who did not participate.

Data to test these hypotheses was collected in September, 1967, and May, 1968. The Piers-Harris Measure

of Self-Concept was administered to 309 students pre and post.

It was hoped that teachers would be able to teach so that student self-ratings would change. However, the experimental group's influence decreased and the control group's influence increased. It was believed the workshop was not long enough in duration to have an effect.[24]

Rookey conducted a research project to determine the effects of an experimental teacher training program designed to help teachers nurture creativity in their pupils during the initial year of a city school desegregation plan. A pre-test--post-test control group design was employed. One-half of the teachers participated in an experimental in-service program throughout the school year, while one-half did not. The sample group was composed of all fifth and sixth grade students and their teachers in the Harrisburg School District. The Pennsylvania Department of Education designed nine 90-minute workshop programs consisting of three parts: (1) an introduction to psychosocial issues involved in pupil creativity, (2) a review of the factors of pupil creativity which are under the teacher's control, and (3) the

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[24]E. O. Hogan and R. L. Green, "Can Teachers Modify Childrens Self-Concepts?" Teachers College Record, LXXII (February, 1971), 423-26.

presentation of practical alternatives which are available to teachers.

The Stanford Achievement Test was used to see if the workshops had any impact on the students' cognitive growth. Analysis of Covariance on the test data resulted in no significant difference between the experimental and control group at the .05 level.[25]

Summary

The above review of the literature has summarized the major articles written in the field of in-service education. The literature indicates that the majority of articles published on in-service education are opinions and not the result of educational research.

The review also summarized four studies which dealt with various aspects of in-service teacher education. These studies produced generalized information about in-service education. In most cases no attempt was made to analyze the data in a statistical sense. Four studies were also summarized that dealt more specifically with teacher in-service in the affective domain. Of these four studies, one made no formal attempt at evaluation, one showed results opposite to what it was trying to

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[25]Jerome Rookey and Francis Readon, Improvement of Pupil Creativity via Teacher Training: Final Report (Harrisburg, Penn.: State Department of Education, January, 1972).

achieve, and two showed no significant statistical differences.

The literature indicated that in-service education in the affective domain is limited.

None of the previous studies examined show that in-service education changes the awareness of the participants of affective needs of students, or how important teachers believe these needs are in relation to student needs in the cognitive and psychomotor domains. The previous studies did not focus in on the personal and social growth of the students of participating teachers, nor did they focus upon lower elementary children, where attitudes might be more easily changed.

Information presented in Chapter III will outline the design of the present study.

CHAPTER III

DESIGN OF THE STUDY

Chapter III includes: (1) a description of the population, (2) a discussion of the workshop methodology, (3) instrumentation utilized in the study, (4) the hypotheses of the study, (5) the procedure involved in collecting and analyzing the data, and (6) a summary.

Population

The teachers for the experimental and control groups, consisting of fourteen teachers each, were selected from a stratified random sample of the sixty-nine teachers in grades K-3 of the nine schools in the Lansing Public School District receiving E.S.E.A. Title I funds. The sample was stratified to ensure the involvement of teachers from each grade level, K-3.

The listing of all teachers assigned to grades K-3 in the Title I schools was obtained from the building principals. The teachers were grouped by grade level. Arbitrary judgment was made about where to place teachers in continuous progress classrooms. Names were alternately

drawn to select teachers for the control and experimental group. This produced a sample of three kindergarten, four first, four second, and three third grade teachers.

The students of the selected teachers in both the control and experimental groups automatically became the student population. This resulted in 296 student participants in the experimental group and 297 students in the control group.

Workshop Methodology

The fourteen teachers in the experimental group were given, through released time, two four-day workshops in the affective domain, conducted by the author and three outside professional consultants utilizing a seminar approach. An outline of workshop methodology is presented in Appendix D. Substitute teachers were employed on a five day basis in order to permit the classroom teacher and the substitute to work and plan together on Monday, providing for continuity of instruction throughout the week in the regular teacher's absence.

The first four-day workshop assisted the participants in writing objectives and conducting a needs assessment in the affective domain on the students in their classroom. During the second four-day in-service workshop, the teachers explored together instructional strategies to meet the needs of their students. This was done using baseline data extracted from their needs assessment. The

schedule of the in-service sessions and related activities is presented in Table 3.1.

Table 3.1.--Schedule of In-Service Sessions and Related Activities.

Activity	Date
First Teacher In-Service Session	October 24-27, 1972
Teachers Administered Pre-Test	October 24, 1972
Students Administered Pre-Test	October 24-27, 1972
Second Teacher In-Service Session	November 27-30, 1972
Teachers Administered Post-Test	November 30, 1972
Students Administered Post-Test	April 23-27, 1973

Workshop Summary

The first four-day workshop consisted of covering the goals, schedule of events, teacher expectations, definition of domains, writing objectives, and discussion on conducting a needs assessment. Teachers returned to their classrooms between the first and second workshops to teach as they normally do and observe individual students in their classrooms against the affective goals they prepared. Instructional strategies based on these observations were developed in the second workshop.

After the first workshop, the teachers were expected to be able to specify, develop and use a classroom observational schedule to construct student behavioral

profiles in each of the agreed-upon affective performance goals.

The teachers were given the chance to discuss their expectations of the workshop. This was considered significant, as their expectations influenced the direction of the workshop. The cognitive, affective and psychomotor domains were discussed and defined. The teachers agreed on the following guidelines. The cognitive domain consisted of skills, knowledge and information. The affective domain consisted of feelings and attitudes. The psychomotor consisted of fine and gross motor skills, as opposed to knowing kinds of skills.

It was determined that they would be assessing their students by observation, and would be talking in terms of instructional strategies in relation to their goals. The methods they employed to try to cause change in their students, were called instructional strategies.

There was considerable interaction between the workshop participants in discussing what feelings and attitudes meant to them.

The group reviewed the book Preparing Instructional Objectives.[1] The teachers decided to set out ten behaviors they wanted to look at in relation to the affective domain with their students, keeping in mind that all students

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[1]Robert E. Mager, Preparing Instructional Objectives (Palo Alto, Calif.: Fearon Publishers, 1962).

would not require all ten. The teachers believed if they could recognize which students needed assistance on each objective, they could individualize their approach. The participants agreed it was best to try to work with as many students as possible, with as many affective goals as practical. The children they were successful with by December reduced the work load, permitting them to work with other children.

The teachers believed they had to state their objectives very specifically, so they would know what they were trying to accomplish. After their objectives were stated and their initial assessment by observation was made, then and only then, could they plan instruction. After the teachers had some assessment as to where the students stood in relation to the goal, judgment could be made if the instruction was appropriate.

After the teachers became proficient in writing objectives in the cognitive domain, they moved on to writing objectives in the affective domain.

The participating teachers as a group, constructed a list of objectives they believed fitted into the affective domain. Listed below, the objectives have been grouped into the categories agreed upon by the workshop participants:

A. <u>Independence</u>

1. When assigned a familiar task (one he has completed before) the student will get out

all necessary tools and materials before he begins.

2. When an in-class assignment is given, the student will carry it out to completion without further assistance.
3. After a student has demonstrated that he knows how to carry out an assignment or an activity by doing it or by explaining it, he will not ask for further explanation or aid.
4. Given a situation where the target student has reached a free-time status while others have not, the target student will select a free-time activity without soliciting help or select a free-time activity that does not disturb others.

B. Responsibility

1. When a student has completed an activity (academic or free-time), he puts tools and materials in their proper place.
2. The student does not break or deface materials.

C. Pride

1. When asked if he likes his product, student will answer yes.
2. Without prompting, the student offers to display his product to teacher and/or peers and/or parents.

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D. Positive Self-Image

1. When asked privately to make verbalizations about himself, the student will more often than not select from a list the more positive choice or offer voluntarily a positive statement.
2. When discovering an error or mistake, the student will continue to make attending responses. He will not cry, throw away his paper and quit, etc.

E. Self-Confidence--Sense of Security

1. When given a completely new task, the student will answer yes when asked if he can do it.
2. When given a new task, the student will not engage in avoidance behaviors (example--crying, getting sick, or wasting time).
3. In a classroom discussion or question and answer situation, the student will volunteer when not directly called upon.
4. When requested, the student will talk about something in front of the class.
5. During a free period, the student will initiate a conversation with another student.

F. Respect for Authority

1. When personally requested by the teachers to do something, the student will comply.

2. When personally requested by the teacher to do something, the student will comply without a show of negative verbal or physical response (examples--frowning, slamming of things, sulking looks, angry words).

G. Fairplay--Fairness

1. When in a line-up situation, the student will stay in his order.
2. When the class is in a discussion or question and answer situation, the student will not interrupt when another student has the floor.
3. Given a series of opportunities to select other students, some to do a desirable task or receive a desirable thing, the student will display a sense of fairness by, occasionally selecting some who are not his close friends.

H. Honesty

1. Given a situation where the teacher is certain the student was clearly wrong, out or guilty, the student will admit his wrongness, outness, or guilt.
2. In a classroom situation where the student is clearly aware he is to work alone, the student will not copy, peek, or solicit help from another student or paper.

I. Self-Control

1. Given an exciting situation in class (examples--pre-recess, pre-assembly, etc.), the student will display a relatively calm demeanor, as measured by his not pushing, yelling, shoving, or shouting.

J. Kindness

1. The student will demonstrate kindness towards other students by not engaging in teasing, or making fun of others who are noticeably different.

K. Helpfulness

1. When a new student enters the classroom, the target student will:
   a. Volunteer to help the new student when offered the chance by the teacher.
   b. Initiate talking to the new student.
   c. Voluntarily help the new student get acquainted.
2. When seeing another student needs help, the target student will volunteer to assist when offered the opportunity by the teacher, or offer assistance without any inducement.
3. When seeing the teacher needs help, the target student will offer assistance without verbal teacher inducement.

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L. Awareness of Feelings (Needs) of Others

1. When a student has just displayed a product himself, or behavior, the target student will volunteer a positive remark.

M. Sharing

1. When playing with games, toys, etc., the child will be willing to share when asked by the teacher to do so, or without being asked by the teacher.
2. When there is a shortage of materials (scissors, paste, books, etc.), the student is willing to share when asked by the teacher or without being asked by the teacher.
3. During a discussion or question and answer session, the student is willing to wait, without interrupting, until his turn.

N. Awareness of Others

1. When turn taking is appropriate, the child will not attempt to take another's turn.
2. When a child has been in a game or has lost a turn, he will not cry, yell, hit children or object, or throw things.
3. Under no condition will the child deliberately physically hurt another child.

After completing the above list of affective objectives, the teachers reviewed them to ensure they had identified the behavior to be demonstrated by the student and the criteria for evaluation.

The teachers used the affective objectives to conduct a needs assessment on their students. The objectives were critical to the whole process, because they gave the teachers a basis for pre-assessment and the conditions for measurement. Some teachers believed some of the objectives were not as strong as others because they were not clearly stated, or too many variables got in the way. The objectives stated, however, are a result of group consensus.

Each teacher chose various objectives she wanted to start with, the assumption being each had certain objectives she thought were most important.

The affective objectives the teachers had written fell into four types when viewed from the perspective of the assessment task required. The four types of situations were:

1. The condition under which they wished to observe the behavior happened very frequently, four to six times or more each day, and the number of students who needed to improve their performance was relatively large, one-half of the class or more.

2. The condition under which they wished to observe the behavior occurred frequently, four to six or more times each day, but the number of students who needed to improve their performance was relatively small, six or fewer.

3. The condition under which they wished to observe the behavior occurred infrequently, and a large number of students, one-half the class or more, needed to improve their performance.

4. The condition under which they wished to observe the behavior occurred infrequently, and only a small number of students, six or fewer, needed to improve their performance.

In the case of situation number one above, with the large number of possible times to observe and large number of children who might need improvement, the teachers decided to record all students several times to be sure of those who needed to improve, and to have baseline performance data on each of those who did need to improve. The teachers observed each student on at least two or three different days and two to four times each day.

In situation number two above, where the condition occurred frequently, but only a few students might seriously need to improve their performance, the teachers used a process of elimination before they began detailed pre-assessment. The elimination process consisted of the

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teachers deciding for themselves, who among their students was really a "problem" in relation to the goal. They then wrote down only those few names to observe and record data on. The teachers were also asked to pick three students who they thought were their "best" in relation to this objective. They were to record their responses just as frequently as for the "problem" children. This was important to give the teachers a sense of what was "good" performance before they began to plan how they were going to work on "bad" performance.

The last two situations, where the condition occurred infrequently, presented greater problems as regards pre-assessment. Frequently the teachers found objectives in the last two groups had a counterpart in one of the other categories. For example, when they found a few students who never volunteered to answer questions or talk in front of the class, the teachers might have chosen to observe these students in "free" time situations to see if they even initiated conversations with their peers. For those students who did not even do this, they had to plan different instructional strategies. This type of observation had to be structured enough so the teacher could prepare a brief summary memo to herself. The teachers were asked to include the following in their summary memo:

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--Why they observed who they did against that particular objective.

--How many times they observed and for how long each time.

--What happened, basically.

--A general conclusion about their observation.

Another approach the teachers may have taken with the objectives in the last two groups, especially if they had no counterpart, was to make notes about each student at the end of each day for a predetermined period of days. Here they were trying to get a fix on how critical the need for instruction might be, and how many children were in need of help in these areas.

The pre-assessment involved re-reading at the beginning of each day the objective and reflecting on it for a moment. At the end of each day, the teachers were asked to write down the following:

a. How many times did the situation occur?
b. How many students were involved?
c. Under what conditions did this situation seem to occur?

After one-half of the allotted days had passed, the teachers were asked to prepare a report to themselves including the following:

a. What had been the pattern, how many times with how many students over what period?

b. Were the conditions similar?

c. Could they now re-specify the objective into a more useful tool for observation?

d. Could they now identify specific students who might need more intense and specific observation?

The second four-day workshop was divided into two sections. The first section was concerned with building positive student attitudes and behavior. The second section had as its emphasis, building a positive instructional/learning environment.

A prescriptive test was given to the teachers at the beginning of section one and section two of the second workshop. Flowcharts had been developed by the consultants, and teachers were started at various places on the flowcharts depending upon the results on their prescriptive test.

The flowcharts guided the teachers through reading material selected to assist the teacher. In the section dealing with building positive student attitudes and behavior, readings were assigned in Living With Children,[2]

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[2]Gerald R. Patterson and M. Elizabeth Gullion, Living With Children: New Methods for Parents and Teachers (Champaign, Ill.: Research Press Company, 1968).

an introduction to principles of behavior modification; Help, These Kids Are Driving Me Crazy,[3] behavior modification with emphasis on observing and recording behavior; Contingency Management,[4] an "adults only" publication on contingency management; Teaching: A Course In Applied Psychology,[5] the criticism trap, technique of recording and charting positive and negative teacher behaviors; New Tools for Changing Behavior,[6] and introduction to practical behavior modification by reinforcement, with special attention focused on timing, pairing, shaping and schedules; Catch the Child Being Good![7] an article emphasizing the relationship of positive reinforcement to positive self-concept; and Elementary Principles of Behavior,[8] an

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[3]Ronald D. Carter, Help, These Kids Are Driving Me Crazy (Champaign, Ill.: Research Press Company, 1972).

[4]Richard A. Mallot, Contingency Management In Education (Kalamazoo, Mich.: Behaviordelia, 1971).

[5]Wesley, C. Becker, Siegfried Engelman, and Don R. Thomas, Teaching: A Course In Applied Psychology (Chicago, Ill.: Science Research Associates, Inc., 1971).

[6]Albert N. Diebert and Alice J. Harmon, New Tools for Changing Behavior (Champaign, Ill.: Research Press Company, 1970).

[7]David G. Tinsley and John P. Ora, "Catch the Child Being Good!" (Nashville, Tenn.: George Peabody College for Teachers, 1970). (Mimeographed.)

[8]Donald L. Whaley and Richard M. Malott, Elementary Principles of Behavior (New York: Appleton-Century-Crofts, 1971).

in-depth discussion of schedules of reinforcement and their effect on behavior.

In the portion of the workshop devoted to building a positive instructional/learning environment, the flowcharts guided the teacher participants through, Motivator: Least Developed of Teacher Roles,[9] a paper outlining the six components of an individualized instructional system with emphasis on the motivation component; How to Use Contingency Management in the Classroom,[10] the adaptation of instructional materials to a contingency management system; and other parts of two books used in the building positive student attitude section, Teaching: A Course in Applied Psychology;[11] and Help, These Kids are Driving Me Crazy.[12]

As teachers progressed through the assignments in the flowcharts, they were given progress tests. The progress test consisted of several questions designed to determine if the teachers had an adequate knowledge of the material they had studied. After each progress check, the teachers met in small groups with other teacher participants

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[9]Brian Frieder, "Motivator: Least Developed of Teacher Roles," Educational Technology, X (February, 1970).

[10]Lloyd Homme, How to Use Contingency Management in the Classroom (Champaign, Ill.: Research Press Company, 1970).

[11]Becker, loc. cit.

[12]Carter, loc. cit.

and one of the workshop leaders, for a discussion on the material they had just covered.

Small groups were also formed to discuss strategies they might use for one minute a day or every minute of every day that might alter or adjust the feelings and/or attitudes in some or all of their students.

There was considerable discussion on what happened when the teachers tried to assess their students. Teachers had to work around such things as parent conferences and vacations. Some teachers reflected that when they were involved in the teaching process, they would often forget to assess and observe their students.

Some teachers asked other adults in the classroom such as teacher aides, parents or college student volunteers to ask students questions. It was felt by some teachers that other adults got more of a response to some questions than the teacher herself. For example, if the student were asked if his teacher liked him, the student might be more open with someone other than the teacher. Some teachers preferred to talk to the students themselves, because they believed this helped build better rapport with the child.

The teachers discussed their feelings as to whether or not the students gave them honest responses to questions asked. Most believed the children were truthful.

The teachers believed the behavior patterns of many of their students could be changed by changing their

classroom methods. They welcomed the help of social workers and counselors to assist in changing attitudes; however, they wanted to accept the major responsibility themselves.

Instrumentation

Two types of instruments were used in the study. An open-ended questionnaire was used on the teacher population. The teachers were asked to list the needs of their students as they perceived them in the cognitive, affective and psychomotor domains. This was used to assess the impact of the workshop as to the number of needs and the priority of those needs that the teachers perceived applied to their students.

The California Test of Personality, form AA, was administered to the student population, in both the experimental and control classrooms. This measure was chosen because it has been designed to identify and reveal the status of certain highly important factors in personal and social adjustment. The test can be used to identify the more intangible elements of total complex patterns of feeling, thinking, and acting. All of these fall in the affective domain.

The California Test of Personality is organized around the concept of life adjustment as a balance between personal and social adjustment. Personal adjustment is assumed to be based on feelings of personal security and

social adjustment on feelings of social security. The items in the personal adjustment half of the test are designed to measure evidence of six components of personal security; the items in the social adjustment half of the test contain six components of social security.

The components are not names for so-called general traits. They are, rather, names for groupings of more or less specific tendencies to feel, think, and act. The following is a breakdown of the test components:[13]

Personal Adjustment

Self-Reliance-- An individual may be said to be self-reliant when his overt actions indicate that he can do things independently of others, depend upon himself in various situations, and direct his own activities. The self-reliant person is also characteristically stable emotionally, and responsible in his behavior.

Sense of Personal Worth-- An individual possesses a sense of being worthy when he feels he is well regarded by others, when he feels that others have faith in

[13]Louis P. Thorpe, Willis W. Clark, and Ernest W. Tiegs, California Test of Personality (Monterey, Calif.: CTB/McGraw-Hill, 1953).

his future success, and when he believes that he has average or better than average ability. To feel worthy means to feel capable and reasonably attractive.

Sense of Personal Freedom-- An individual enjoys a sense of freedom when he is permitted to have a reasonable share in the determination of his conduct and in setting the general policies that shall govern his life. Desirable freedom includes permission to choose one's own friends and to have at least a little spending money.

Feeling of Belonging-- An individual feels that he belongs when he enjoys the love of his family, the well-wishes of good friends, and a cordial relationship with people in general. Such a person will as a rule get along well with his teachers or employers and usually feels proud of his school or place of business.

Withdrawing Tendencies-- The individual who is said to withdraw is the one who substitutes the joys of a fantasy world for actual successes in real life. Such a person is characteristically sensitive, lonely, and given to self-concern. Normal adjustment is characterized by reasonable freedom from these tendencies.

Nervous Symptoms-- The individual who is classified as having nervous symptoms is the one who suffers from one or more of a variety of physical symptoms such as loss of appetite, frequent eye strain, inability to sleep, or a tendency to be chronically tired. People of this kind may be exhibiting physical expressions of emotional conflicts.

Social Adjustment

Social Standards-- The individual who recognizes desirable social standards is the one who has come to understand the rights of others and who appreciates the necessity of subordinating certain desires to the needs of the

group. Such an individual understands what is regarded as being right or wrong.

Social Skills-- An individual may be said to be socially skillful or effective when he shows a liking for people, when he inconveniences himself to be of assistance to them, and when he is diplomatic in his dealings with both friends and strangers. The socially skillful person subordinates his or her egoistic tendencies in favor of interest in the problems and activities of his associates.

Anti-Social Tendencies-- An individual would normally be regarded as anti-social when he is given to bullying, frequent quarreling, disobedience, and destructiveness to property. The anti-social person is the one who endeavors to get his satisfactions in ways that are damaging and unfair to others. Normal adjustment is characterized by reasonable freedom from these tendencies.

Family Relations-- The individual who exhibits desirable family relationships is the one who feels that he is loved and well-treated at home, and who has a sense of security and self-respect in connection with the various members of his family. Superior family relations also include parental control that is neither too strict nor too lenient.

School Relations-- The student who is satisfactorily adjusted to his school is the one who feels that his teachers like him, who enjoys being with other students, and who finds the school work adapted to his level of interest and maturity. Good school relations involve the feeling on the part of the student that he counts for something in the life of the institution.

Community Relations-- The individual who may be said to be making good adjustments in his community is the one who mingles happily with his neighbors, who takes pride in community

> improvements, and who is tolerant in dealing with both strangers and foreigners. Satisfactory community relations include as well the disposition to be respectful of laws and of regulations pertaining to the general welfare.

Certain outcomes such as knowledge, understandings, and skills, once attained, remain relatively stable. The normal student is a growing organism whose integration must be preserved while his feelings, convictions, and modes of behavior are changing in accordance with his experiences. Some of the items in the test touch relatively sensitive personal and social areas, and such student attitudes may change in a relatively short time. The major thrust of the workshop was to equip the teacher to guide this change in a positive direction.

The reliability coefficients for personal and social adjustment on the California Test of Personality are .91 and .89 respectively. The reliability coefficients were computed with the Kuder-Richardson formula.[14] The Kuder-Richardson method gets at the internal consistency of the test through an analysis of the individual items. The

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[14]Since the test was administered on a population for which it was designed, the reliability stated in the test manual was used.

formula is considered by many specialists in educational and psychological measurement to be the most satisfactory method of determining reliability.[15]

Hypotheses

Two sets of hypotheses were developed and explored in this study. First, two major hypotheses regarding changes in the teachers participating in the workshops were developed. Second, two major hypotheses were developed and explored regarding changes in personal and social growth of the students whose teachers participated in the study.

In addition, four exploratory hypotheses were included for both the teacher and student population in anticipation that this investigation might provide data and stimulation for further inquiry.

In Chapter I, to facilitate understanding, the major hypotheses were stated in positive form. In Chapter III, the hypotheses are expanded and restated in the null form.

Major Hypotheses

Two major hypotheses are presented regarding changes in teachers participating in the workshops:

1. There will be no significant difference between teachers participating in the in-service workshops

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[15]Borg, loc. cit., pp. 144-45.

in the number of affective needs of their students listed, as measured by an open-ended questionnaire, than teachers in the control group.

2. There will be no significant difference between teachers participating in the in-service workshops in the ranking of affective needs in priority, as measured by an open-ended questionnaire, than teachers in the control group.

Two major hypotheses are also presented regarding changes in personal and social growth of students of participating teachers:

1. There will be no significant difference in the class mean scores as regards personal adjustment, of students whose teachers participated in the in-service workshops, as measured by the California Test of Personality, form AA, personal adjustment subscale, when compared to classes in the control group.

2. There will be no significant difference in the class mean scores as regards social adjustment, of students whose teachers participated in the in-service workshops, as measured by the California Test of Personality, form AA, social adjustment subscale, when compared to classes in the control group.

Exploratory Hypotheses

Four exploratory hypotheses are presented regarding changes in the teachers participating in the workshops:

1. Teacher participants will not differ in treatment times grade interaction in the number of affective needs listed, as measured by the open-ended questionnaire.
2. Teacher participants will not differ in treatment times grade interaction in the priority assigned to the affective needs listed, as measured by the open-ended questionnaire.
3. Teacher participants who teach different grade levels (K-3) will not differ in the number of affective needs listed, as measured by the open-ended questionnaire.
4. Teacher participants who teach different grade levels (K-3) will not differ in the priority assigned to affective needs listed, as measured by the open-ended questionnaire.

Four exploratory hypotheses are also presented regarding changes in the personal and social growth of the student population:

1. Student participants will not differ in treatment times grade interaction, as regards personal

growth, as measured by the California Test of Personality.

2. Student participants will not differ in treatment times grade interaction, as regards social growth, as measured by the California Test of Personality.

3. The student participants at different grade levels (K-3), will not differ in their growth in personal adjustment, as measured by the California Test of Personality.

4. The student participants at different grade levels (K-3), will not differ in their growth in social adjustment, as measured by the California Test of Personality.

Collection of Data

The open-ended questionnaire was administered in a pre-test/post-test design to both the treatment and control teacher groups. The questionnaire was administered to the treatment group on October 24, 1972, the first morning of the in-service workshop. The questionnaire was administered to the control group at the same time. The questionnaire was again administered to the treatment and control groups on November 30, 1972, the last afternoon of the in-service workshop. This resulted in there being five weeks and two days between the pre- and post-test on the questionnaire administered to the teachers selected for the project.

The California Test of Personality was administered in a pre-test/post-test design to the students of teachers in both treatment and control groups. The pre-test was administered between October 24-27, 1972. The post-test was administered between April 23-27, 1973. This resulted in there being six months between the pre- and post-testing of the students.

The author was assisted in administering the California Test of Personality by three evaluation assistants from the Lansing Public School District where the data were collected. The classroom teachers did not administer the test; however, they remained in the room to assist with discipline and to help proctor the test.

The test administrators met as a group and reviewed the general instructions for the proper administration of the test. This was done to insure that the data were being consistently gathered.

Analysis of Data

The California Test of Personality administered to the students was scored as directed in the test manual and each classroom mean score was computed to the nearest hundredth. The score for the number of affective needs for each teacher was arrived at by counting the number of needs listed by the teachers that fell within the affective domain. The score for the priority of affective needs for the teachers was determined in the following manner. The

teachers listed N needs. Next they listed them according to priority. Highest priority need was given a value of N, next highest N-1, etc. The sum of the ranks for the affective items was determined and divided by the highest possible score attainable if all needs listed were in the affective domain. This resulted in the score being the per cent affective of the possible total score rounded to the nearest per cent. Example is given in Table 3.2.

Table 3.2--Computation of Teacher Score as Relates to the Priority of Affective Needs.

Priority	Needs	Weight
1	Affective	6
2	Affective	5
3	Cognitive	4
4	Cognitive	3
5	Affective	2
6	Psychomotor	1
	Total Affective	13
	Total Possible	21
	% of Possible	62 = Teacher Score

All data obtained were transferred to computer cards. The data were processed, tabulated, and analyzed by means of the Control Data Corporation 3600 computer at the Michigan State University Computer Center.

The student data were analyzed, using a two-way (grades times treatment) Multivariate Analysis of Variance. The dependent variables were simple gain scores, for the two subscales on the California Test of Personality.

The teacher data were analyzed using a two-way (grades times treatment) Multivariate Analysis of Variance. The dependent variables were simple gain scores on the two affective need measures.

Further discussion of types of calculations and statistical procedures used in this study, and the analysis of the gathered data is included in Chapter IV.

Summary

Two four-day teacher in-service workshops were conducted in the affective domain. Teachers were pre- and post-tested with an open-ended questionnaire to determine their perception of the number of affective needs of their students and the priority of those needs. The students were pre- and post-tested utilizing the California Test of Personality to determine the impact the workshop had on the students of participating teachers with regard to their personal and social growth. The samples utilized in the study included 28 teachers and 593 students. The data which were collected were analyzed by computer.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

It is the purpose of Chapter IV to present and analyze the data gathered to test the hypotheses of the study. The chapter is divided into the following sections: (1) Composition of the study, (2) Statistical procedure used, (3) Presentation of data, (4) Presentation and testing of research and exploratory hypotheses, and (5) Discussion and summary.

Composition of the Study

Twenty-eight teachers, teaching in grades kindergarten through third grade, in schools receiving E.S.E.A. Title I funds in the Lansing Public School District, Lansing, Michigan were participants in the study. They were divided into two groups: (1) fourteen teachers were selected from a stratified sample and placed in the treatment group, and (2) fourteen teachers were selected from a stratified sample and placed in the control group. These random samples were obtained by placing the names of all the potential participants on a slip of

paper, sorting the names by grade level, then alternately drawing a name from each pile, one for the treatment group and one for the control group. The students of the participating teachers became the student participants. The number of teachers and students that were involved in the study is presented in Table 4.1.

Table 4.1.--Number of Teacher and Student Participants by Grade Level.

Grade	Treatment			Control		
	Teachers	Students		Teachers	Students	
		Pre	Post		Pre	Post
K	3	59	50	3	51	49
1	4	77	82	4	79	72
2	4	83	84	4	86	86
3	3	77	71	3	81	81

Statistical Procedures Used

The statistical procedure in this study was as follows.

The data gathered from the teacher population was analyzed using a two-way (grade times treatment) Multivariate Analysis of Variance on gain scores for the two affective need measures.

The data gathered from the student population was analyzed using a two-way (grade times treatment)

Multivariate Analysis of Variance on gain scores for the personal adjustment and social adjustment subscales on the California Test of Personality.

Gain scores were decided on for two reasons:

1. The sample size was small enough that the degrees of freedom lost by Analysis of Covariance would be too much.
2. The reliability of the California subscales are both high, and in addition the unit used was the classroom, arguing that the constant in the index should be near one.

Presentation of the Data

Table A-1 summarizes the number of affective student needs listed by the teacher participants in the study. All teacher participants, treatment and control, were pre-tested the first day of the first workshop and post-tested the final day of the second workshop, using an open-ended questionnaire. While ten teachers in the treatment group listed more affective needs, only two persons in the control group did so. Efforts were made to protect the anonymity of the participants. Symbols were used, matching post-test results with pre-test results, so that teachers could not be identified by name.

Tables A-2 and A-3 summarize the treatment group pre- and post-test scores concerning the priority of the affective needs listed by the teachers. Tables A-4 and

A-5 summarize the control group pre- and post-test scores. The per cent of the total possible affective score was used in the analysis. Twelve teachers in the treatment showed gains; only six in the control group gained. This score was arrived at as presented in Table 3.2 in Chapter III.

Table A-6 summarizes the pre- and post-test classroom mean scores on the California Test of Personality, personal adjustment subscale for students of teachers who participated in the study. Six classrooms of the "treatment" teachers showed gain; seven classrooms of the "control" teachers did so.

Table A-7 summarizes the pre- and post-test classroom mean scores on the California Test of Personality, social adjustment subscale for students of teachers who participated in the study. Seven classrooms in the treatment group showed growth; five in the control group did so. Since classroom mean scores were used, individual students were not compared, pre and post, thus maintaining the students' anonymity. For the purpose of ease in reading, Tables A-1 thru A-7 have been placed in Appendix A.

Presentation and Testing of Hypotheses

The two major null hypotheses concerning the teacher population analyzed were:

Major Hypothesis Number One.--There will be no significant difference between teachers participating in the in-service workshops in the number of affective needs

of their students listed, as measured by an open-ended questionnaire, when compared with teachers who have not participated in such a workshop.

Major Hypothesis Number Two.--There will be no significant difference between teachers participating in the in-service workshops in the ranking of affective needs in priority, as measured by an open-ended questionnaire, when compared with teachers who have not participated in such a workshop.

Before testing the above major hypotheses, the exploratory hypotheses concerning the interaction of grade times treatment were examined. These exploratory null hypotheses state:

Exploratory Hypothesis Number One.--Teacher participants will not differ in treatment times grade interaction in the number of affective needs listed, as measured by the open-ended questionnaire.

Exploratory Hypothesis Number Two.--Teacher participants will not differ in treatment times grade interaction in the priority assigned to the affective needs listed, as measured by the open-ended questionnaire.

The above two exploratory hypotheses were analyzed using Multivariate Analysis of Variance, thus examining the two exploratory hypotheses together.

Data presented in Table 4.2 shows that the above null exploratory hypotheses cannot be rejected. The

Table 4.2.--Values of the Multivariate Test for Treatment Times Grade Level Interaction.

Hypothesis	F-Ratio for Multivariate Test	$d.f._1$	$d.f._2$	p Value	Significant
Exploratory A and B	1.3154	6	38	0.2741	No

$p < .05$ for statistical significance.

Multivariate Test dealing with interaction, exploratory hypotheses one and two, is not significant at the .05 level. Since $p < .2741$, the hypothesis of no interaction cannot be rejected.

The treatment and teaching level, then, do not interact in a statistical sense to influence the scores as regards number and priority of affective student needs.

Next, the test for the multivariate hypotheses concerning treatment effect, in essence a combination of major hypothesis number one and two, was examined.

Data presented in Table 4.3 shows that the above major null hypothesis can be rejected.

The multivariate hypothesis dealing with the main effect of both the number and priority of affective student needs, is significant at the .05 level. Since $p < .0107$, the null hypotheses concerning the treatment main effect can be rejected.

Table 4.3.--Values of the Multivariate Test for Treatment Main Effect.

Hypotheses	F-Ratio Multivariate Test	$d.f._1$	$d.f._2$	p Value	Significant
Major Hypotheses 1 and 2	5.8223	2	19	0.0107	Yes

$p < .05$ for statistical significance.

Since the hypothesis for the treatment main effect was rejected, the individual dependent variable measures were examined.

The data presented in Table 4.4 shows that when the two dependent variables, number of affective needs and priority of affective needs are examined, the two major null hypotheses, number one and two, both are rejected.

Table 4.4.--Univariate Values for Major Hypotheses One and Two.

Dependent Variable	Univariate F	p Value	Significant
Number of Affective Needs	10.2108	0.0046	Yes
Priority of Affective Needs	11.8924	0.0026	Yes

$p < .05$ for statistical significance.

Since the correlation between the dependent variables was high, the Step Down F was examined.

The results presented in Table 4.5 indicates that when the results of the first dependent variable, number of affective needs listed, is examined, the results of

Table 4.5.--Step Down F for the Two Teacher Dependent Variables.

Dependent Variable	Step Down F	P Value	Significant
Number of Affective Needs	10.2108	.0046	Yes
Priority of Affective Needs	1.2872	0.2707	No

$p < .05$ for statistical significance.

the second dependent variable probably does not give any further useful information.

There is reason to believe that if the two dependent variables were reversed in the order they were analyzed, the results as to their significance also would be reversed. This is supported by the fact the two teacher dependent variables had a correlation of 0.8284.

As a further point of interest, a multivariate test was also done on the grade level main effect. This was conducted on exploratory null hypotheses number three and four. These hypotheses state:

Exploratory Hypothesis Number Three.--Teacher participants who teach different grade levels (K-3), will not differ in the number of affective needs listed, as measured by the open-ended questionnaire.

Exploratory Hypothesis Number Four.--Teacher participants who teach different grade levels (K-3), will not

differ in the priority assigned to affective needs listed, as measured by the open-ended questionnaire.

The multivariate analysis results in exploratory hypotheses number three and four being considered together. The data presented in Table 4.6 indicates that the above exploratory hypotheses cannot be rejected. The hypotheses dealing with the grade main effect, exploratory hypotheses three and four, is not significant at the .05 level. Since $p < .0788$, the hypotheses of grade main effect cannot be rejected. The grade a teacher teaches, then, did not affect their responses to the workshops.

Table 4.6.--Values of the Multivariate Test for Grade Main Effect.

Hypothesis	F-Ratio for Multivariate Test	$d.f._1$	$d.f._2$	p Value	Significant
Exploratory Hypotheses 3 and 4	2.0779	6	38	0.0788	No

$p < .05$ for statistical significance.

Since the multivariate analysis did not reject exploratory hypotheses three and four, the dependent variables were not examined.

The two major null hypotheses concerning the student population analyzed were:

Major Hypothesis Number Three.--There will be no significant difference in the class mean scores as regards personal adjustment of students whose teachers participated in the in-service workshops, as measured by the California Test of Personality, form AA, personal adjustment subscale, when compared to classrooms in the control group.

Major Hypothesis Number Four.--There will be no significant difference in the class mean scores as regards social adjustment of students whose teachers participated in the in-service workshops, as measured by the California Test of Personality, form AA, social adjustment subscale, when compared to classrooms in the control group.

Before testing major hypotheses three and four, the exploratory hypotheses concerning the interaction of grade times treatment were examined. These exploratory null hypotheses state:

Exploratory Hypothesis Number Five.--Student participants will not differ in treatment times grade interaction, as regards personal growth, as measured by the California Test of Personality.

Exploratory Hypothesis Number Six.--Student participants will not differ in treatment times grade interaction, as regards social growth, as measured by the California Test of Personality.

The data presented in Table 4.7 indicate that the above exploratory null hypotheses cannot be rejected. The hypotheses dealing with the grade times treatment interaction of the students, exploratory hypotheses number five and six, is not significant at the .05 level. Since $p < .4194$, the hypothesis of no interaction cannot be rejected. The treatment and grade level of the child, then, do not interact in a statistical sense to influence the subscale scores on the California Test of Personality.

Table 4.7.--Values of the Multivariate Test for Exploratory Hypotheses Number Five and Six.

Hypothesis	F-Ratio for Multivariate Test	$d.f._1$	$d.f._2$	P Value	Significant
Exploratory Hypotheses 5 and 6	1.0329	6	38	0.4194	No

$p < .05$ for statistical significance.

Since the multivariate analysis did not reject exploratory hypothesis five and six, the dependent variables were not examined.

Next, the test for the multivariate hypotheses concerning treatment effect, in essence a combination of major hypotheses number three and four, was examined.

The data presented in Table 4.8 indicates that the major hypotheses number three and four cannot be rejected.

Table 4.8.--Values of the Multivariate Test for Major Hypotheses Number Three and Four.

Hypotheses	F-Ratio for Multivariate Test	$d.f._1$	$d.f._2$	P Value	Significant
Major Hypotheses 4 and 5	0.1692	2	19	0.8456	No

$p < .05$ for statistical significance.

The hypotheses dealing with the treatment effect, major hypotheses three and four, is not significant at the .05 level. Since $p < .8456$, the main effect of the students whose teachers participated in the workshops did not statistically influence the scores on the California Test of Personality subscales.

Since the multivariate analysis did not reject the major hypotheses three and four, the dependent variables were not examined.

A multivariate test was also done on the grade level treatment effect. This was conducted on exploratory null hypotheses number seven and eight. These hypotheses state:

Exploratory Hypothesis Number Seven.--The student participants at different grade levels (K-3), will not differ in their growth in personal adjustment, as measured by the California Test of Personality.

Exploratory Hypothesis Number Eight.--The student participants at different grade levels (K-3), will not differ in their growth in social adjustment as measured by the California Test of Personality.

The multivariate results in exploratory hypotheses number seven and eight being conducted together. The data presented in Table 4.9 indicates that the above exploratory hypothesis dealing with grade main effect, exploratory hypotheses seven and eight, is not significant at the .05 level.

Table 4.9.--Values of the Multivariate Test for Exploratory Hypotheses Seven and Eight.

Hypotheses	F-Ratio for Multivariate Test	$d.f._1$	$d.f._2$	P Value	Significant
Exploratory Hypotheses 7 and 8	1.2437	6	38	0.3063	No

$p < .05$ for statistical significance.

Since $p < .3063$, the hypothesis of grade main effect cannot be rejected. The grade a student was in, did not, in a statistical sense, affect the responses on the California Test of Personality

Because the multivariate analysis did not reject exploratory hypotheses seven and eight, the dependent variables were not examined.

Discussion and Summary

The two four-day teacher in-service workshops in the affective domain conducted with teachers in the Lansing Public School in the 1972-73 school year, did result in a statistically significant change in the number of affective needs of their students recognized by the teachers in the treatment group as measured by an open-ended questionnaire.

It was also found that a statistically significant change occurred in the teachers attending the workshops, as regards the priority assigned to the affective needs of their students as measured by an open-ended questionnaire.

There was no statistically significant difference as regards either the number of affective needs listed or their priority when looking at grade difference taught by the teachers, or when grade times treatment interaction was examined.

Further, there was no statistically significant difference between the treatment group and control group, as regards any of the hypotheses dealing with a change in classroom mean scores on the California Test of Personality.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

It is the purpose of Chapter V to summarize the study, draw conclusions based on the study, and make recommendations for further research. The chapter is divided into these three areas.

Summary

The purpose of this study was to determine the impact of two in-service workshops in terms of participating teachers (as previously described) being more sensitive to the affective needs of their students. After exploring strategies to meet these needs, it was anticipated the students of participating teachers would show growth in their personal and social adjustment that otherwise would not have occurred had their teacher not been given instruction in this area.

The following questions formed the basis for the study's hypotheses:

1. Will teachers participating in the in-service workshops identify more affective needs of their students than teachers who did not participate in the project?
2. Will teachers participating in the in-service workshops rank the affective needs higher in priority than teachers not participating in the project?
3. Will students of participating teachers show greater growth in personal adjustment than students of teachers not participating in the project?
4. Will students of participating teachers show greater growth in social adjustment than students of teachers not participating in the project?

To test the hypotheses of this study, two groups of teachers were studied:

1. An experimental group of fourteen lower elementary teachers who taught in E.S.E.A. Title I target schools in the Lansing Public School District, Lansing, Michigan.
2. A control group of fourteen lower elementary teachers who taught in E.S.E.A. Title I target schools in the Lansing Public School District, Lansing, Michigan.

The students of the participating teachers in both groups became the student subjects in the study. All teacher participants were pre-tested at the beginning of the first four-day workshop and post-tested at the end of the second four-day workshop. An open-ended questionnaire was used to measure the number of affective needs the teachers were aware of in their students, and the priority of these affective needs. The student participants were pre-tested with the California Test of Personality the week their teachers were attending the first four-day workshop, and post-tested six months later. Control group students were concurrently tested.

The statistical procedure used in this study was the Multivariate Analysis of Variance. The dependent variables were simple gain scores. Gain scores were used because the sample size was small enough that the degrees of freedom lost by Analysis of Covariance would be too much, the reliabilities of the California subscales are both high, and the unit consisted of classroom mean scores. The level of significance used was .05.

In a period of time when much emphasis is being placed on the cognitive skills, many prominent educators feel the child's personal and social growth are also important. An individual's experiences influence the attitudes he develops. If teachers have been trained to deal with such important parts of a child's development

as his personal and social adjustment, they can better assist children with this crucial phase of their development.

The review of the literature showed many individuals have expressed their views as to what constitutes good in-service teacher education. However, studies conducted in the area are few and have produced few significant results.

Tests were made of the null hypotheses of the study and were accepted or rejected on the basis of the data collected.

Major Hypotheses

1. Teachers who participated in the in-service workshops will list more affective needs of their students than teachers not participating in the workshops, as measured by the open-ended questionnaire.

2. Teachers who participated in the in-service workshops will list the identified affective needs higher in priority than teachers who did not participate in the project, as measured by the open-ended questionnaire.

   The multivariate analysis supported major hypotheses one and two. Hypotheses one and two are both also supported when considered as univariates.

3. Students of participating teachers will show a significant change in personal growth when classroom mean scores were compared with classrooms of non-participating teachers, as measured by the California Test of Personality.

4. Students of participating teachers will show a significant change in social growth when classroom mean scores were compared with classrooms of non-participating teachers, as measured by the California Test of Personality.

The multivariate analysis did not support major hypotheses three and four.

Exploratory Hypotheses

1. There will be a treatment times grade interaction difference in the number of affective needs listed by participating teachers, as measured by the open-ended questionnaire.

2. There will be a treatment times grade interaction difference in the ranking in priority of affective needs listed by participating teachers, as measured by the open-ended questionnaire.

The multivariate analysis did not support exploratory hypotheses one and two.

3. There will be a grade level difference in the number of affective needs listed by participating teachers, as measured by the open-ended questionnaire.

4. There will be a grade level difference in the ranking of priority of affective needs listed by participating teachers, as measured by the open-ended questionnaire.

The multivariate analysis did not support exploratory hypotheses three and four.

5. There will be a treatment times grade level interaction difference as regards personal adjustment in classroom mean scores, as measured by the California Test of Personality for student participants.

6. There will be a treatment times grade level interaction difference as regards social adjustment, in classroom mean scores, as measured by the California Test of Personality, for student participants.

The multivariate analysis did not support exploratory hypotheses five and six.

7. There will be a grade level difference, as regards personal adjustment, in classroom mean scores, as measured by the California Test of Personality, for student participants.

8. There will be a grade level difference, as regards social adjustment, in classroom mean scores, as measured by the California Test of Personality, for student participants. The multivariate analysis did not support exploratory hypotheses seven and eight.

Conclusions

There is question whether a two week workshop conducted within a seven week period, can indeed produce significant behavioral and attitudinal changes in the affective domain, on the part of teachers, at a level sufficient to affect their students to an extent that changes can be measured on a self reporting instrument. Perhaps more workshops of this type held over an entire school year, might be necessary to produce significant changes in pupils.

When a successful in-service program is achieved, it will not be possible to discontinue in-service sessions due to the turnover rate in many schools. This is partially due to the fact that married women teachers follow their mobile husbands to other parts of the country and the world. New recruits, many coming fresh from teacher training institutions or returning to the profession after raising a family, need to update their preparation for teaching. Also new ideas need to be incorporated into in-service training.

The growth in the number of affective needs listed by the experimental group of teachers could be the result of the workshop increasing the awareness on the part of the teachers, that students did indeed have a need for help in this area. The upward change in priority of the listed affective needs by the experimental teachers, could be the result of the workshop causing the participating teachers to re-assess where they place affective needs of their students in relation to the cognitive and psychomotor domain.

Attitude measurement of the student participants is a difficult task. It is easier to measure a student's cognitive knowledge of a subject matter than it is to assess his change in personal and social growth.

Another explanation for the non-significance of the student results may be that personal and social adjustment have been developing since the child was very young, and they are not easily changed in six months. The amount of time the teacher is in contact with the child compared with the home environment is also small.

Recommendations for Further Research

The study presented is worthwhile in that it examined the outcomes of two teacher in-service workshop sequences in the affective domain. It should provide the stimulus for further examination as to how to better prepare elementary school teachers to address the affective

area. Suggestions that might be incorporated in further research are as follows:

1. A further study could be conducted allowing for longer than six months between the student's pre-post-test.
2. A study could be conducted that utilizes a criterion-reference test based upon classroom behavior, instead of a standardized norm referenced test.
3. Further studies could include administrators in the training sessions.
4. Further studies could include parents in the training sessions.
5. A study could be conducted that offers more than one treatment for teachers.
6. A study could be conducted where the California Test of Personality is administered pre and post. Then, examine the teachers whose students showed significant gains to see what they do differently to bring about positive results.
7. Many states have excellent state departments of education; personnel from their staff might be utilized as a resource in an in-service project.
8. School districts that are in close proximity to a college or university might involve members of their staff, with experience in the affective area,

to provide leadership in conducting an in-service project.

9. Since a unified effort might have a better chance of success, a consortium might be formed of several school districts to plan and implement a joint in-service effort in the affective domain.
10. Time and financial resources limited the current study to two four-day workshops. A further study might be conducted that would involve in-service training extended over the entire school year.
11. A study might be made which compared the impact of a workshop of the type described here, with the impact of some other type of workshop.

The above suggestions are by no means inclusive. Further research into the affective domain would help educators get closer to considering the whole child when planning the instructional program.

There still is a challenge to continue efforts in the affective domain as a high priority. The results of the study justify a continued effort to provide effective in-service activities in the affective area. Despite the literature, a summer workshop might be conducted when more time would be available to the participants to devote to the task at hand.

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APPENDICES

APPENDIX A

TABLES

Table A-1.--Number of Affective Student Needs Listed by Treatment and Control Group Teachers on Pre- and Post-Test.

Teacher	Treatment		Teacher	Control	
	Pre	Post		Pre	Post
1	3	2	1	3	1
2	3	8	2	1	3
3	5	9	3	2	2
4	6	4	4	5	2
5	4	6	5	2	2
6	2	5	6	3	2
7	9	15	7	2	2
8	5	8	8	3	2
9	4	6	9	3	2
10	5	5	10	7	7
11	3	6	11	2	2
12	5	12	12	4	3
13	0	14	13	3	2
14	6	6	14	11	12

Table A-2.--Treatment Group Pre-Test Scores on Priority of Affective Student Needs.

Teacher	Affective Score	Total # Responses	Total Possible Responses	% of Total Possible
1	21	8	36	58
2	26	10	55	47
3	44	14	105	42
4	45	12	78	58
5	38	15	120	32
6	9	9	45	20
7	100	16	136	74
8	37	14	105	35
9	31	12	78	40
10	51	13	91	56
11	29	13	91	32
12	27	9	45	60
13	0	11	66	0
14	51	12	78	78

Table A-3.--Treatment Group Post-Test Scores on Priority of Affective Student Needs.

Teacher	Affective Score	Total # Responses	Total Possible Score	% of Total Possible
1	12	8	36	33
2	75	12	78	96
3	90	16	136	66
4	24	7	28	86
5	45	11	66	68
6	34	10	55	62
7	135	16	136	99
8	94	16	136	69
9	29	9	45	64
10	55	13	91	60
11	21	6	21	100
12	91	15	120	76
13	133	16	136	98
14	46	11	66	70

Table A-4.--Control Group Teacher Pre-Test Scores on Priority of Affective Student Needs.

Teacher	Affective Score	Total # Responses	Total Possible Score	% of Total Possible
1	12	8	36	33
2	15	15	120	13
3	28	15	120	23
4	20	16	136	15
5	23	13	91	25
6	38	16	136	28
7	10	7	28	36
8	36	16	136	26
9	27	16	136	20
10	62	14	105	59
11	19	15	120	16
12	22	7	28	79
13	10	10	55	18
14	112	16	136	82

Table A-5.--Control Group Teacher Post-Test Scores on Priority of Affective Student Needs.

Teacher	Affective Score	Total # Responses	Total Possible Score	% of Total Possible
1	7	13	91	8
2	31	14	105	30
3	32	17	153	21
4	8	16	136	6
5	17	9	45	38
6	25	15	120	21
7	19	10	55	35
8	15	23	276	5
9	28	16	136	21
10	62	14	105	59
11	23	15	120	19
12	6	5	15	40
13	10	8	36	28
14	115	16	136	85

Table A-6.--Pre- and Post-Test Classroom Mean Scores, California Test of Personality, Personal Adjustment Subscale, for Students of Teachers in the Treatment and Control Groups.

Teacher	Treatment		Teacher	Control	
	Pre	Post		Pre	Post
1	31.63	33.00	1	27.57	25.19
2	24.94	27.53	2	33.43	32.23
3	31.50	31.88	3	27.52	28.60
4	30.15	29.33	4	29.22	31.59
5	30.31	28.61	5	29.11	30.43
6	28.45	28.00	6	31.00	26.33
7	25.24	27.58	7	29.90	29.92
8	30.88	30.37	8	21.65	24.56
9	31.79	30.55	9	30.63	29.27
10	30.45	30.00	10	31.57	30.48
11	30.33	33.21	11	25.77	26.26
12	33.16	32.50	12	32.11	28.06
13	26.40	25.89	13	32.58	26.23
14	30.36	30.65	14	24.07	32.28

Table A-7.--Pre- and Post-Test Classroom Mean Scores, California Test of Personality, Social Adjustment Subscale, for Students of Teachers in the Treatment and Control Groups.

Teacher	Treatment		Teacher	Control	
	Pre	Post		Pre	Post
1	34.25	33.23	1	31.48	29.31
2	31.71	32.21	2	37.76	34.18
3	33.14	31.77	3	33.16	33.85
4	33.35	32.52	4	36.15	34.74
5	33.31	32.22	5	33.30	34.79
6	27.64	31.28	6	32.50	30.17
7	29.65	30.42	7	35.33	34.04
8	35.29	37.32	8	30.15	29.78
9	38.79	34.25	9	32.07	31.65
10	32.30	33.55	10	35.52	36.26
11	32.67	33.74	11	30.54	31.57
12	36.52	35.04	12	35.17	32.56
13	30.53	23.06	13	33.67	23.54
14	34.28	34.38	14	26.78	34.92

APPENDIX B

OPEN-ENDED QUESTIONNAIRE

APPENDIX B

OPEN-ENDED QUESTIONNAIRE

Dear _____:

To assist in assessing the needs of lower elementary (K-3) children in the cognitive, affective, and psychomotor domain, we would like you to fill out the attached questionnaire indicating the needs of the students in your classroom.

Directions

Step 1--List each of the important needs (as you perceive them at this time) of your students in the cognitive, affective, and psychomotor domains (Column #1).

Step 2--Rank each of these needs in terms of priority. Priority #1 being most important, etc. (Column #2).

Name: Grade:

	Column #1 Student Needs in the Cognitive, Affective, and Psychomotor Domains	Column #2 Priority of These Needs
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

APPENDIX C

CALIFORNIA TEST OF PERSONALITY

Primary • GRADES KGN. to 3 • form AA

California Test of Personality

1953 Revision

Devised by
LOUIS P. THORPE, WILLIS W. CLARK, AND ERNEST W. TIEGS

P

Name..... Grade..... (CIRCLE ONE) Boy Girl
Last First Middle

School..... City..... Date of Test.....
Month Day Year

Examiner..... ( ) Pupil's Age..... Date of Birth.....
Month Day Year

TO BOYS AND GIRLS:

This booklet has some questions which can be answered YES or NO. Your answers will show what you usually think, how you usually feel, or what you usually do about things. Work as fast as you can without making mistakes.

DO NOT TURN THIS PAGE UNTIL TOLD TO DO SO.

CTB ® Published by CTB/McGraw-Hill, Del Monte Research Park, Monterey, California 93940.

PRACTICE QUESTIONS

A. Do you have a dog at home? **YES NO**

B. Did you walk all the way to school today? **YES NO**

SECTION 1 A

1. Is it easy for you to play by yourself when you have to? **YES NO**
2. Is it easy for you to talk to your class? **YES NO**
3. Do you feel like crying when you are hurt a little? **YES NO**
4. Do you feel bad when you are blamed for things? **YES NO**
5. Do you usually finish the games you start? **YES NO**
6. Does someone usually help you dress? **YES NO**
7. Can you get the children to bring back your things? **YES NO**
8. Do you need help to eat your meals? **YES NO**

Section 1 A (number right) .....

SECTION 1 B

1. Do the children think you can do things well? **YES NO**
2. Do the other children often do nice things for you? **YES NO**
3. Do you have fewer friends than other children? **YES NO**
4. Do most of the boys and girls like you? **YES NO**
5. Do your folks think that you are bright? **YES NO**
6. Can you do things as well as other children? **YES NO**
7. Do people think that other children are better than you? **YES NO**
8. Are most of the children smarter than you? **YES NO**

GO

Section 1 B (number right) .....

SECTION 1 C

1. Do your folks sometimes let you buy things? **YES NO**
2. Do you have to tell some people to let you alone? **YES NO**
3. Do you go to enough new places? **YES NO**
4. Do your folks keep you from playing with the children you like? **YES NO**
5. Are you allowed to play the games you like? **YES NO**
6. Are you punished for many things you do? **YES NO**
7. May you do most of the things you like? **YES NO**
8. Do you have to stay at home too much? **YES NO**

Section 1 C (number right) .....

SECTION 1 D

1. Do you need to have more friends? **YES NO**
2. Do you feel that people don't like you? **YES NO**
3. Do you have good times with the children at school? **YES NO**
4. Are the children glad to have you in school? **YES NO**
5. Are you lonesome even when you are with people? **YES NO**
6. Do people like to have you around them? **YES NO**
7. Do most of the people you know like you? **YES NO**
8. Do lots of children have more fun at home than you do? **YES NO**

GO

Section 1 D (number right) .....

SECTION 1 E

1. Do the boys and girls often try to cheat you? **YES NO**
2. Do you feel very bad when people talk about you? **YES NO**
3. Are most of the boys and girls mean to you? **YES NO**
4. Do you feel bad because people are mean to you? **YES NO**
5. Do many children say things that hurt your feelings? **YES NO**
6. Are many older people so mean that you hate them? **YES NO**
7. Do you often feel so bad that you do not know what to do? **YES NO**
8. Would you rather watch others play than play with them? **YES NO**

Section 1 E (number right) .....

SECTION 1 F

1. Do you often wake up because of bad dreams? **YES NO**
2. Is it hard for you to go to sleep at night? **YES NO**
3. Do things often make you cry? **YES NO**
4. Do you catch colds easily? **YES NO**
5. Are you often tired even in the morning? **YES NO**
6. Are you sick much of the time? **YES NO**
7. Do your eyes hurt often? **YES NO**
8. Are you often mad at people without knowing why? **YES NO**

GO RIGHT ON TO THE NEXT PAGE

Section 1 F (number right) .....

SECTION 2 A

1. Should you mind your folks even when they are wrong? **YES NO**
2. Should you mind your folks even if your friends tell you not to? **YES NO**
3. Is it all right to cry if you cannot have your own way? **YES NO**
4. Should children fight when people do not treat them right? **YES NO**
5. Should a person break a promise that he thinks is unfair? **YES NO**
6. Do children need to ask their folks if they may do things? **YES NO**
7. Do you need to thank everyone who helps you? **YES NO**
8. Is it all right to cheat if no one sees you? **YES NO**

Section 2 A (number right) .....

SECTION 2 B

1. Do you talk to the new children at school? **YES NO**
2. Is it hard for you to talk to new people? **YES NO**
3. Does it make you angry when people stop you from doing things? **YES NO**
4. Do you say nice things to children who do better work than you do? **YES NO**
5. Do you sometimes hit other children when you are playing with them? **YES NO**
6. Do you play games with other children even when you don't want to? **YES NO**
7. Do you help new children get used to the school? **YES NO**
8. Is it hard for you to play fair? **YES NO**

GO

Section 2 B (number right) .....

SECTION 2 C

1. Do people often make you very angry? **YES NO**
2. Do you have to make a fuss to get people to treat you right? **YES NO**
3. Are people often so bad that you have to be mean to them? **YES NO**
4. Is someone at home so mean that you often get angry? **YES NO**
5. Do you have to watch many people so they won't hurt you? **YES NO**
6. Do the boys and girls often quarrel with you? **YES NO**
7. Do you like to push or scare other children? **YES NO**
8. Do you often tell the other children that you won't do what they ask? **YES NO**

Section 2 C (number right) .....

SECTION 2 D

1. Are your folks right when they make you mind? **YES NO**
2. Do you wish you could live in some other home? **YES NO**
3. Are the folks at home always good to you? **YES NO**
4. Is it hard to talk things over with your folks because they don't understand? **YES NO**
5. Is there someone at home who does not like you? **YES NO**
6. Do your folks seem to think that you are nice to them? **YES NO**
7. Do you feel that no one at home loves you? **YES NO**
8. Do your folks seem to think that you are not very smart? **YES NO**

GO

Section 2 D (number right) .....

SECTION 2 E

1. Do you often do nice things for the other children in your school? **YES NO**
2. Are there many bad children in your school? **YES NO**
3. Do the boys and girls seem to think that you are nice to them? **YES NO**
4. Do you think that some teachers do not like the children? **YES NO**
5. Would you rather stay home from school if you could? **YES NO**
6. Is it hard to like the children in your school? **YES NO**
7. Do the other boys and girls say that you don't play fair in games? **YES NO**
8. Do the children at school ask you to play games with them? **YES NO**

Section 2 E (number right) _____

SECTION 2 F

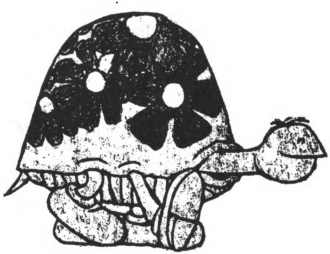
1. Do you play with some of the children living near your home? **YES NO**
2. Do the people near your home seem to like you? **YES NO**
3. Are the people near your home often mean? **YES NO**
4. Are there people near your home who are not nice? **YES NO**
5. Do you have good times with people who live near you? **YES NO**
6. Are there some mean boys and girls who live near you? **YES NO**
7. Are you asked to play in other people's yards? **YES NO**
8. Do you have more fun near your home than other children do near theirs? **YES NO**

Section 2 F (number right) _____

STOP

APPENDIX D

WORKSHOP MANUAL



BEHOLD THE TURTLE. HE MAKES PROGRESS ONLY WHEN HE STICKS HIS NECK OUT

JAMES BRYANT CONANT

ALPHA

AFFECTIVE BEHAVIOR

WORKSHOP MANUAL

LANSING SCHOOL DISTRICT
LANSING, MICH.

WORKSHOP OUTLINE

Section I - Building Positive Student Attitudes and Behavior

A. Living With Children
   an introduction to principles of behavior modification

B. Help, These Kids Are Driving Me Crazy!
   behavior modification with emphasis on observing and recording behavior

C. Con Man
   an "adults only" publication on contingency management

D. Teaching: A Course in Applied Psychology
   the criticism trap - technique of recording and charting positive and negative teacher behaviors

E. New Tools for Changing Behavior
   an introduction to practical behavior modification by reinforcement; special attention focused on timing, pairing, shaping and schedules

F. Catch The Child Being Good!
   an article emphasizing the relationship of positive reinforcement to positive self-concept

G. Elementary Principles of Behavior
   an in-depth discussion of schedules of reinforcement and their effect on behavior

Section II - Building a Positive Instructional/Learning Environment

A. Motivator: Least Developed of Teacher Roles
   a paper outlining the six components of an individualized instructional system with emphasis on the motivation component

B. How to Use Contingency Management in the Classroom
   the adaptation of instructional materials to a contingency manager system

C. Teaching: A Course in Applied Psychology
overview of the important considerations for classroom management of an individualized classroom

D. Help, These Kids Are Driving Me Crazy!
practical suggestions for identifying appropriate reinforcers for the RE area

ALPHA II

WORKSHOP MATERIALS

BOOKS

Living With Children - Patterson & Gullion

Teaching: A Course in Applied Psychology - Engleman, Becker & Thomas

Help! These Kids Are Driving Me Crazy - Carter

New Tools for Changing Behavior - Deibert & Harmon

Elementary Principles of Behavior - Whaley & Malott

How to Use Contingency Contracting - Homme

PROFESSIONAL PAPERS

"Catch Them Being Good" - Today's Education

"Peer Tutors" - Von Harrison

"Motivator - Least Developed of Teacher Roles" - Frieder

"Behavior Modification" - Madsen & Madsen

ALPHA PROFESSIONAL PAPERS

Physical Arrangement of Classroom

Grouping Students

Use of Resources

Token Economy

Free Room and RE Area

PRESCRIPTIVE TEST

SECTION 1

BUILDING POSITIVE STUDENT ATTITUDES AND BEHAVIORS

1. Reinforcing behavior will:

   a. cause that behavior to increase in frequency.
   b. work well on the playground, but not in the classroom.
   c. affect only certain types of behavior.
   d. none of the above.

2. Once a behavior is learned it will last longer if it is:

   a. reinforced every time it occurs.
   b. reinforced only occasionally when it occurs.
   c. not reinforced at all.
   d. none of the above.

3. By punishing a child for talking loudly in class you:

   a. effectively change his behavior.
   b. teach him to punish others.
   c. teach him respect for authority.
   d. are using the fifth rule of contingency management.
   d. none of the above.

4. One way to weaken an undesirable behavior is to:

   a. reinforce only occasionally.
   b. reinforce consistently.
   c. punish occasionally
   d. ignore it.
   e. none of the above.

5. Define reinforcement.
   Define punishment.

6. All behavior is controlled by:

   a. M&M's
   b. its impact on others.
   c. its benefit or lack of benefit to the behaver.
   d. authority figures.
   e. none of the above.

7. Specifying the desired behavior is a rule for strengthening behavior. However learning will occur without it because:

   a. children are brighter than we think.
   b. regardless--the behavior that is reinforced will be the one that is increased.
   c. children don't really need insight into their own behavior.
   d. neither association or reinforcement is necessary for accidental learning to take place.
   e. none of the above.

8. Avoidance is a reaction to:

   a. punishment.
   b. a neutral event.
   c. a reinforcer.
   d. a punisher.
   e. none of the above.

9. A danger of using physical punishment (spankings) is that:

   a. it is immoral and wrong.
   b. it reinforces crying behavior.
   c. it provides an adult model for hitting behavior.
   d. it decreases the frequency of the undesirable behavior.

10. a. Define shaping.
    b. Cite a behavior or skill which could be developed by using this method. Explain how you would shape this behavior or skill. (Give at least four steps.)

11. The principle of _____ is concerned with the connection between a behavior and a reward.

    a. timing (delay)
    b. shaping
    c. scheduling
    d. expectation

12. Define Baseline.

13. Define pairing.

14. The principle of _____ refers to how frequently a regard is given.

    a. timing
    b. shaping
    c. scheduling
    d. expectation

15. Increasing one's deviant behavior in order to force a payoff from parents is called _____.

    a. scheduling
    b. limit testing
    c. expectation capacity
    d. ingenuity

16. The difference between bribery and other more acceptable means of persuasion is that in bribery the desired behavior is:

    a. wrong
    b. painful
    c. dirty
    d. undesirable
    e. unavoidable

17. A consequence is a stimulis that can be _____.

    a. neutral
    b. punishing
    c. reinforcing
    d. b & c
    e. all of the above

18. What is the primary purpose for isolating the student in the study booth?

    a. to punish unruly or disruptive students.
    b. to reduce the student faculty ratio
    c. to learn to study alone
    d. to eliminate sources of reinforcement for behavior that competes with reading (studying)

19. To change behavior, don't change the individual, change the:

    a. past histories of reinforcement
    b. observation
    c. environment
    d. man
    e. none of these

20. A schedule of reinforcement in which reinforcement is forthcoming after a specific or fixed member of responses occur is called:

    a. fixed ratio
    b. fixed interval
    c. regular reinforcement
    d. fixed reinforcement
    e. fixed response

21. The relationship between the size of the ratio and the length of the post reinforcement pause can be described as:

    a. the higher the ratio, the shorter the pause
    b. the higher the ratio, the longer the pause
    c. no relationship
    d. cannot be predicted

22. The particular schedule of reinforcement which is in effect determines:

    a. the rate at which the subject emits the response
    b. the temperal patterning of the response
    c. the time the subject takes to begin responding again following reinforcement
    d. all of the above
    e. a & b

23. On a variable interval schedule, the smaller the average interval between reinforcements,

    a. the longer the post reinforcement pauses
    b. the lower the response rate
    c. the higher the response rate
    d. the more random the post reinforcement pause

24. The fixed-interval schedule produces:

    a. steady, moderate response raises with no pauses
    b. short pauses after reinforcement with an abrupt change to a high response rate
    c. long pauses after reinforcement with a gradually accelerating rate as the time for reinforcement approaches
    d. high, steady rates with occasional "breaks"
    e. a variety of different response patterns

25. Characteristic behavior during a fixed-interval schedule of reinforcement is

a. an initial low rate of responding
b. a terminal high rate of responding
c. an initial high rate of responding
d. a & b
c. a & c

26. Shaping consists of differentially reinforcing successive approximations of behavior toward some terminal behavior. Therefore the method of successive approximations consists of differentially reinforcing _____ toward some terminal behavior.

a. successive approximations of behavior
b. the same response
c. students
d. a & b
e. none of the above

27. In conditioning of a response, reinforcement should be delivered contingent on _____.

a. the desired behavior
b. a set number of responses
c. a variable amount of time
d. any behavior
e. shaping

28. Sometimes it is necessary to _____ competing behaviors before the intended reinforcers will affect behavior.

a. strengthen
b. eliminate
c. shape
d. reinforce
e. recognize

BUILDING POSITIVE STUDENT ATTITUDES AND BEHAVIORS

SECTION I

INDIVIDUALIZED TASK SHEET

*Complete all individual assignments which are checked on your flowchart.

*Select the appropriate progress check and complete.

*Progress checks must be passed at 100%.

- *If your score is less than 100%, reread the assignment.
- *Retake Progress Check.
- *If you are still uncertain, talk to an answer man or workshop consultant.

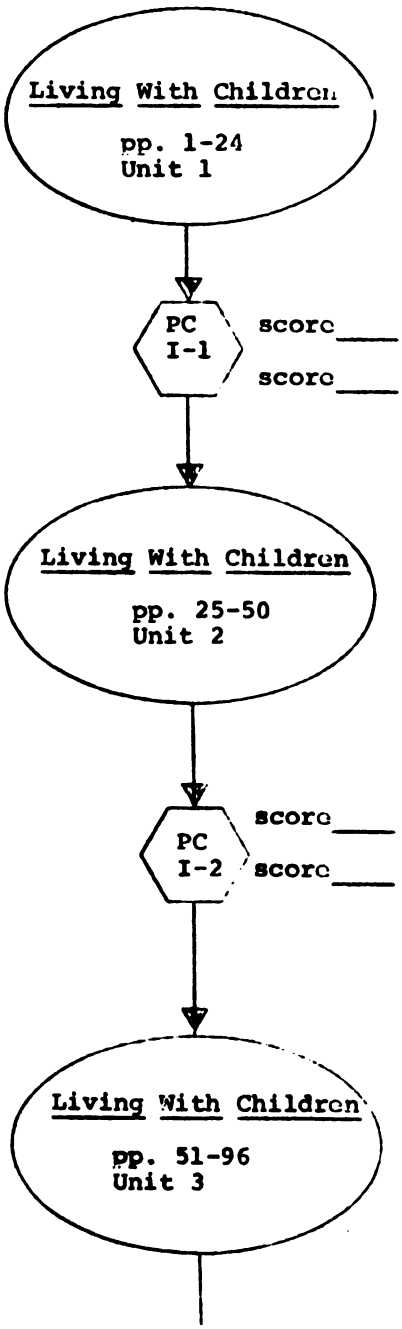
*If discussions or presentations are checked you must make sure you attend them when they are scheduled.

*Group work is required.

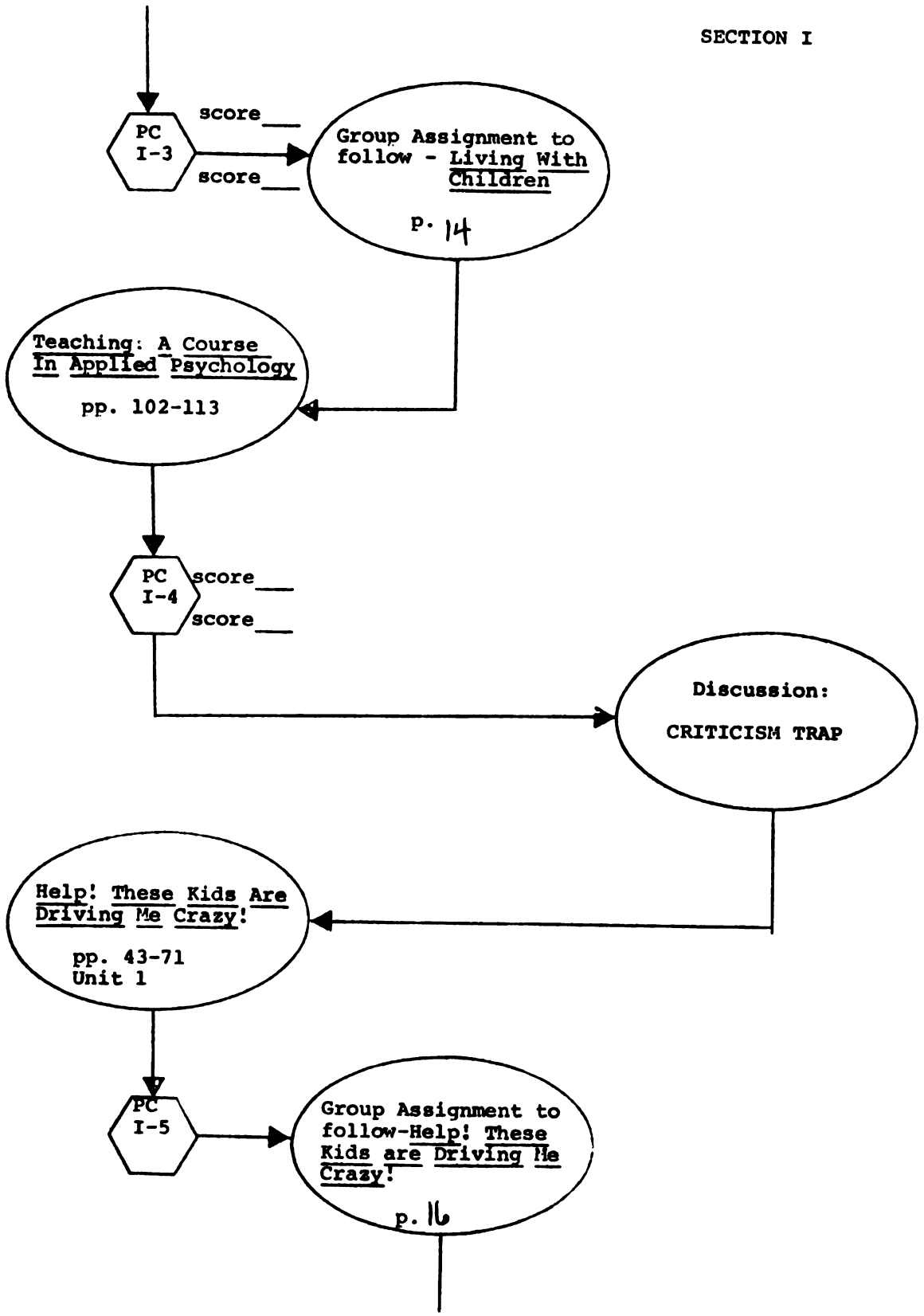
BUILDING POSITIVE STUDENT ATTITUDES AND BEHAVIORS

SECTION I

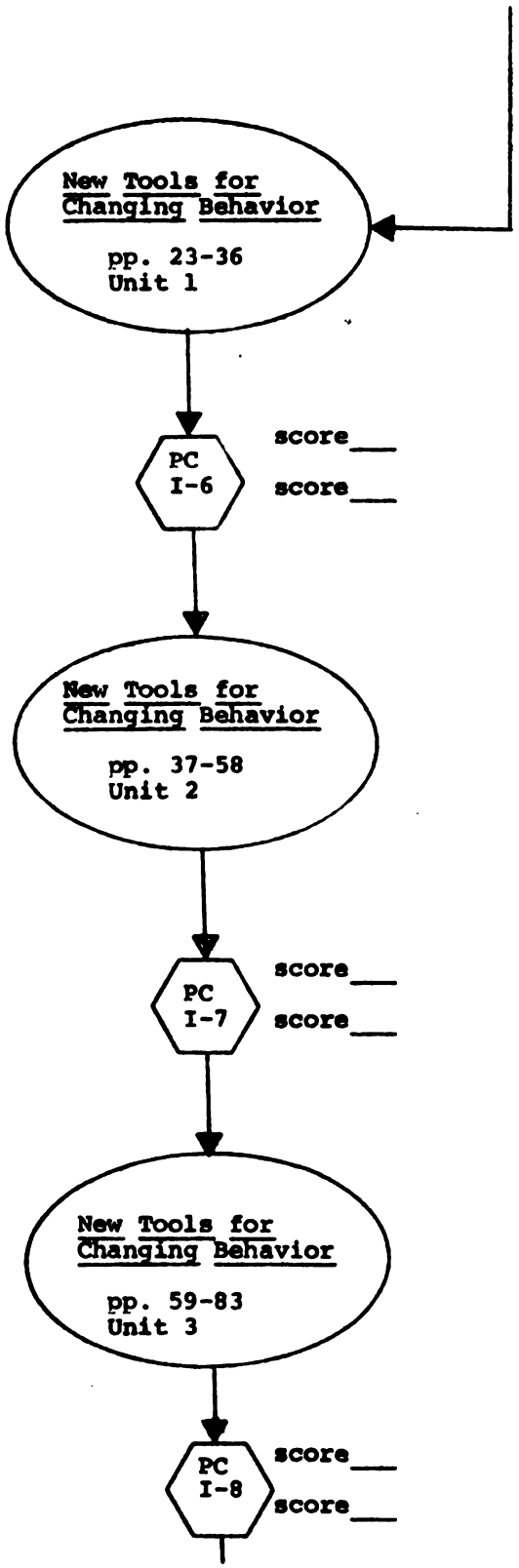
Individual Tasks	Group Tasks	Discussions or Presentations



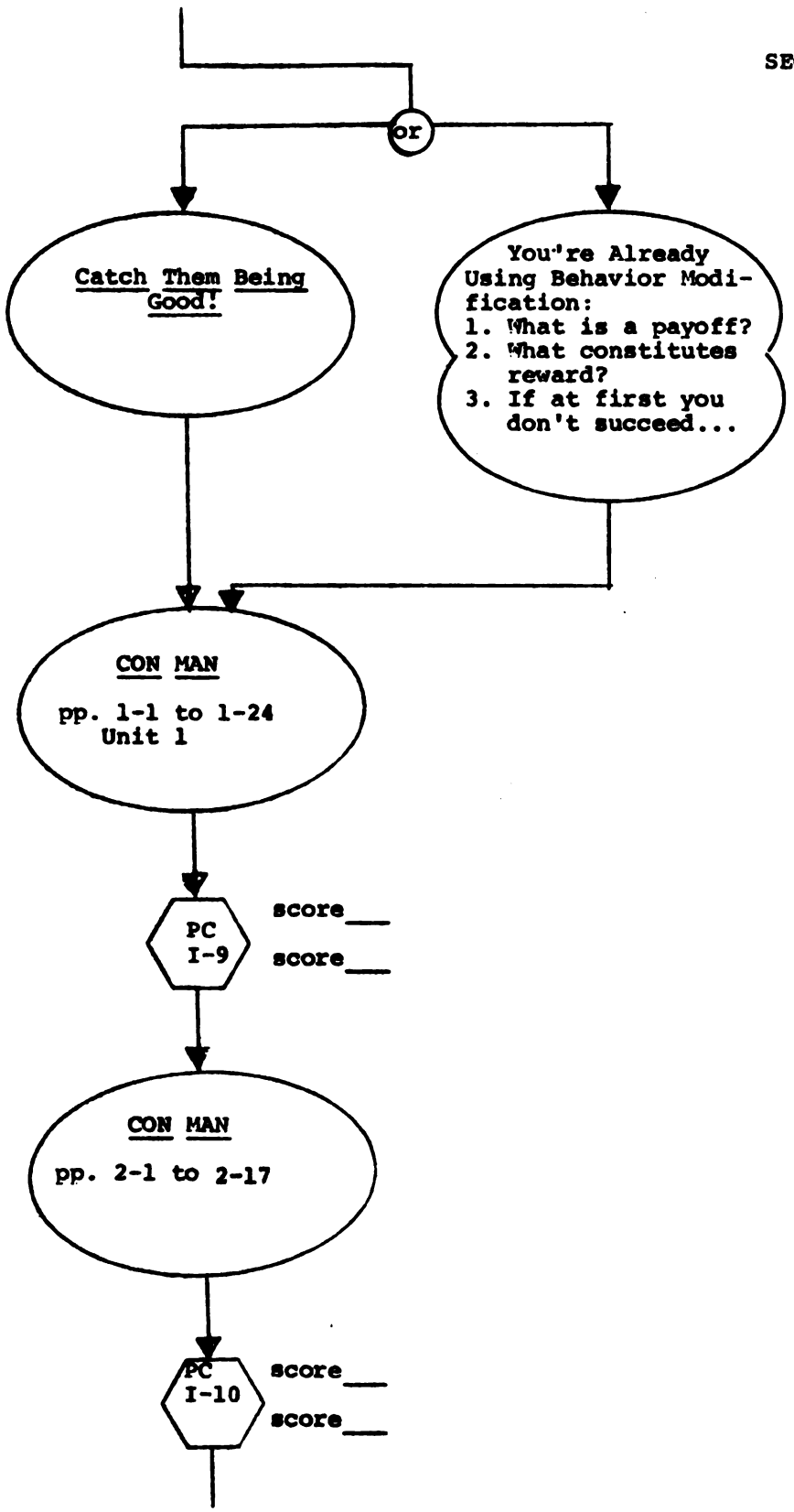
SECTION I


PC
I-3
score___
score___
Group Assignment to follow - Living With Children
p. 14
Teaching: A Course In Applied Psychology
pp. 102-113
PC
I-4
score___
score___
Discussion:
CRITICISM TRAP
Help! These Kids Are Driving Me Crazy!
pp. 43-71
Unit 1
PC
I-5
Group Assignment to follow-Help! These Kids are Driving Me Crazy!
p. 16

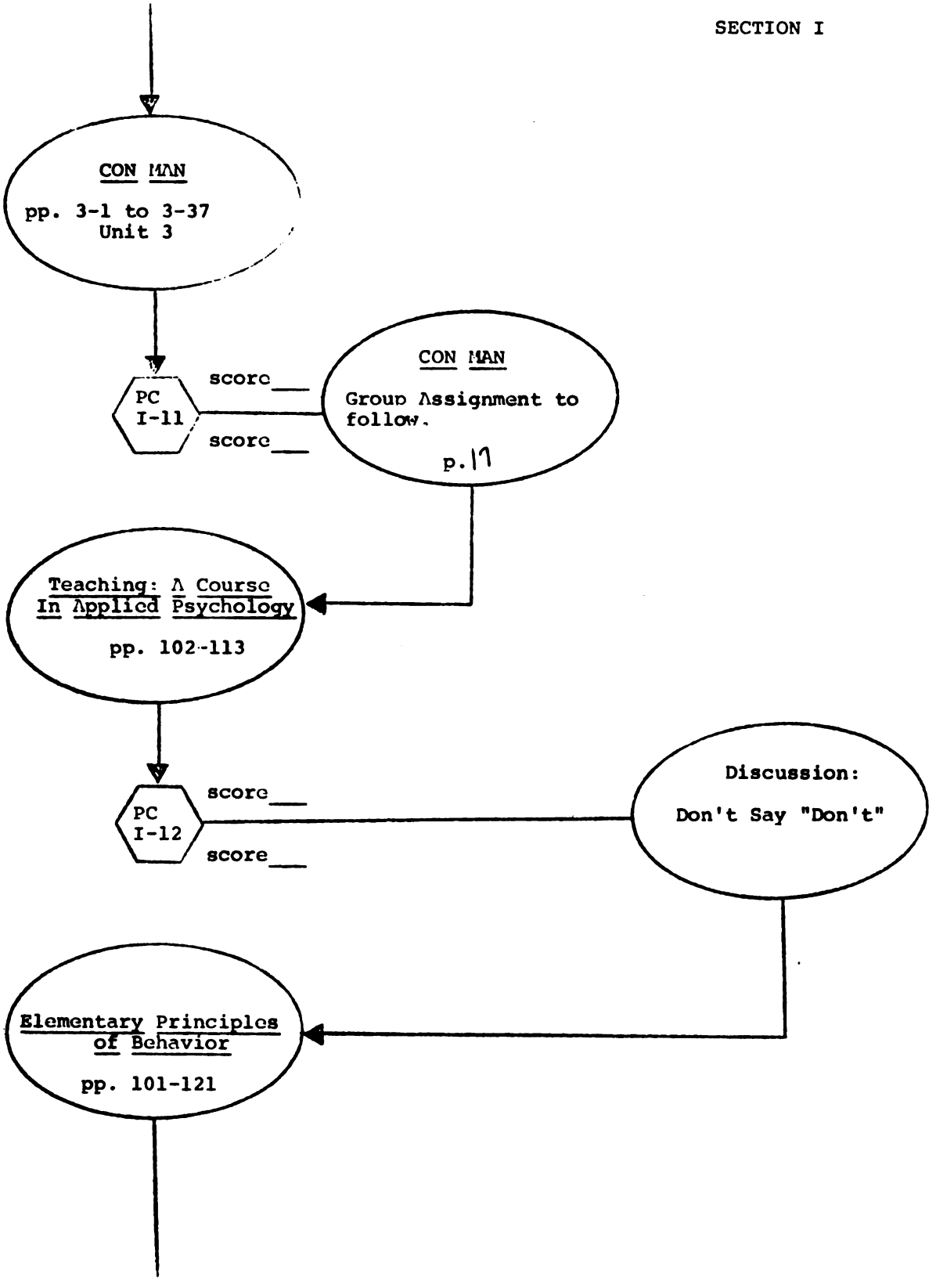
SECTION I


New Tools for Changing Behavior
pp. 23-36
Unit 1
PC I-6
score___
score___
New Tools for Changing Behavior
pp. 37-58
Unit 2
PC I-7
score___
score___
New Tools for Changing Behavior
pp. 59-83
Unit 3
PC I-8
score___
score___

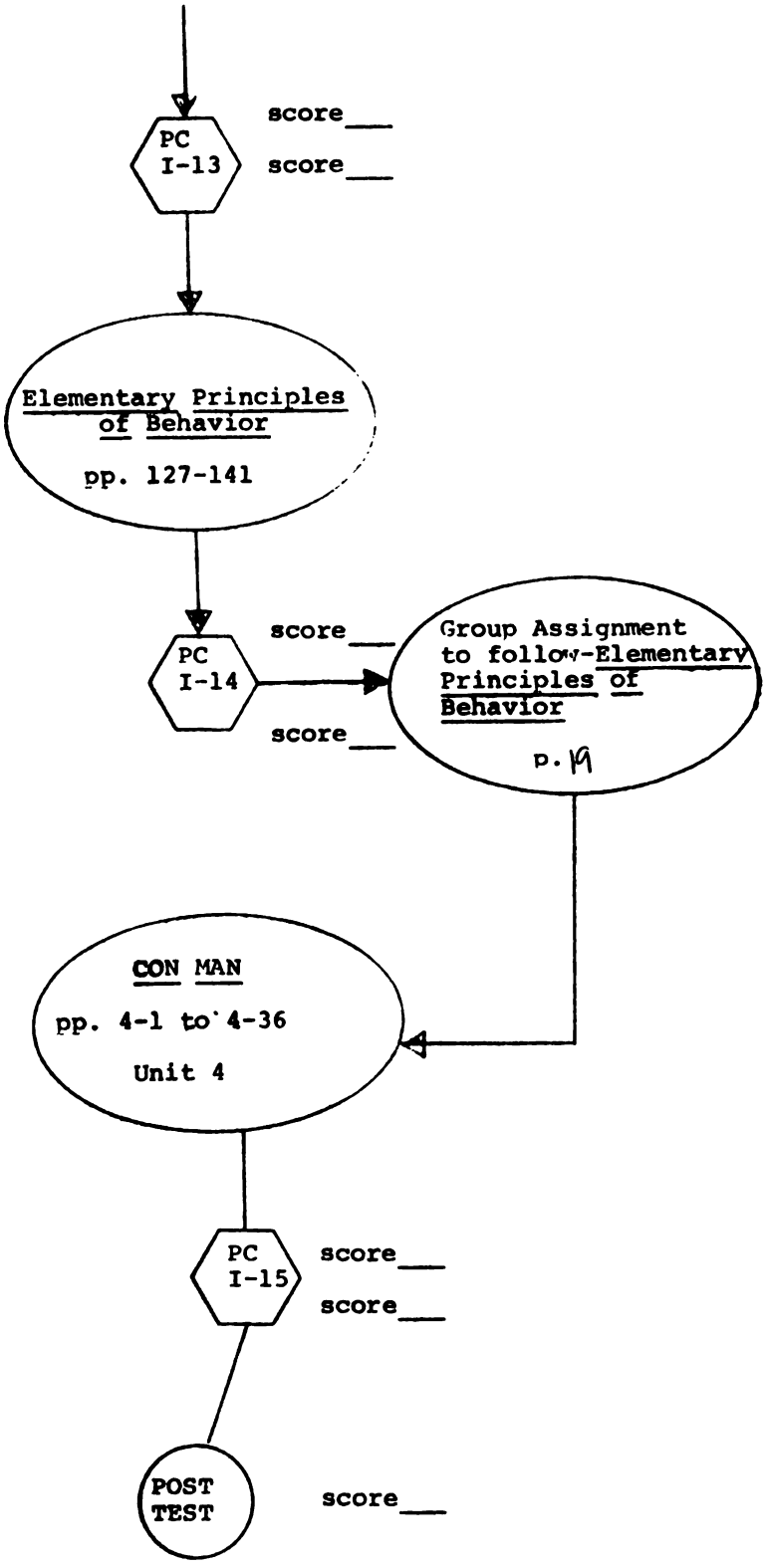
SECTION I


or
Catch Them Being Good!
You're Already Using Behavior Modification:
1. What is a payoff?
2. What constitutes reward?
3. If at first you don't succeed...
CON MAN
pp. 1-1 to 1-24
Unit 1
PC I-9
score___
score___
CON MAN
pp. 2-1 to 2-17
PC I-10
score___
score___

SECTION I


CON MAN
pp. 3-1 to 3-37
Unit 3
PC
I-11
score___
score___
CON MAN
Group Assignment to follow.
p.17
Teaching: A Course In Applied Psychology
pp. 102-113
PC
I-12
score___
score___
Discussion:
Don't Say "Don't"
Elementary Principles of Behavior
pp. 101-121

SECTION I


PC
I-13
score___
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Elementary Principles
of Behavior
pp. 127-141
PC
I-14
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Group Assignment
to follow-Elementary
Principles of
Behavior
p. 19
CON MAN
pp. 4-1 to 4-36
Unit 4
PC
I-15
score___
score___
POST
TEST
score___

Group Assignment
to follow

LIVING WITH CHILDREN

Time Limit: 15 minutes

Task: Design a "treatment program" for an undesirable behavior.

Problem: A student giggles endlessly anytime you or anyone else tries to talk to her, she also sings out loud and occasionally runs to the window and screams obscenities at passing motorists.

Task: You want to turn her into a model student. How are you going to do it.

Note: start small, consider both weakening the behavior you select; strengthening an incompatible behavior. List your reinforcers. Be specific.

When you have completed your assignment, signal for your workshop consultant.

*Expert completion of this task is worth three skins per member of your group.

People learn to avoid the things they are hit with.

Group Assignment
to follow

HELP! THESE KIDS ARE DRIVING ME CRAZY

Time Limit: 20 minutes

Problem: Everytime an assignment in class is given, one of the boys states loudly, "I don't want to do all this garbage." He then gets up, knocks over his chair and walks to the window to sulk. He generally starts discussing something interesting he sees outside the window to a few attentive friends.

Task: You want to change this.

1. Specify the behavior you want to weaken.
2. Make a chart for one week showing behavior frequency.
3. Describe in detail steps you will take to modify behavior (decreasing "bad" increasing "good").
4. Show anticipated change on chart (decrease of bad--increase of desired behavior).
5. If "point" system is used--discuss when, how many, how long, and "value" of points.

When you have completed your assignment, signal for your workshop consultant.

*Expert completion of this task is worth five skins per member of your group.

Group Assignment
to follow

CONTINGENCY MANAGEMENT

Time Limit: 45 minutes

Problem: "This kid is incorrigible! Nothing works. Her parents spoil her at home and there is no way to control her in school. She upsets my class with her antics and big mouth."

Task: You are a consultant. What are you going to do to help this teacher? Using behavior modification techniques, design a complete plan of attack. The person implementing the plan has never heard of behavior modification. (Hint: Make appropriate charts and task lists. Be sure to include the information you learned in Con Man and New Tools for Changing Behavior). List when to reinforce, what to reinforce, what to use, how often, etc. Make a note of important principles this teacher must remember. Be sure to include at least three approximates of the terminal behavior desired.) Remember: This teacher is faced with a very real and very difficult problem. Don't try to give her a "pat" solution. One doesn't exist. The objective here is a long range Plan of Attack.

If we don't teach children
to love themselves -- then
God help their neighbors.

- IPEC

Group Assignments
to follow

ELEMENTARY PRINCIPLES OF BEHAVIOR

Time Limit: 20 minutes

Task: List 4 major Reinforcement Schedules. Give two examples of how those different schedules are used (or can be used) in the classroom. Note the expected behavior resulting from each.

Schedule	Use	Behavioral Results
eg. fixed-interval	Giving tokens at the end of each 45 minute period for attending to work.	Attending to work will increase toward end of period. Period start up will have less constructive activity.

When you have completed your assignment, signal for your workshop consultant.

*Expert completion of this task is worth four skins per member of your group.

A FABLE*

Once upon a time in a little drop of water, King Amoeba decided he wanted to teach his subjects how to have a better life. So he traveled far and wide throughout the Kingdom of Dropland to tell his people how to be better than they were. But nobody listened.

"Psst," said his advisor. "First you have to get their attention. Here. Rub on this magic garlic potion and you will get everyone's attention."

So the king did as he was told and went out to teach his people how to be better than they were. But nobody listened. They swam away...and held their noses.

"Psst," said his advisor. "You have to be sure they can hear you. Here. Shout into this megaphone and then everyone will listen."

So the king did as he was told, and went out to spread his wisdom. But nobody listened. They swam away... and held their noses..and covered their ears.

"Psst," said his advisor. "The people are too stupid to realize what wisdom you have to offer. You have to <u>make</u> them listen for their <u>own good</u>."

So the king made everyone gather in the Great Solarium while he told them how to be better than they were. But when the Great Doors were opened, everybody swam away so hard and so fast that before they knew it they had swum right out of Dropland. And henceforth and forevermore they were referred to as Outdroppers.

And the moral of this fable is that...things surrounded by unpleasantness are seldom surrounded by people.

*Stolen from <u>Developing Attitude Toward Learning</u>, by Bob Mager.

PLACEMENT TEST

SECTION II

BUILDING A POSITIVE INSTRUCTIONAL/LEARNING ENVIRONMENT

1. In an instructional system which of the components would come first. (a) diagnosis (b) motivation (c) objectives (d) prescription.

2. A diagnostic test will (a) point out a student's specific strengths and weaknesses (b) tell us what materials to use (c) always be accurate (d) help us plan a complete instructional program for a student.

3. Contingency management is based upon (a) an inflexible theory (b) Freudian psychology (c) reinforcement learning theory (d) traditional classroom management.

4. Programmed materials shift emphasis from
   (a) the book to the teacher
   (b) the teacher to the learner
   (c) the learner to the book
   (d) the learner to the teacher

5. When you reward small approximations you are
   (a) giving out small rewards
   (b) rewarding each step in the learning of a complex behavior
   (c) gradually phasing out the reward stage
   (d) gradually building up to the final satiation point

6. Selecting the instructional unit that will take the student from his functioning level to a desired level is (a) prescription (b) curriculum development (c) disgnostic (d) evaluative

7. Diagnostic tests should be keyed so that they tell a teacher
   (a) what grade to assign to a student
   (b) what remedial instruction the student needs
   (c) how well the class is doing

8. Specification of subjects areas in terms of behavioral objectives will help the teacher in
   (a) making accurate judgments about the student's progress
   (b) preparing objective diagnostic materials
   (c) both
   (d) neither

9. Materials collected to cover the instructional objectives must be evaluated for
   (a) correspondence to objectives
   (b) quality of content
   (c) both
   (d) neither

10. For a Contingency contract to be positive the terms offered in it must imply:
   (a) a reward
   (b) an opportunity to avoid punishment

11. Reinforcing events may occur as:
   (a) reinforcing stimuli
   (b) reinforcing responses
   (c) reinforcing stimuli and reinforcing responses combined

12. The reward in the contract must
   (a) increase the probability that the rewarded activity will recur
   (b) maintain a high probability of the rewarded activity
   (c) decrease the probability of the rewarded activity

13. The contract should be arranged to reward the student
   (a) for obedience
   (b) for accomplishment
   (c) for proficiency from the start
   (d) for small approximations
   (e) before the performance
   (f) after the performance
   (g) immediately after the performance
   (h) occasionally with large amounts
   (i) frequently with small amounts

14. In arranging a contingency contract, it is necessary to specify the
   (a) number of reinforcers to be used
   (b) amount of the task to be performed
   (c) amount of reinforcement to be given
   (d) beginning and termination of the reinforcing event

15. Menus, as discussed in the contingency contracting are lists of
   (a) Tasks (task cards) (b) Reinforcing events

16. In a manager-controlled contract, the manager
    (a) determines the amount of reinforcing event
    (b) determines the amount of task
    (c) presents the contract to the student
    (d) accepts the contract and performs the task
    (e) delivers the payoff reward

17. The ultimate goal of contingency contracting is to help the student to become his own contingency manager. This means that the student should be helped to eventually
    (a) perform under self-controlled micro-contracts
    (b) perform under manager controlled micro-contracts
    (c) perform under self-controlled micro-contracts whose tasks are self-controlled micro-contracts

18. A reinforcing event in a classroom
    (a) must be some form of entertainment
    (b) may be an academic activity
    (c) may be anything that is more desirable to the student than the task activity

19. In a positive contingency contract
    (a) the terms may imply avoidance of punishment
    (b) a reward is offered, dependent upon the successful completion of a specific task

BUILDING A POSITIVE INSTRUCTIONAL/LEARNING ENVIRONMENT

SECTION II

INDIVIDUALIZED TASK SHEET

*Complete all individual assignments which are checked on your flowchart.

*Select the appropriate progress check and complete.

*Progress checks must be passed at 100%.

- *If your score is less than 100%, reread the assignment.
- *Retake Progress Check.
- *If you are still uncertain, talk to an answer man or workshop consultant.

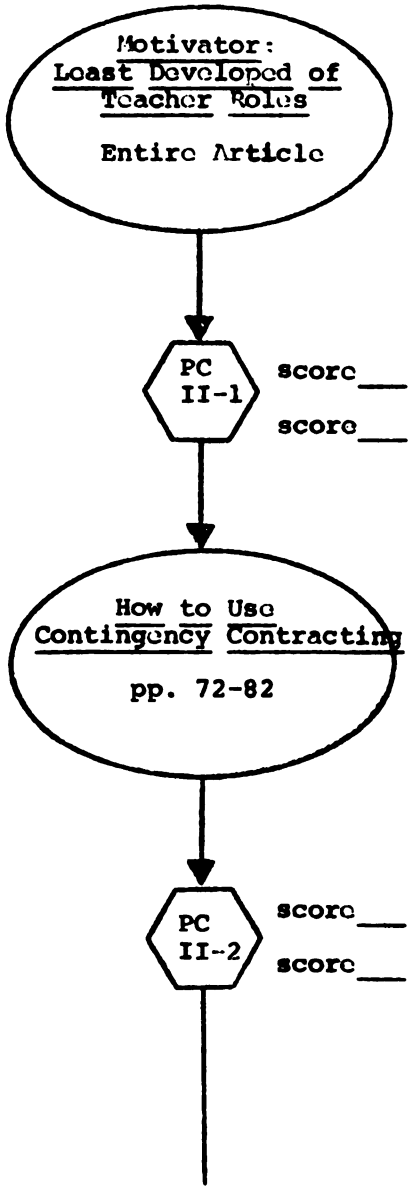
*If discussions or presentations are checked you must make sure you attend them when they are scheduled.

*Group work is required.

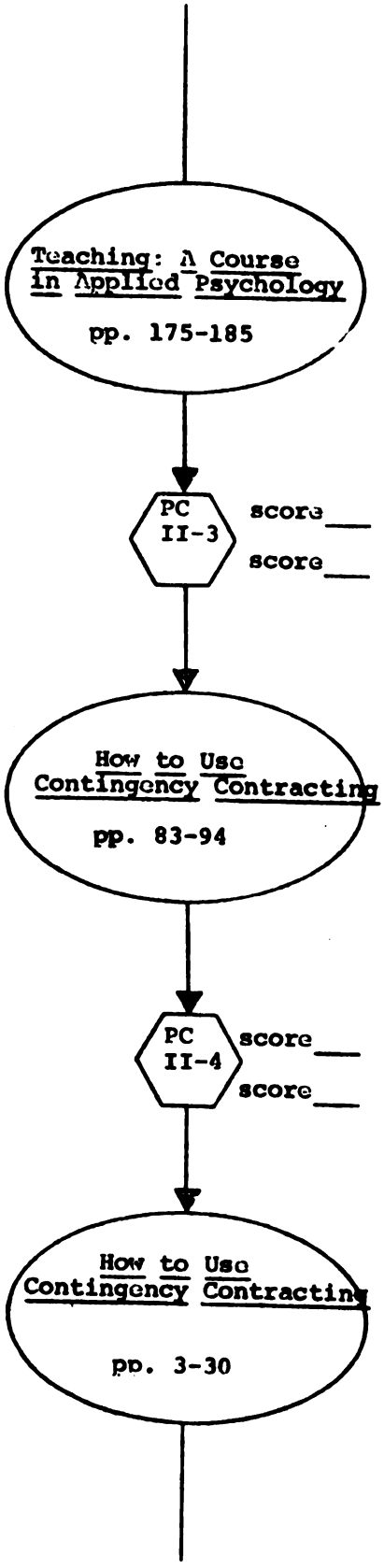
BUILDING A POSITIVE INSTRUCTIONAL/LEARNING ENVIRONMENT

SECTION II

Individual Tasks	Group Tasks	Discussions or Presentations



SECTION II


Teaching: A Course in Applied Psychology
pp. 175-185
PC II-3
score___
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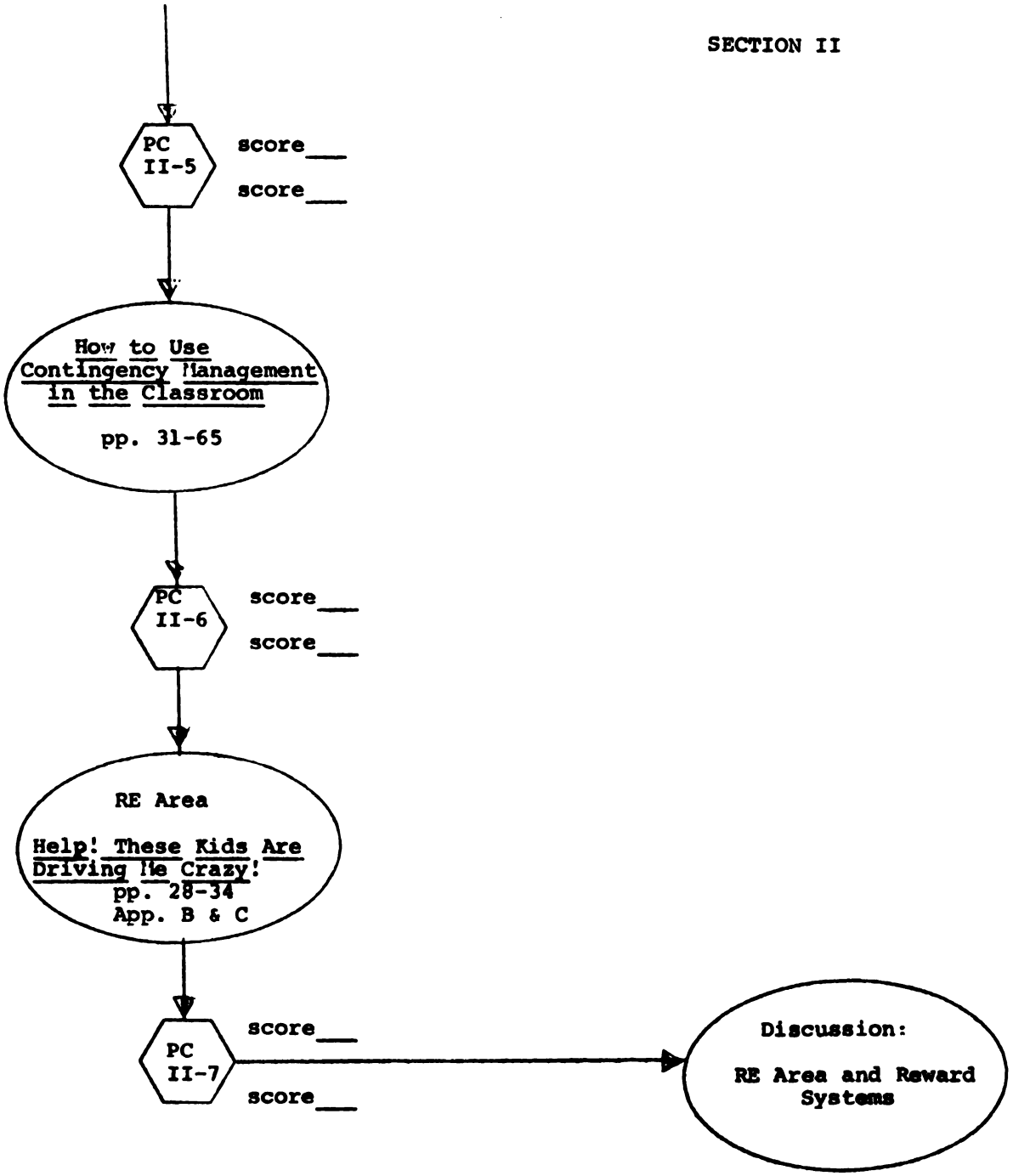
How to Use Contingency Contracting
pp. 83-94
PC II-4
score___
score___
How to Use Contingency Contracting
pp. 3-30

SECTION II



The following books are excellent references for instructional techniques. They would be included in this workshop if time allowed.

Systematic Reading Instruction - Duffy & Sherman
Teaching: A Course in Applied Psychology - Becker, Englman & Thomas
A Multi-Sensory Approach to Language Arts for Specific Language Disability Children - Slingerland

"You can't measure the effects of what I do."
"Why not?"
"They're intangible."
"Oh? Why should I pay you for intangible results?"
"Because I've been trained and licensed to practice."
"Hmm...all right. Here's your money."
"Where? I don't see it."
"Of course not...it's intangible."

KILLER PHRASES

HOW TO DESTROY IDEAS AND CHLOROFORM CREATIVE THINKING

A swell idea, but...

We've never done it that way.

It won't work.

We haven't the time.

It's not in the budget.

Too expensive.

We've tried that before.

Not ready for it yet.

Good idea, but our school is different.

All right in theory, but can you put it into practice?

Too academic.

Too hard to administer.

Too much paperwork.

Too early.

It's not good enough.

There are better ways than that.

It's against school policy.

Who do you think you are?

You haven't considered...

Let's not step on their toes.

Somebody would have suggested it before if it were any good.

Too modern.

Too old fashioned.

Let's discuss it at some other time.

Why start anything now?

We're too big for that.

The new teachers won't understand.

The experienced teachers won't use it.

We have too many projects now.

Has anyone else ever tried it?

What you are really saying is...

It has been the same for 20 years, so it must be good.

Let me add to that.

I just know it won't work.

Let's be practical.

Let's form a committee.

It needs more study.

Let's shelve it for the time being.

- Respect is a mirror.-