

A CORRELATIONAL COMPARISON OF THE
RELATIONSHIP BETWEEN INTERPERSONAL VALUES
OF TEACHERS AND THE MEASURED
SELF-ESTEEM AND SOCIAL BEHAVIOR OF EARLY
ADOLESCENT STUDENTS IN SELECTED MIDDLE
SCHOOLS AND JUNIOR HIGH SCHOOLS

Thesis for the Degree of Ph. D.

MICHIGAN STATE UNIVERSITY

JAMES A. McKIMMY

1971



This is to certify that the

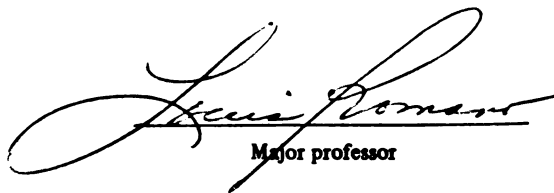
thesis entitled

A CORRELATIONAL COMPARISON OF THE RELATIONSHIP BETWEEN
INTERPERSONAL VALUES OF TEACHERS AND THE MEASURED SELF-
ESTEEM AND SOCIAL BEHAVIOR OF EARLY ADOLESCENT STUDENTS
IN SELECTED MIDDLE SCHOOLS AND JUNIOR HIGH SCHOOLS
presented by

James A. McKimmy

has been accepted towards fulfillment
of the requirements for

Ph. D. _____ degree in Educational
Administration


Major professor

Date October 29, 1971

6

67-016

ABSTRACT

A CORRELATIONAL COMPARISON OF THE RELATIONSHIP BETWEEN INTERPERSONAL VALUES OF TEACHERS AND THE MEASURED SELF-ESTEEM AND SOCIAL BEHAVIOR OF EARLY ADOLESCENT STUDENTS IN SELECTED MIDDLE SCHOOLS AND JUNIOR HIGH SCHOOLS

By

James A. McKimmy

What kind of schools are best for the pre-adolescent and early adolescent students? This study was designed to determine if relationships exist between the interpersonal values of teachers and the self-concepts and social behavior of their students.

The design of the study compared the level of self-esteem and social behavior of students in 30 selected middle schools and junior high schools with the measurement of the interpersonal values of their teachers. There were 2,332 students, representing approximately 10 per cent of the enrollment in the 30 participating schools, who responded to the Coopersmith Self-Esteem Inventory and the Social Behavior Scale by Shovlin. There were 791 teachers, representing approximately 60 per cent of the teachers in the schools, who responded to the Survey of Interpersonal Values by Gordon. The student survey was conducted in May, 1970.

The teacher survey was conducted between October, 1970, and June, 1971. All of the teacher respondents were teachers who served the students surveyed in May, 1970.

Student mean scores for females, males, and all subjects combined were calculated for each participating school. The student measurements are self-measure, social measure, school measure, dating, belonging, independence, vocational, and conformity. Teacher mean scores were calculated for each school on six scales of interpersonal values. The teacher interpersonal values are support, conformity, recognition, independence, benevolence, and leadership.

Correlation coefficients were then calculated between each of the six teacher values and the three measures of student self-esteem and the five measures of social behavior.

Three general hypotheses were posited:

1. There is a significant positive correlation between each of the six values defined as interpersonal values of teachers and the three measures of student self-esteem.
2. There is a positive significant correlation between each of the six values defined as interpersonal values for teachers and the five factors of social behavior of their students.
3. Each subhypothesis accepted under General Hypotheses 1 and 2 will demonstrate a greater significant positive correlation between middle school teacher values and their student measures of self-esteem and social behavior than the level of correlation determined for those same value pairs in junior high schools.

All decisions to accept a hypothesis required a .05 level of confidence. All correlations of lesser magnitude were rejected.

Conclusions

Correlations found to be significant at the .05 level of confidence were as follows: support and self-measure, males in middle schools $r=.70$, males in all schools $r=.41$; support and school measure, females in middle schools $r=.58$, females in junior high schools $r=.59$, females in all schools $r=.41$; conformity and self-measure, all subjects in middle schools $r=.96$, all subjects in all schools $r=.96$; conformity and school measure, all subjects in middle schools $r=.78$, all subjects in all schools $r=.55$; independence and self-measure, all subjects in middle schools $r=.55$, all subjects in all schools $r=.48$; independence and school measure, all subjects in all schools $r=.38$; leadership and self-measure, all subjects in all schools $r=.96$; leadership and school measure, all subjects in middle schools $r=.78$, all subjects in all schools $r=.52$; support and vocational, all subjects in middle schools $r=.96$, all subjects in all schools $r=.96$; support and conformity, all subjects in middle schools $r=.99$, all subjects in all schools $r=.99$; conformity and dating, males in all schools $r=.39$; conformity and belonging, males in all schools $r=.48$, females in all schools $r=.46$; conformity and independence, all subjects in middle schools $r=.85$, all subjects in all schools $r=.78$;

conformity and vocational, females in middle schools $r=.67$, females in all schools $r=.56$; conformity and conformity, males in junior high schools $r=.60$; recognition and vocational, all subjects in middle schools $r=.62$, all subjects in all schools $r=.60$; recognition and conformity, all subjects in middle schools $r=.63$, females in all schools $r=.43$, all subjects in all schools $r=.58$; independence and belonging, females in junior high schools $r=.58$, all subjects in middle schools $r=.83$; independence and vocational, males in middle schools $r=.58$, females in middle schools $r=.60$, females in all schools $r=.45$; benevolence and dating, males in middle schools $r=.67$, females in middle schools $r=.50$; leadership and dating, males in all schools $r=.42$; leadership and belonging, females in junior high schools $r=.60$, all subjects in junior high schools $r=.56$, males in all schools $r=.50$, females in all schools $r=.53$; leadership and independence, all subjects in middle schools $r=.86$, all subjects in all schools $r=.73$; leadership and vocational, females in middle schools $r=.72$.

Hypothesis 3 was accepted 17 times and rejected four times. The four rejections were: support and school measure, conformity and conformity, independence and belonging, leadership and belonging. In all other instances where significant correlations were obtained, they were significantly greater for middle schools than for junior high schools.

A CORRELATIONAL COMPARISON OF THE RELATIONSHIP BETWEEN
INTERPERSONAL VALUES OF TEACHERS AND THE MEASURED
SELF-ESTEEM AND SOCIAL BEHAVIOR OF EARLY
ADOLESCENT STUDENTS IN SELECTED MIDDLE
SCHOOLS AND JUNIOR HIGH SCHOOLS

By

James A. McKimmy

A THESIS

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

DOCTOR OF PHILOSOPHY

Department of Administration and Higher Education

1971

DEDICATION

To my wife, Lou Ann, whose love, encouragement,
and sacrifices have made realization of attaining
this goal possible.

ACKNOWLEDGMENTS

Many individuals have been sources of inspiration, encouragement and cohorts in making the successful completion of this goal possible.

Dr. Louis Romano was timely in his encouragement to set the goal, and constant in his support and assistance in the planning and writing of this thesis. I will remain forever indebted to him.

Dr. Charles Blackman and Dr. John Suehr have been significant influences on my professional goals and aspirations. I want to thank them as mentors and as friends.

I wish to thank Dr. Philip Schoo, whose cooperation in supplying the data on students and previous research led to the design of this study.

Thank you to Miss Jo Lynn Cunningham for her enthusiastic encouragement and academic assistance in the details of research.

My deepest appreciation to Dad and Mom, whose love and encouragement have been a constant support.

TABLE OF CONTENTS

	Page
LIST OF TABLES.	v
LIST OF APPENDICES.	xi
 Chapter	
I. THE PROBLEM	1
Purpose of the Study.	2
Significance of the Problem	2
Definition of Terms	4
Assumptions and Delimitations of the Study.	7
Review of Related Literature.	8
Hypotheses.	9
Major Problem	9
General Hypothesis A.	9
General Hypothesis B.	9
General Hypothesis C.	10
Procedures.	10
Selection of Sample	10
General Procedure	11
Instrumentation	12
Treatment of Data	14
Overview.	14
II. REVIEW OF RELATED LITERATURE.	16
Junior High School Movement	16
Onset of the Middle School.	25
Self-Concept.	29
Summary	41
III. DESIGN AND METHODOLOGY.	44
Method of Selecting and Contacting	
Schools by School.	46
The Student Sample.	49
Student Questionnaire	49
Self-Esteem Inventory	49
Social Behavior Scale	52
Student Opinion Poll II	54

	Page
Collection of the Instruments	56
Teacher Sample.	57
Summary	63
IV. ANALYSIS OF DATA.	64
Introduction.	64
Procedure	64
General Hypothesis A.	66
General Hypothesis B.	87
General Hypothesis C.	122
Decision Rules for Hypothesis C	122
Procedure	123
Discussion of Hypothesis A.	136
Discussion of Hypothesis B.	138
Discussion of Hypothesis C.	139
Summary	139
V. SUMMARY AND CONCLUSIONS	141
Selection of Participating Schools.	143
Student Sample.	143
Teacher Sample.	144
Procedure	144
Findings.	145
Conclusions	150
Recommendations for Further Study	152
Reflections	152
APPENDICES.	153
BIBLIOGRAPHY.	189

LIST OF TABLES

Table	Page
1.1 Reliability Coefficients for the Scales of the <u>Survey of Interpersonal Values</u>	13
2.1 Number and Various Types of Secondary Schools 1920-1952	24
3.1 Michigan Middle Schools Selected by Enrollment and Grade Range.	47
3.2 Michigan Junior High Schools Selected by Enrollment and Grade Range.	48
4.1 Correlation Coefficients Calculated for the Results of Surveys of Teacher Value of Support and the Student Self-Esteem Measure of Self-Measure	67
4.2 Correlation Coefficients Calculated for the Results of Surveys of Teacher Value of Support and the Student Self-Esteem Measure of Social Measure	68
4.3 Correlation Coefficients Calculated for the Results of Surveys of Teacher Value of Support and the Student Self-Esteem Measure of School Measure	69
4.4 Correlation Coefficients Calculated for the Results of Surveys of Teacher Value of Conformity and the Student Self-Esteem Measure of Self-Measure	70
4.5 Correlation Coefficients Calculated for the Results of Surveys of Teacher Value of Conformity and the Student Self-Esteem Measure of Social Measure	72
4.6 Correlation Coefficients Calculated for the Results of Surveys of Teacher Value of Conformity and the Student Self-Esteem Measure of School Measure	73

Table	Page
4.37 Correlation Coefficients Calculated for the Results of Surveys of Teacher Value of Independence and the Student Social Behavior Measure of Vocational	109
4.38 Correlation Coefficients Calculated for the Results of Surveys of Teacher Value of Independence and the Student Social Behavior Measure of Conformity	110
4.39 Correlation Coefficients Calculated for the Results of Surveys of Teacher Value of Benevolence and the Student Social Behavior Measure of Dating	111
4.40 Correlation Coefficients Calculated for the Results of Surveys of Teacher Value of Benevolence and the Student Social Behavior Measure of Belonging.	112
4.41 Correlation Coefficients Calculated for the Results of Surveys of Teacher Value of Benevolence and the Student Social Behavior Measure of Independence	113
4.42 Correlation Coefficients Calculated for the Results of Surveys of Teacher Value of Benevolence and the Student Social Behavior Measure of Vocational	114
4.43 Correlation Coefficients Calculated for the Results of Surveys of Teacher Value of Benevolence and the Student Social Behavior Measure of Conformity	115
4.44 Correlation Coefficients Calculated for the Results of Surveys of Teacher Value of Leadership and the Student Social Behavior Measure of Dating	116
4.45 Correlation Coefficients Calculated for the Results of Surveys of Teacher Value of Leadership and the Student Social Behavior Measure of Belonging.	117
4.46 Correlation Coefficients Calculated for the Results of Surveys of Teacher Value of Leadership and the Student Social Behavior Measure of Independence	119

Table	Page
4.47 Correlation Coefficients Calculated for the Results of Surveys of Teacher Value of Leadership and the Student Social Behavior Measure of Vocational	120
4.48 Correlation Coefficients Calculated for the Results of Surveys of Teacher Value of Leadership and the Student Social Behavior Measure of Conformity	121

LIST OF APPENDICES

Appendix	Page
A. Letter to the Principals.	154
B. Directions for Administering Student Questionnaire Student Questionnaire	157
C. Second Letter to Principals	172
D. Teacher Survey Form Copyrighted Material: Not to Be Duplicated. .	174
E. Letter to Teachers Who Left Their Teaching Position Between the Student and Teacher Surveys	175
F. Follow-up Letter to Teachers.	177
G. Mean Scores for Students.	179
H. Mean Scores for Teachers.	186

CHAPTER I

THE PROBLEM

Decisions about what pattern of school organization is best for schools being designed to serve early adolescents are being made in many school districts. These decisions are frequently made without knowledge of what effect the organizational pattern or employment practices have upon the students enrolled in schools.

Studies which attempt to find differences in the impact of the organizational pattern on the attitudes of students have been conducted at the University of Michigan¹ and Michigan State University.² Suggestions have been made indicating that the form of school organization may not be the key variable in schools which are successful in meeting the needs of the students they serve. Staffing patterns developed by specific personnel employment policies or values

¹Phillip Schoo, "Students' Self-Concept, Social Behavior and Attitudes Toward School in Middle and Junior High Schools" (unpublished Ph.D. dissertation, University of Michigan, 1970).

²Marie T. Elie, "A Comparative Study of Middle School and Junior High School Students in Terms of Socio-Emotional Problems, Self-Concept of Ability, and Physical Fitness and Health" (unpublished Ph.D. dissertation, Michigan State University, 1970).

held by teachers are suggested variables which may influence the success or failure of a school system. A determination of what factors in a school influence attitudes of early adolescents would provide more precise data upon which to base a decision about the pattern of organization and/or employment practices to be implemented by a school district to serve its early adolescents. We need to know more about the values of the teachers who work with the students in our public schools.

Purpose of the Study

The purpose of this study is to determine if a relationship exists between the values teachers have and the self-concepts of students in schools for early adolescents. The study would also examine the tendency for teachers who have values associated with the development of positive self-concepts of students to congregate in schools organized as middle schools versus junior high schools.

Significance of the Problem

Alexander and Williams,³ Grooms,⁴ and Eichorn⁵ propose middle school organization as developing grounds for

³William M. Alexander, Emmett L. Williams, Mary Compton, Vynce A. Hines, and Dan Prescott, The Emergent Middle School (New York: Holt, Rinehart and Winston, Inc., 1968).

⁴M. Ann Grooms, Perspectives On the Middle School (Columbus: Charles E. Merrill Books, Inc., 1967).

⁵Donald H. Eichorn, The Middle School (New York: The Center for Applied Research in Education, Inc., 1966).

early adolescents. Schools choosing between middle school and junior high school organizational patterns need information about the impact on students which is made by their decisions.

The studies by Rosenthal and Jacobson,⁶ Brookover, Paterson and Thomas⁷ demonstrate a positive relationship between the self-concepts of students and academic achievement. McDill, Meyers and Rigsby,⁸ Davidson and Lang,⁹ Rosenfeld and Zander¹⁰ demonstrate a relationship between the influence of teachers and the development of the self-concepts of students. The relationship between school organization patterns and the self-concepts of students was studied by Schoo¹¹ at the University of Michigan.

⁶Robert Rosenthal and Lenore Jacobson, Pygmalion in the Classroom, Teacher Expectation and Pupils' Intellectual Development (New York: Holt, Rinehart and Winston, Inc., 1968).

⁷Wilbur B. Brookover, Ann Paterson and Shailer Thomas, The Relationship of Self-Images to Achievement in Junior High School Subjects, Cooperative Research Program of the Office of Education, U. S. Department of Health, Education and Welfare, Project #845, 1962.

⁸Edward L. McDill, Edmund D. Meyers and Leo C. Rigsby, Sources of Educational Climates in High Schools, Final Report to the Office of Education, U. S. Department of Health, Education and Welfare under Contract OE-3-10-080, Dec., 1966.

⁹Davidson and Lang, "Children's Perceptions of Their Teachers' Feelings Toward Them Related to Self-Perception, School Achievement and Behavior," Journal of Experimental Education, XXIX (1960), 107-117.

¹⁰Rosenfeld and Zander, "The Influence of Teachers on Aspirations of Students," Journal of Educational Psychology, LXII (December, 1959), 1-11.

¹¹Schoo, op. cit.

Making a decision between the organizational patterns is made more difficult by not knowing how the teachers differ in schools organized as middle schools versus junior high schools. It is not known whether differences in effect on student self-concepts exist which can be accounted for in the organizational pattern or by the faculty amassed to work with the students. If there is a relationship between the values of teachers and the development of student self-concepts, the question needs to be answered as to whether or not a tendency exists for teachers associated with students who develop positive self-concepts to be associated with schools organized as middle schools or as junior high schools. Information regarding these questions would provide a data base for a decision when a selection of organizational pattern and/or an employment practice could be made in a local school district.

Definition of Terms

Middle School: A school between elementary and high school, housed separately and, ideally, in a building freshly designed for its purpose, and covering at least three of the middle school years, beginning with grade five or six.¹²

Junior High School: A school between elementary and high school housed separately in a building designed for its purpose and covering grades seven, eight, and nine.

¹²Judith Murphy, Middle Schools (New York: Educational Facilities Laboratories, 1965), p. 6.

Self-Concept: Understanding of the self based on an internal frame of reference, a perception of the individual confined within the boundaries of his own skin.

Transescence: The period in human development which begins in late childhood prior to the onset of puberty and extends through the early stages of adolescence.¹³

Administrative Pattern: The arrangement of grade levels by building assignment to serve the students of a school district.

Faculty: Teachers of a public school in Michigan.

Interpersonal Values: Motivational patterns or certain critical values involving the individual's relationships to other people or their relationships to him. The six values identified are support, conformity, recognition, independence, benevolence, and leadership.¹⁴

Support: Being treated with understanding, receiving encouragement from other people, being treated with kindness and consideration.¹⁵

Conformity: Doing what is socially correct, following regulations closely, doing what is accepted and proper, being a conformist.¹⁶

¹³Eichorn, The Middle School, op. cit, p. 3.

¹⁴Leonard V. Gordon, Manual for Survey of Interpersonal Values (Chicago: Science Research Associates, Inc., 1960), p. 3.

¹⁵Ibid.

¹⁶Ibid.

Recognition: Being looked up to and admired, being considered important, attracting favorable notice, achieving recognition.¹⁷

Independence: Having the right to do whatever one wants to do, being free to make one's own decisions, being able to do things in one's own way.¹⁸

Benevolence: Doing things for other people, sharing with others, helping the unfortunate, being generous.¹⁹

Leadership: Being in charge of other people, having authority over others, being in a position of leadership or power.²⁰

Measures of Self-Esteem:

Self-measure: how the individual perceives himself.

Social measure: how the individual perceives himself socially.

School measure: how the individual perceives his school life.

Social Behavior Scale: When subjected to a factor analysis, this scale revealed five factors in the instrument. Each is assigned a name which describes the predominant behavioral characteristic of that factor.

Factor I Dating: "How the individual behaves to be popular with members of the opposite sex."

¹⁷Ibid.

¹⁸Ibid.

¹⁹Ibid.

²⁰Ibid.

Factor II Belonging: "The individual's perceptions about the social groups among his classmates and their attitude toward their peers."

Factor III Independence: "The individual's attitudes and actions in regard to adult authority and his efforts to be responsible for his own activities."

Factor IV Vocational: "The individual's attitudes and actions as regards future vocational choices."

Factor V Conformity: "The individual's attitudes about disagreeing with either parents or teachers."²¹

Assumptions and Delimitations of the Study

The validity of this study is affected by the following factors:

1. The study assumes that individual teachers will respond to the questionnaire with their true feelings which govern their behavior toward students.
2. This study is limited to a selected sample of middle schools and junior high schools in the state of Michigan.
3. This study assumes that the faculty responding to the questionnaires is the faculty having a

²¹Daniel W. Shovlin, "The Effects of the Middle School Environment and the Elementary School Upon Sixth-Grade Students" (unpublished Ph.D. dissertation, University of Washington, 1967), pp. 64-67.

direct influence on the student bodies used for comparative purposes.

4. The 31 schools selected for this study will consist of 16 schools housing grades five and/or six, seven, and eight; and 15 schools housing grades seven, eight, and nine.
5. Each school selected is housed in a building constructed since 1960 for the specific purpose of educating this age group, and its total educational program was the result of the staff's effort to develop a curriculum for the students in that school.
6. Conclusions made in this study represent a limited sampling of the body of teachers working with early adolescent students in the state of Michigan and should be recognized as a selected sampling of these teachers.

The work of P. H. Schoo, "Students' Self-Concept, Social Behavior and Attitudes Toward School in Middle and Junior High Schools," a dissertation for the Ph.D. degree at the University of Michigan, 1970, has been accepted as valid for implementation in this research.

Review of Related Literature

A review of the literature will include:

- A. The historical and philosophical development of the middle school concept.

- B. The historical and philosophical development of the junior high school concept.
- C. The development of self-concept in transescents and how it may affect their adjustment to school life.

Hypotheses

Major Problem

The purpose of this research is to determine if a significant correlation exists between the interpersonal values held by teachers and the measured self-esteem and social behavior of their students.

General Hypothesis A

There is a positive correlation between each of the six values defined as interpersonal values and the three measures of self-esteem.

Example Hypothesis A-1.--There is a significant positive correlation between the teacher interpersonal value of support and student self-esteem unit of self-measure.

General Hypothesis B

There is a positive significant correlation between each of the six values defined as interpersonal values for teachers and the five factors of social behavior of their students.

Example Hypothesis B-1.--There is a significant positive correlation between the teacher interpersonal

value of support and the student social behavior factor of dating.

General Hypothesis C

Each subhypothesis accepted under general hypotheses A and B will demonstrate a significant greater positive correlation between middle school teacher values and their students' measures of self-esteem and social behavior than the level of correlation determined for those same value pairs in junior high schools.

Procedures

Selection of Sample

Faculty members from 31 schools, 15 housing grades seven, eight, and nine; and 16 housing grades five and/or six, seven, and eight, will be requested to participate. The selection of these schools was based upon four factors.

First, the schools are to be housed in buildings constructed since 1960 for the specific purpose of educating this age group.

Second, their total educational program must be the result of the staff's efforts to develop a curriculum for the students in that school.

Third, they will be the same schools which responded to the survey of the level of self-concepts study conducted in May, 1970, by Phillip Schoo at the University of Michigan.

Fourth, they must be the same faculty members who served the school in May, 1970, when the study of the level of student self-concepts was conducted by Phillip Schoo at the University of Michigan.

The duplication of schools selected by Mr. Schoo is intentional for purposes of this study. It is the design of this study to examine closely an important input, the interpersonal values of teachers, in schools where the measurement of self-esteem and social behavior has been completed. Use will be made of the data collected by Schoo to examine relationships between the data gathered in this study of interpersonal teacher values and the students those same teachers served.

The study by Schoo was conducted in May, 1970. The data for this study were gathered between September, 1970, and June, 1971. Follow-up will be made to locate teachers who were employed in the participating schools in May, 1970.

General Procedure

The building administrator in each of the selected schools was contacted via telephone and was sent a follow-up letter explaining the purpose of this venture and requesting his cooperation with this study. Each administrator was requested to supply the writer with a list of the names and addresses of faculty members who had left his school and who had served the selected school in May, 1970. He was also requested to administer or delegate the administration of

the instrument to those faculty members who remain in the selected schools at the present time.

A personal contact was made with each faculty member for whom an address was available, who served the selected schools in May, 1970, but was not available for the survey at the school. Each of these departed faculty members was requested to complete the instrument and return it to this writer.

Sixty per cent of the teachers employed in each selected school was set as the number of respondents required from each school to insure a representative sample of the faculty.

The information which was gathered in the above manner provided the data regarding the interpersonal values of teachers. The data collected by Schoo at the University of Michigan will be used to provide the information about the measured level of student self-esteem and social behavior in the selected schools.

Schoo used a 10 per cent sample of the students in the selected schools. One hundred per cent of the schools to be used in this study were sampled by Schoo for use in his determination of levels of student self-concepts.

Instrumentation

Data on the interpersonal values of teachers will be gathered by use of the Gordon Survey of Interpersonal Values by Leonard V. Gordon. It is a self-administering instrument

with all the directions required given in full on the title page of the booklet. It has been found by Dr. Gordon that almost all individuals complete the instrument within 15 minutes.

This instrument consists of items representing different factors, but of relatively equal social desirability. They were assembled into sets of three or triads. This form of the instrument is appropriate for use with high school, college, industrial, and other adult groups.

Test-retest reliability coefficients for the instrument scales were determined from scores obtained by administering the Survey of Interpersonal Values to a group of 79 college students, with a 10-day interval between administrations. Reliabilities were also estimated by the Kuder-Richardson formula on data based on a sample of 186 college students. The table below represents the reliabilities of scales of the Survey of Interpersonal Values determined in the above manner by Gordon.²²

Table 1.1.--Reliability coefficients for the scales of the Survey of Interpersonal Values.

Interpersonal Values	Test-Retest	Kuder-Richardson
Support	.83	.76
Conformity	.86	.82
Recognition	.78	.71
Independence	.89	.86
Benevolence	.83	.86
Leadership	.88	.83

²²Gordon, op. cit., p. 5.

The Survey of Interpersonal Values was developed through the use of factor analysis. Insofar as the factors found confirm, to a very large extent, those found in other factor analyses, the Survey of Interpersonal Values scales may be considered to represent reliable, discrete categories and, in this sense, can be said to have factorial validity. This claim is strengthened by the fact that, subsequent to the factor analysis, the scales maintained their internal consistency through repeated item analyses for samples of various composition.

Treatment of Data

Analysis will be completed on the data collected. A product-moment correlation coefficient will be determined for each value category determined by the Survey of Interpersonal Values and the measured level of students in each category of self-esteem and social behavior in the school served by the faculty member. A one-tailed t-test for each valued factor will be used to test differences between middle school faculties and junior high school faculties.

Overview

This research is an attempt to provide data for consideration when making decisions on organizational patterns for schools and/or employment practices. This study attempts to determine if a relationship exists between certain values of teachers and the self-concepts developed by

their students. This study is limited to selected middle schools and junior high schools in Michigan.

The theoretical basis for studying teachers and students in middle schools and junior high schools and research in the area of student self-concepts are reviewed in Chapter II. This review of literature traces the development of junior high schools and middle schools. It also attempts to illustrate the appropriateness of concern for the development of student self-concepts in schools serving adolescent students.

The research design and the procedures used to collect the data are described in Chapter III. Detailed descriptions of the samples, the instruments, and statistical methods employed in this research are given here.

Detailed hypotheses of the study and the data are presented and analyzed in Chapter IV. Tables of the data compiled and the statistics employed to determine the acceptance or rejection of the hypotheses are given here.

A summary of the study with the significant findings is presented in Chapter V. The conclusions, implications, and suggestions for additional study are included in this chapter.

CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this chapter is to review the literature which relates to the school experiences of transescents in junior high and middle schools in the following areas:

1. The development of the junior high school movement.
2. The development of the middle school movement.
3. The development of self-concept in transescents and how it may affect their adjustment to school life.

Junior High School Movement

Douglas defines the junior high school as an educational program which is designed particularly to meet the needs of, the interests and abilities of boys and girls during early adolescence. Douglas further states, "If we examine the early history and background of the junior high school, we find that particular attention was given to the needs of boys and girls during early adolescent years."¹ It was suggested again and again in the early reports out of which the junior high school developed that schools under the 8-4 arrangement were not adequately meeting the needs of

¹Walter Gruhn and Harl Douglas, The Modern Junior High School (New York: Ronald Press Co., 1956), p. 4.

boys and girls in grades seven and eight, and also to some extent in grade nine. In other words, these reports suggested many times that the grade arrangement of the school system should be reorganized so that a more satisfactory educational program could be provided for early adolescents.

The needs of the early adolescent were viewed as similar to those of high school age youth. "From the beginning emphasis was on the development of a six-year school program, rather than on separate junior and senior high schools."² Recommendations for a six-year program of secondary education grew out of the conviction that the needs of pupils in grades seven, eight, and nine could be met more adequately with programs and activities similar to high school programs.

It was felt that there was nothing contradictory between the junior high school and the six-year high school. In meeting the educational needs of early adolescents, both school patterns of organization were to serve the same purposes. The decision to separate a six-year school into a junior high school and senior high school was based in most communities on the number of pupils enrolled.

The basic philosophy, the curriculum, the guidance, and extra class activities suggested for a junior high school are equally appropriate for grades seven, eight and nine in a six-year high school. People close to the six-year high

²Ibid.

school, satisfied with the common purposes of the junior high school and the six-year high school, did not intend to alter the program. Their support for the junior high school was to insure that these purposes were being met by the school for these students. The feeling was common that as resources of time, money, and space were being limited with increased enrollments, the students in grades seven, eight, and nine were the first to experience reduced programs. The organization of a separate unit was intended to insure attention to the needs of this age group and to lessen subjugation to the interests of the upper grades.

The placement of subjects or courses taught was greatly influenced in the development of the extended secondary program by the final report of the Committee of Ten, issued in 1893. In preparing the report, the committee was aware that it is impossible to make a satisfactory secondary school program limited to a period of four years and founded on the present elementary school subjects and methods. In the opinion of the committee, several subjects now reserved for high schools, such as algebra, geometry, natural science, and foreign languages, should be initiated earlier, and therefore within the schools classified as elementary. As an alternative, the secondary school period should begin two years earlier than at present, leaving six years instead of eight for the elementary school period. Under the present

organization, elementary subjects and elementary methods are, in the judgment of the committee, kept in use too long.³

A committee appointed by the National Education Association in 1895 expressed itself in its report as being unequivocally in favor of a unified six-year high school course of study beginning in the seventh grade:

The seventh grade, rather than the ninth, is the natural turning-point in the pupil's life, as the age of adolescence demands new methods and wiser direction. Six elementary and six high school, or secondary, grades form symmetrical units. The transition from the elementary to the secondary period may be more easily facilitated by changing gradually from the one-teacher regimen to the system of special teachers, thus avoiding the violent shock now commonly felt on entering the high school Statistics show that the number of students leaving school at the end of the sixth grade is comparatively small, while the number is very large at the end of the eighth grade. By the proposed change, the students in the seventh and eighth grades would gradually gain interest in high school activities and develop the desire to go farther in the languages and sciences which they have already begun under favorable conditions. The result would doubtless be a closely articulated system, with a larger percentage of high school graduates.⁴

The writings of President Charles W. Eliot of Harvard, the Committee of Ten on Secondary School Studies, and the Committee on College Entrance Requirements which led to the attention of the 8-4 plan and the development of

³ National Education Association, Report of the Committee of Ten on Secondary School Studies (New York: American Book Company, 1894), p. 45.

⁴ National Education Association, Journal of Proceedings and Addresses (Los Angeles: National Education Association, 1899), p. 659.

six-year high schools, demonstrate similarity to middle school movement in the 50's-60's.

Proponents of the junior high school argue that (1) the seventh grade, as compared with the ninth grade, coincides more closely with changes in the growth of the child, (2) the transition from elementary to secondary education can be made more gradually, and (3) there would be greater retention of pupils in the upper-elementary grades and in the high school.⁵ These same points were voiced as the logic espoused by the proponents of the junior high school movement. Similar points were to be brought forth in support of the interest in middle schools.

In 1907 a standing committee on the equal division of time between elementary and secondary education reported the following items to the Department of Secondary Education supporting a 6-6 plan:

1. Pupils could be taught by teachers specially trained in the various subject fields.
2. Departmentalization instruction would give seventh and eighth grade pupils contact with several teacher personalities.
3. The 6-6 plan would make laboratories available so that elementary science could be introduced earlier.
4. Manual training shops would be more readily accessible to upper-grade pupils.

⁵Gruhn and Douglas, op. cit., p. 11.

5. The work in modern languages could be begun earlier and continued longer than at present.
6. The transition from the elementary to the secondary school would be less abrupt.
7. More pupils would be likely to enter the ninth grade than under the traditional (8-4) plan.
8. An equal division of the 12 years would make the system more nearly self-consistent, as is shown by the European secondary schools.
9. The six-year secondary course would give pupils more time to prepare for college.
10. The lengthening of the high school course to six years would help extend the curriculum to include some of the newer subjects.⁶

Important to the considerations of reorganization of schools was the report of the Committee on Economy of Time in Education. In a report in 1913 this committee made the following suggestions, which tended to support some of the early thinking underlying development of junior high schools:

1. Saving of time can be effected by selecting the most important topics and subjects for study; by differentiation of methods for various types of courses; by

⁶Gilbert B. Morrison (Chairman), "Report of the Committee on an Equal Division of the Twelve Years in the Public School Between the District and the High Schools," Journal of Proceedings and Addresses of the National Education Association (Los Angeles: NEA, 1907), pp. 705-10.

vitalizing subjects and relating them to life; by adapting instruction to the interests, capacities, and mental development of pupils; by simplifying courses of instruction, and by ceasing multiplication of subjects.

2. The last two years of elementary school should be included in secondary education, and the study of foreign language, elementary algebra, constructive geometry, elementary science, and history should begin two years earlier than at present.

3. The following divisions of general and special education are proposed:

Elementary Education	6 to 12
Secondary Education (2 divisions - 4 years and 2 years).	12 to 18
College.	16 to 20
University (graduate school and professional schools).	20 to 24 ⁷

The basic philosophy of this committee supported the work of other committees and speakers calling for improvement in organization, and had much influence on the developing program of the junior high school after 1910.

Educational reform was further stimulated during the first decade or so after 1900 by the studies of pupil

⁷James H. Baker (Chairman), Report of the Committee of the National Council of Education on Economy of Time in Education, United States Bureau of Education, Bulletin No. 38 (Washington, D. C.: Government Printing Office, 1913), pp. 10-19.

withdrawals which were made by Thorndike,⁸ Ayers,⁹ and Strayer.¹⁰

Bunker¹¹ surveyed 669 cities and found that only 24 had introduced a type of grade organization which was a departure from the traditional plans.

The first city to introduce a modified grade organization was Richmond, Indiana, which in 1896 placed the seventh and eighth grades in a separate building. Other cities which followed in an introduction of an intermediate school for grades seven and eight were Lawrence, Kansas, in 1901 and New York City in 1905. Bunker reported other cities had introduced a 6-6 organization, among them Ithaca, New York; Rahway, New Jersey; and Saginaw, Michigan.¹²

The first year of the junior high school movement is considered to be 1909-1910. In that year Columbus, Ohio, and Berkeley, California, introduced 6-3-3 organization.¹³

⁸Edward L. Thorndike, The Elimination of Pupils from School, U. S. Bureau of Education, Bulletin No. 4 (Washington, D. C.: Government Printing Office, 1907).

⁹Leonard P. Ayres, Laggards in Our Schools (New York: Charities Publication Committee, 1909).

¹⁰George D. Strayer, Age and Census of Schools and Colleges, U. S. Bureau of Education, Bulletin No. 5-451 (Washington, D. C.: Government Printing Office, 1911).

¹¹Frank F. Bunker, The Junior High School Movement: Its Beginnings (Washington, D. C.: F. W. Roberts Co., 1935), p. 75.

¹²Ibid., p. 17.

¹³Ibid.

By 1920 there were only 55 junior high schools, but this number grew to 1,842 by 1950 (Table 2.1).

Table 2.1.--Number and various types of secondary schools, 1920-1952.*

Type of School	1920	1930	1938	1946	1952
Junior high schools	55	1,842	2,372	2,653	3,227
Junior-senior high schools	828	3,287	6,203	6,360	3,591
Senior high schools	22	648	959	1,312	1,760
Regular high schools	<u>13,421</u>	<u>16,460</u>	<u>15,523</u>	<u>13,797</u>	<u>10,168</u>
Total	14,326	22,237	25,057	24,122	23,746

*Walter H. Gaumnitz and J. Dan Hull, "Junior High Schools Versus Traditional (8-4) High School Organization," Bulletin of the National Association of Secondary School Principals, XXXVIII (March, 1954), 112-21.

Since World War II there has again been a tremendous growth in the number of reorganized secondary schools. The largest growth is in the junior-senior or six-year high schools, the number increasing by one-third from 1946 to 1952. There was also a considerable growth in the number of junior high schools, their number increasing more than one-fourth from 1946 to 1952.

By 1952 the number of secondary schools in the United States exceeded the number of regular high schools, 52 per cent being the reorganized type. The number of pupils in reorganized secondary schools exceeded those in regular high schools, with 75 per cent enrolled in reorganized

schools. The number of pupils in grades seven and eight in reorganized schools exceeded those in regular elementary schools, with 54 per cent enrolled in the reorganized schools. The separate junior high school was developing quite definitely as an urban school, with 81 per cent appearing in communities of 10,000 or more population. The junior-senior high school or six-year school was developing primarily as a rural and small urban school, with 77 per cent accounted for in communities of less than 10,000 population.¹⁴

Onset of the Middle School

Following World War II, appraisal of the tendency of senior high schools to push more academics into the junior high school curriculum, plus the then current school dropout statistics, led to the concern that the 7-9 grade plan had become a terminal-type secondary school.¹⁵ The junior high school was becoming, to an ever-increasing degree, a little senior high school. It had ceased to care for the developmental educational needs of the junior high school age pupils.¹⁶ Junior high schools were no longer an innovation.

¹⁴Walter H. Gaumnitz and J. Dan Hull, "Junior High Schools Versus Traditional (8-4) High School Organization," Bulletin of the National Association of Secondary School Principals, XXXVIII (March, 1954), 112-21.

¹⁵Russel Wiley, "The Middle School - A New Plan" (address given at the National School Boards Association Annual Convention, Minneapolis, Minnesota, April 23, 1966), p. 2. (Mimeographed.)

¹⁶Ibid.

In fact, the junior high was no longer a departure from the traditional. It was the traditional.¹⁷ Parents complained that the junior high school was forcing their children to grow up too fast.¹⁸

Under this pressure, educators began to look increasingly toward other patterns.

Organizational patterns for the transescent student other than the 7-9 junior high school had existed prior to 1965 in many communities. In 1965 national attention was focused upon these schools by Woodring's statement that "It now appears that the 6-3-3 plan, with its junior high school, is on the way out"¹⁹ and by a report from Educational Facilities Laboratories.²⁰ Attention was focused upon several schools using 5-8 and 6-8 patterns of organization.

In spite of the fact that middle school organizational patterns had existed since mid-1950's, it was the writings of the 1960 decade that magnified the middle school concept into a national movement. Cuff²¹ reported in his study that by

¹⁷Stanley Sanders, "Challenge of the Middle School," Educational Forum, XXXII (January, 1968), 197.

¹⁸Paul Woodring, "The New Intermediate School," in Social Foundations of Education, ed. by Dorothy Westley-Gibson (New York: The Free Press, 1967), p. 235.

¹⁹Paul Woodring, "The New Intermediate School," Saturday Review, XLVIII (October 16, 1965).

²⁰Judith Murphy, Middle Schools (New York: Educational Facilities Laboratories, 1965).

²¹William Cuff, "Middle Schools On the March," National Association of Secondary School Principals Bulletin, XI (February, 1967), 83.

the 1965-66 school year, 446 school districts in 29 states were operating 499 middle schools. Michigan was reported in this study to have 15 middle schools, representing five separate school districts.

By 1967-68 the middle school concept had grown to a point that over 1,200 middle schools could be listed in the United States. Less than 4 per cent of these schools had existed prior to 1955, and nearly 50 per cent of them had been organized during 1966-67.²² Middle school growth in Michigan reached a total of 127 schools by the 1969-70 school year.²³

Reactions to the emergence of the middle school were many and varied. The Committee on Junior High School Education, National Association of Secondary School Principals, reacted by proclaiming that schools encompassing grades six through eight had greater merit than schools housing grades five through eight.²⁴ Popper²⁵ described the middle school as an "institutional corruption" that was corruptive of both adolescent education and childhood education in the elementary.

²²William Alexander, "Middle School Movement," Theory Into Practice, VII (June, 1968), 119.

²³Michigan State Department of Education: School Plant Planning Section, Complete New School Buildings Approved for Construction (Annual Fiscal Reports, July 1, 1959-June 30, 1969).

²⁴"Recommended Grades or Years in Junior High or Middle Schools," National Association of Secondary School Principals Bulletin, L (February, 1967), 69.

²⁵Samuel Popper, "What About the Middle School?" Today's Education, LVIII (November, 1969), 52.

Jennings²⁶ described the middle school movement as "the most unproductive yet to be encountered" and indicated it constituted an "educational hobby horse."

Positive positions were taken by many educators. Nickerson²⁷ voiced feelings of several when he suggested that after a 50-year trial the junior high school was still faced with many vociferous complaints, and that now was the time to regroup for another try at early adolescent education by reorganizing around the middle school concept. Meade²⁸ wrote that the middle school would be justified if it provided a launching pad for some new methods that would develop the natural curiosity and nonconformity of children. Eichorn²⁹ stated his view of the emerging middle school by describing it as an alternative to the junior high school which promises to bring the needed focus to this special period of growth and development in a child's life.

While many school administrators, teachers, college professors, and professional organizations have remained ambivalent about the middle school, the quest for improved

²⁶Wayne Jennings, "The Middle School? No!" Today's Education, XLVII (January, 1966), 73.

²⁷Neal Nickerson, "Regroup for Another Try," Minnesota Journal of Education, XLVII (November, 1966), 14.

²⁸David Meade, "Seventeen? No, Thirteen!" Minnesota Journal of Education, XLVII (November, 1966), 13.

²⁹Donald Eichorn, "Middle School Organization: A New Dimension," Theory Into Practice, VII (June, 1968), 111.

education for transescents has continued to center on the middle school in an increasing number of communities.

Alexander³⁰ stated the case for the middle school when he said, "The true rationale of the emergent middle school is rooted positively in the nature of the child and his development."

Self-Concept

For purposes of this study, Rogers' definition of self-concept provides a comprehensive statement:

The self-concept is an organized configuration of perceptions of the self which are admissable to awareness. It is composed of such elements as the perceptions of one's characteristics and abilities; the percepts and concepts of self in relation to others and to the environment; the value qualities which are perceived as associated with experiences and objects; and the goals and ideals which are perceived as having positive or negative valence. It is the organized picture existing in awareness either as a figure or ground, of the self and the self-in-relationship, together with the positive or negative values which are associated with those qualities and relationships, as they are perceived as existing in the past, present, or future.³¹

The inclusion of a measurement of self-concept in this study was based upon the assumption that a knowledge about an individual's self-concept is necessary before it is possible to understand completely either his social behavior or attitudes. An individual's perceptions of self have been shown to determine, to a considerable extent, what he does

³⁰William Alexander, "The New School in the Middle," Phi Delta Kappan, L (February, 1969), 356.

³¹Carl Rogers, Client-Centered Therapy (New York: Houghton-Mifflin Co., 1951), p. 501.

and what he believes. His behavior is determined by the concept he has of himself and his abilities.³²

The question needs to be raised: can teachers reach our students in manners which alter and improve their concepts of self? Kelly stated the necessity for this to be accomplished:

The only way to modify and improve one's attitude toward other people is to give him a chance to have rewarding and enhancing experiences with other people. In this way he can see that other people are not dangerous, and his whole concept of his own self can be changed. As he helps others and is helped by them, he can not only open up to others, but can gain much-needed self-confidence. One can grow as long as he lives, but he cannot grow unless he is open to take in the perceptive stuff of growth.³³

When we begin dealing with areas of involvement in student life, aside from the usual academic concerns, frequently we are asked if our concern is merited. Brookover and associates gave impetus to concern for the social needs of students. Their research in junior high school subjects demonstrated that:

1. Self-concept of ability is positively related to school achievement in seventh grade at which time measured intelligence is controlled.
2. A student's self-concept of ability in a specific school subject may differ from his general self-concept of ability.
3. A student's self-concept of ability is positively related to the image he perceives that significant

³²Donald Snygg and Arthur Combs, Individual Behavior (New York: Harper and Brothers, 1949), p. 78.

³³Earl C. Kelly, "Communication and the Open Self," ETC, XI (Winter, 1954), 98.

others hold of him . . . when parents, teachers and peers are identified as significant others.³⁴

Hamachek³⁵ expressed the point that the importance of ideas or conceptions relating to self is paramount: "One of the striking things we are currently discovering is that the most important ideas which affect students' behavior are those ideas or conceptions they have about themselves."

Jersild³⁶ stressed the importance of the self-image as essential for mental health. He feels that the schools are playing a major role and they are second only to the family in this respect. Brookover, et al.³⁷ reported that parents were perceived to be the most important significant others in the life of the adolescent, peers ranking second.

Theories seem to be based upon two suppositions which support the view that a measure of self-concept is basic to a more complete understanding of transescents. First, the self-concept is a product of social reaction. More specifically, it is usually assumed that development and change in

³⁴Wilbur B. Brookover, et al., Self-Concept of Ability and Achievement, Final Report on Cooperative Research Project No. 1636 entitled Improving Academic Achievement Through Students' Self-Concept Enhancement (East Lansing: Bureau of Educational Research Services, Michigan State University, 1965).

³⁵D. E. Hamachek, ed., The Self in Growth, Teaching and Learning (New York: Prentice-Hall, Inc., 1965), p. 77.

³⁶A. T. Jersild, In Search of Self (New York: Bureau of Publications, Teachers College, Columbia University, 1952).

³⁷Brookover, et al., Concept of Ability and School Achievement, III (East Lansing: Michigan State University, 1965), pp. 107-109.

self-concept are direct functions of response to significant others. Second, self-concept has a predictable effect on behavior generally. The theories also suggest that self-concept is directly related to certain behavioral consequences.³⁸ The studies summarized in the following paragraphs substantiate the relationship between self-concept and social behavior and attitudes of transescents.

Evidence points to the fact that a self-perception of low status, more so than other levels of self-perceptions, has an effect upon school achievement and attitudes toward school. According to Schmuck, perceived low status of self was related to underutilization of intellectual abilities and to having negative attitudes toward school. He also concluded that students who believe that they are liked, in spite of actual low liking status, make better use of their abilities than those who have a more realistic perception of their status in the group. The data indicate that an important conditioner of attitudes toward self and school is the liking status a transescent perceives himself having in relation to his classmates.³⁹

³⁸ Ruth Wylie, The Self-Concept: A Critical Survey of Pertinent Research Literature (Lincoln: University of Nebraska Press, 1961).

³⁹ Richard Schmuck, "Some Relationships of Peer Liking Patterns in the Classroom to Pupil Attitudes and Achievement," School Review, LXXI (1963), 337-359.

Godbold found that:

The level of economic affluence from which these pupils come does not necessarily influence their perception of self or attitudes toward school.

On the average, pupils from communities of lower economic affluence do not necessarily possess more negative attitudes toward themselves or school than do pupils from higher economic affluence.⁴⁰

A negative self-concept tends to be associated with high anxiety in the individual. Horowitz determined that children who hold a poor self-concept frequently are less popular with their peers than the less anxious transescent, and lack confidence needed to cope with their environment.⁴¹

Engel and Barr found that the self-concept of adolescents was relatively stable when measured over a two-year period. Engel found that the overall mean correlation between the self-concept of youngsters who were first measured as eighth graders in 1954 and then re-examined as tenth grade students two years later was .53. This result implies that "the stability, internal organization, and crystallization of the self-concept is achieved before students become adolescents." However, Engle also concluded that adolescents who had a negative self-concept during 1954 tended to

⁴⁰Horace Donald Godbold, "A Comparison of Attitudes Towards School, Self-Perception, and Achievement of Eighth Grade Pupils Attending Junior High Schools in Communities of Different Levels of Economic Influence" (unpublished Ph.D. dissertation, University of Michigan, 1967).

⁴¹Francis D. Horowitz, "The Relationship of Anxiety, Self-Concept, and Sociometric Status Among Fourth, Fifth, and Sixth Grade Children," Journal of Abnormal and Social Psychology, LXV (September, 1962), 212-14.

experience more change in their perceptions of themselves during this two-year period than students who were classified as having normal self-concepts.⁴² Barr investigated the change in self-perceptions of 70 junior high school students over a two-year period. He concluded that the student self-perceptions remained reasonably stable over the two-year period. There were no differences to be found statistically significant in the self-concept changes between students who fell above and below the group mean on selected variables of academic achievement, socio-economic status, and mental capacity. No statistically significant difference was found between the concept changes of boys and girls.⁴³

Dutton found that, "Change in the school environment for a short period of time (in the instance of the study, less than one year) does not effect a noticeable change in self-concept."⁴⁴

A study by Morse showed, on the other hand, that self-esteem seemed to be higher in the lower grades, and

⁴²Mary Engel, "The Stability of the Self-Concept in Adolescence," Journal of Abnormal and Social Psychology, LVIII (March, 1959), 211-15.

⁴³Donald J. Barr, "An Investigation of the Change in Self, Peer, Parental, and Teachers' Perceptions of Junior High School Students Over a Period of Two Academic Years (unpublished Ph.D. dissertation, Indiana University, 1965).

⁴⁴Vivian Francis Dutton, "An Analysis of the Difference Between Aspects of Self-Image in Selected Students at the Fayetteville Developmental Junior High School and a Comprehensive High School (unpublished Ed. D. dissertation, University of Arkansas, 1968).

decreased as the child advanced through school grades. Therefore, the longer the child is in school, the less favorable are his responses to it. Morse added that the social self is improved with grades, thus inferring that schools are "socializing" children rather than making them secure about themselves.⁴⁵

Davidson and Lang studied fourth, fifth, and sixth graders in the New York City school system. They reported that the children's self-concepts were directly related to their perceptions of how teachers felt about them.⁴⁶ Similarly, Flanders and Havumaki discovered that the effects of pupil-teacher interactions on the sociometric choices of the children were significantly correlated with teacher praise. When contacts involving praise increased, the pupil's acceptance by his peers increased as well.⁴⁷

The results of a study by Stock indicate the effect an individual's self-concept has, not only on himself, but also on his relationships with others. She found that a definite relationship exists between the way an individual

⁴⁵W. C. Morse, "Self-Concept in the School Setting," Childhood Education, 41 (1964), 195-98.

⁴⁶H. H. Davidson and P. Lang, "Children's Perception of Their Teachers' Thinking Toward Them Related to Self-Perception, School Achievement and Behavior," Journal of Experimental Education, 29 (1960), 107-18.

⁴⁷N. A. Flanders and S. Havumaki, "The Effect of Teacher-Pupil Contacts Involving Praises on the Sociometric Choices of Students," Journal of Educational Psychology, 51 (1960), 65-68.

feels about himself and the way he feels about other persons. An individual who holds negative feelings toward himself tends to hold negative feelings toward other people in general. As his feelings about himself change to objective or positive, feelings about others change in a similar direction.⁴⁸

A negative self-concept may also be accentuated by the grade level of the student. Patel and Gordon found that the suggestions made by children in a higher age-grade status are more likely to be accepted than are those from children of lower age-grade rank.⁴⁹ This may be a particular problem to middle schools because research also reveals that sixth grade students are more susceptible to influence of peers with high status than other grades observed.⁵⁰

The Campbell findings suggest that work with lower grade levels, and with boys, is more likely to be productive in influencing either self-concept or achievement. The

⁴⁸ Dorothy Stock, "An Investigation into the Interrelations Between the Self-Concept and Feelings Directed Toward Other Persons and Groups," Journal of Consulting Psychology, XIII (1949), 176-80.

⁴⁹ Ambalal S. Patel and Jesse E. Gordon, "Some Personal and Situational Determinants of Yielding to Influence," Journal of Abnormal and Social Psychology, XLI (November, 1960), 411-18.

⁵⁰ O. J. Harvey and Jeanne Rutherford, "Status in the Informal Group Influence and Influencability of Differing Age Levels," Child Development, XXXI (June, 1960), 337-85.

findings also suggest that modification of the school setting might improve boys' self-concept and achievement.⁵¹

Evidence suggests that a student's self-concept directly affects his performance in task-oriented situations. Coopersmith, further supported by Roth, reported a correlation of .36 between positive self-concept and school achievement in a group of 102 fifth and sixth grade children.⁵² Roth concluded, ". . . in terms of their conception of self, individuals have a definite investimate to perform as they do. With all things being equal, those who do not achieve choose not to do so, while those who do achieve, choose to do so."⁵³

The proposition "that self-conceptions are learned and that the evaluative reactions of others play a significant part in the learning process" is supported in an experiment by Videbeck. Participants significantly changed their self-ratings in the hypothesized direction after one critique by an evaluator.⁵⁴ These findings are related to those of

⁵¹Paul Burton Campbell, "Self-Concept and Academic Achievement in Middle Grade Public School Children" (unpublished Ed. D. dissertation, Wayne State University, 1965).

⁵²Stanley Coopersmith, "A Method for Determining Types of Self-Esteem," Journal of Educational Research, LIX (1959), 87-94.

⁵³Robert M. Roth, "Role of Self-Concept in Achievement," Journal of Experimental Education, XXVII (June, 1954), 265-81.

⁵⁴Richard Videbeck, "Self-Conception and the Reaction of Others," Sociometry, XXIII (December, 1960), 351-59.

Brookover and colleagues, who found that "a student's self-concept of ability is positively related to the image he perceives significant others hold of him when parents, teachers, and peers are identified as significant others."⁵⁵

Two conclusions in a study by Caplin are related to this study. He found that children in grades four, five, and six having positive self-concepts had higher academic achievement. The same study also showed no significant differences in the self-concept of boys and girls in his sample.⁵⁶

Stephens concluded that his study lends support to the premise that there is a relationship between the type of learning environment experienced by pupils and their score on academic adequacy portions of the reported self-concept scale.⁵⁷

The investigator found that no evidence exists that abrupt change in educational environment creates a negative modification in the factors that make up the self-concept.

⁵⁵Wilbur B. Brookover, Ann Paterson, and Shailer Thomas, Self-Concept of Ability and School Achievement (East Lansing: Office of Research and Publication, Michigan State University, 1962), p. 73.

⁵⁶Morris D. Caplin, "The Relationship Between Self-Concept and Academic Achievement," The Journal of Experimental Education, XXXVII (Spring, 1969), 13-16.

⁵⁷William Francis Stephens, "A Study of the Relationship Between Self-Concept, I.Q. and Reading Comprehension in a Selected Middle School" (unpublished Ed. D. dissertation, University of Southern Mississippi, 1969).

A significant change was brought about between pre-test and post-test correlations of I.Q. and self-concept. This would lend support to the premise that the change in educational environment has a positive effect on self-concept.

Shannon found a significant relationship to exist between junior high school students' self-others concepts and the kind of curriculum organization which they experience.⁵⁸

At the junior high school level, the self-contained classroom appears to be more productive of persons who accept themselves and perceive others to be self-accepting persons than are either the departmental or the block-departmental organizations.

Perelli reported a new element, "The student's perception of a teacher's behavior seems to be crucial and does not always correspond with the teacher's intent." He reported that the teacher is one of several significant factors having an effect upon the changes in self-concept.⁵⁹

We have become aware of the influence that significant others have upon students. Concern for development is merited on the basis of the outcomes expected as a product of the school environment created. Influence of positive and

⁵⁸ Robert L. Shannon, "A Study of the Relationship Between Selected Characteristics of Differently Organized Junior High Schools and the Concepts of Self and Others of the Pupils and Teachers in These Schools" (unpublished Ph.D. dissertation, Florida State University, 1960).

⁵⁹ Dorene Lesly Perelli, "The Effect of Teachers on the Self-Concepts of Junior High School Students as Reported by the Students Themselves" (unpublished Ph.D. dissertation, Cornell University, 1966).

negative development on self-concepts is reviewed on the basis of achievement and social poise.

Campbell reported that there is a direct, linear relationship between self-concept and school achievement for children in the fourth, fifth, and sixth grades in a suburban public school.⁶⁰

There is a relationship between school achievement and the levels of self-concept specific to the school subject. The relationship between self-concept and achievement is more pronounced for boys than for girls.

Miller reported that evidence was found indicating that self-esteem and self-regard were related to achievement.⁶¹

These findings are largely supported by other research, and especially by the experiment of Rosenthal and Jacobson, which demonstrated that the teachers' expectations of children's successes had significant effects on self-concept and achievement in school.⁶²

According to Ambrose and Miel, as the child moves into puberty and adolescence he is faced with the task of

⁶⁰Paul Burton Campbell, "Self-Concept and Academic Achievement in Middle Grade Public School Children" (unpublished Ed.D. dissertation, Wayne State University, 1965).

⁶¹Clifford D. Miller, "An Exploratory Investigation of Self-Concepts of High Achieving Groups of Junior High Pupils and Perceived by Pupils and Their Teachers (unpublished Ph.D. dissertation, University of Colorado, 1963).

⁶²R. Rosenthal and L. Jacobson, Pygmalion in the Classroom (New York: Holt, Rinehart and Winston, 1968).

establishing "an identity, or determining who he is and what he is." The adolescent also has to learn to accept and live with a changing body. All of these concerns cause these youngsters a great deal of uncertainty.⁶³

Commenting on research findings, Morse concluded:

While neither the self-picture nor the school self-esteem is pleasant, the school self appears to be even more negative. Whatever else we may have done, we communicated a sense of personal failure to many of our pupils. . . . The longer we have them, the less favorable things seem to be.⁶⁴

Summary

The review of literature and related research presented in this chapter was divided into three sections which constitute the theoretical framework of this study. The first section was a review of the activities leading to the development of the junior high school as a distinctive unit in school organization. The second section was a review of the literature viewing the development of the middle school as an organization pattern to meet the needs of early adolescent students. The third section was a review of the information available about the development of student self-concepts and the relationship of self-concept to the academic environment.

⁶³E. Ambrose and A. Miel, "Children's Social Learning," ASCD (1958), p. 21.

⁶⁴W. C. Morse, "Self-Concept Data in the University School Project," The University of Michigan Education Bulletin (1963), p. 52.

Educators have been concerned about programs suited to the needs of adolescents, from the proceedings of the National Education Association, the report of the Committee on Equal Division of Twelve Years. . . , Report on Economy of Time in Education, the writings of Bunker, and Grumnitz and Hull on junior high schools versus 8-4 patterns, to Murphy, Woodring, Alexander, and Eichorn on the middle school movement. The literature contained the work of these proponents of change, as well as the critics of their proposition, such as Jennings and Popper, who felt that reorganization is not the necessary process. The critics suggested that internal improvements are needed in the present structures to deal with the real issues of needs related to the characteristics of the child.

Self-concept of the student and its relationship to the school environment was of concern to many writers. Rogers, Snygg and Combs, and Kelly stated the necessity for educators to relate themselves to the emotional psychological development of their students.

Jersild, Brookover, Hamachek, Schmuck, Godbold, Barr, and Morse dealt extensively with the relationship of self-concept to academic achievement and social development. Concern was expressed over the decline of positive self-concept and the increase in social concern as the child moves from the elementary years through schools for adolescents. Brookover, Paterson and Thomas, and Rosenthal and Jacobson

reviewed the relationship of significant others to the development of self-concepts and achievement in the school setting.

Morse concluded that "Whatever else we may have done, we communicated a sense of personal failure to many of our pupils. . . ." In choosing a direction for our schools, we must determine our concern for the development of the psychological and emotional characteristics of our students, and plan according to the choice.

CHAPTER III

DESIGN AND METHODOLOGY

School administrators are constantly concerned with the improvement of schools in their charge. Varied formats of school organizations have been implemented, altering programs to meet the needs of students. These changes are hypothesized as being instrumental in providing better environments for learning and teaching.

Organizational patterns such as K-6-6, K-5-3-4, or K-6-3-3 have been described as offering solutions to problems facing those responsible for providing effective learning environments for children on the local scene.

On the basis of the literature and research findings discussed in Chapter II, this study was designed to determine if relationships could be found to exist between values held by classroom teachers and the self-esteem and social behavior of preadolescent students. If research results were available on this question, school administrators and members of local boards of education could assess elements of staff patterns they would prefer to employ, to meet the characteristics of their students.

This study, which involved the relationship between students and teachers, required information about teachers and the students they serve. A study by Schoo,¹ at the University of Michigan, contained information about a specific group of students. The identification of these students and his methodology of surveying their characteristics will be detailed in this chapter. Information about the values of teachers who served the students surveyed by Schoo was obtained specifically for this research. A detailed explanation of the design for collection of the data about the teachers is contained in this chapter.

The schools identified in the research by Schoo were selected to gather a body of data about teacher values. The decision to survey these teachers for this study provided a group of teachers who had served a particular group of students. Since data about these particular students had been collected by Schoo, this study can examine relationships between teacher values and student self-esteem and social behavior without re-examining the students. The design for collection of the data required that teachers who responded to the survey must be those teachers who were teaching the students surveyed by Schoo.

¹P. H. Schoo, "Students' Self-Concept, Social Behavior and Attitudes Toward School in Middle and Junior High Schools" (unpublished Ph.D. dissertation, University of Michigan, 1970).

Method of Selecting and Contacting Schools by School

Middle schools and junior high schools in this study were selected randomly from the Michigan Department of Education reports, Complete New School Buildings Approved for Construction,² July 1, 1959 to June 30, 1969; they also were stratified according to 5-8, 6-8, and 7-9 grade organizations. A total of 31 schools participated in the study, including 16 middle schools and 15 junior high schools.

After each school was selected, the principal was sent a letter requesting his cooperation. The letter described the study and informed the principal that he would be contacted by phone in two or three days. When the researcher phoned the principal, questions about the project were answered and commitment was obtained from the principal to participate in the study. Appendix A contains a copy of the letter to the principal.

Sixteen middle schools from the population of 24 agreed to participate in the study. Table 3.1 lists the 16 schools, their enrollment, and grade range.

Twenty-four junior high schools were selected randomly from the list of 93 junior high buildings constructed since July 1, 1959. The 15 schools which agreed to participate in the study are listed by enrollment in Table 3.2.

²Michigan State Department of Education: School Plant Planning Section, Complete New School Buildings Approved for Construction (Annual Fiscal Reports, July 1, 1959-June 30, 1969).

Table 3.1.--Michigan middle schools selected by enrollment and grade range.

Name of School	Enrollment	Grade Range
Dexter: Wylie	682	5-8
Saginaw Township: Chippewa	920	5-8
Sparta	935	5-8
Saginaw Township: Mackinaw	1024	5-8
Springfield	319	6-8
St. Louis: Nurnberger	456	6-8
Port Huron: Crull	495	6-8
East Lansing: MacDonald	557	6-8
East Lansing: Hannah	587	6-8
Zeeland	594	6-8
Chelsea: Beach	595	6-8
Otsego	680	6-8
Kenowa Hills: Walker	755	6-8
Orchard View	801	6-8
Plymouth: West	962	6-8
Plymouth: Pioneer	1005	6-8
Total Enrollment	11367	

Table 3.2.--Michigan junior high schools selected by
enrollment and grade range.

Name of School	Enrollment	Grade Range
Wyoming: Jackson Park	550	7-9
Oxford Area	651	7-9
Huron Valley: Muir	680	7-9
Flint Beecher: Dolan	785	7-9
Birmingham: Covington	809	7-9
East Detroit: Kelly	837	7-9
Mona Shores: North Shores	886	7-9
Warren: Carter	916	7-9
Southfield: Thompson	939	7-9
Warren: Butcher	980	7-9
Cadillac	988	7-9
Coldwater: Legg	1031	7-9
Utica: Shelby	1295	7-9
St. Clair Shores: Kennedy	1384	7-9
Grand Haven	1406	7-9
Total Enrollment	14137	

The Student Sample

The sample of students was selected randomly from the total student body in eight schools and from language arts, social studies, or homeroom classes in 23 schools to obtain a group of students who represented a cross-section of the school population. In each school, the student sample consisted of approximately 10 per cent of the total student population. An equal number of students was selected from each grade to respond to the student questionnaire.

Student Questionnaire

Copies of the student questionnaire and directions for administering it were mailed to each school. Local school personnel, under the direction of the principal, were responsible for distribution, administration, and collection of the questionnaires.

The student questionnaire was divided into three parts. Part I was the Self-Esteem Inventory; Part II, the Social Behavior Scale; and Part III, the Student Opinion Poll II. Appendix B contains a copy of the student questionnaire and a set of directions for administering it.

Self-Esteem Inventory

The Self-Esteem Inventory developed by Coopersmith was used to measure self-concept. On a test-retest basis (five-week interval), he found the reliability with a sample of 30 fifth graders was .88, and the reliability after a

three-year interval with a different sample of 56 children in grades five and six was .70. There were no significant differences related to sex, age, or other role-defining conditions.³

Use of the Self-Esteem Inventory in this study was based upon the following factors. First, it has three sub-scales -- self-measure, social-measure, and school-measure -- which complement the Social Behavior Scale and Student Opinion Poll II also used and, as a result, provided a basis for making comparisons among the instruments. Second, this instrument was one of two measures of self-concept selected by Ketcham and Morse in a study of students in grades three, five, seven, nine, and eleven. The purpose of this project was to develop a series of instruments which would provide measures of classroom and overall school climates. The acknowledged expertise of both Ketcham and Morse in this field of research lends support to this researcher's conclusion that Coopersmith's Self-Esteem Inventory is an appropriate measure of self-concept for purposes of this study.⁴

³Stanley Coopersmith, The Antecedents of Self-Esteem (San Francisco: W. H. Freeman and Company, 1967), pp. 5-6.

⁴Warren A. Ketcham and William C. Morse, Dimensions of Children's Social and Psychological Development Related to School Achievement (University of Michigan: Cooperative Research Project No. 1286, Office of Education, U. S. Department of Health, Education, and Welfare, 1965), p. 180.

This instrument contains 58 items. Students respond by checking either "LIKE ME" or "UNLIKE ME." Two examples follow.

	LIKE ME	UNLIKE ME
Kids usually follow my ideas.	_____	_____
I'm proud of my school work.	_____	_____

Four subscales, in addition to a lie scale, can be factored out of the Self-Esteem Inventory. Because this study focused on the students' social behavior and attitudes toward school, the home subscale (eight items) was removed from the inventory. The subscales used in this project are listed below. The numbers in items 1, 2 and 3 below refer to questions contained in the complete instrument in Appendix B.

1. Self-measure: how the individual perceives himself. This subscale consists of 26 items: 1, 2, 3, 7, 8, 9, 13, 14, 15, 19, 20, 21, 25, 26, 27, 31, 32, 33, 37, 38, 39, 43, 44, 45, 49, and 50.
2. Social measure: how the individual perceives himself socially. This subscale consists of eight items: 4, 10, 16, 22, 28, 34, 40, and 46.
3. School-measure: how the individual perceives his school life. This subscale consists of eight items: 6, 12, 18, 24, 30, 36, 42, and 48.

Each of the three subscales used from the Self-Esteem Inventory was scored according to the following formula.

$$\frac{\text{"LIKE ME" Responses} + \text{"UNLIKE ME" Responses}}{\text{Total Number of Subscale Items} - \text{"NO" Responses}}$$

The possible range of scores for each subscale was from zero to one, utilizing scores corrected to the nearest .001 of a

unit. For example, a student's score on the self-measure subscale could range from .000 to 1.000.

Social Behavior Scale

The social behavior and attitudes of transescents were measured with an instrument developed by Shovlin. He selected and adapted 37 items from student questionnaires used by Coleman in a study of high school social climates for use in a study of sixth grade students in elementary and middle schools.⁵

After completing the selection and adaptation of the 37 items from Coleman's questionnaires, Shovlin submitted the items to a panel of elementary and middle school teachers. They chose 25 items as useful in a study of sixth grade youngsters, and suggested five additional ones. These five items were combined with the 25 selected from the original list to form the Social Behavior Scale. In a test-retest procedure, Shovlin obtained a reliability coefficient of .67. Three weeks separated the administrations of the test.⁶

Shovlin also had the Social Behavior Scale subjected to a factor analysis. This factor analysis revealed five factors in the instrument. To each factor, Shovlin assigned

⁵James S. Coleman, The Adolescent Society (New York: The Free Press of Glencoe, 1961), appendices.

⁶Daniel W. Shovlin, "The Effects of the Middle School Environment and the Elementary School Upon Sixth-Grade Students" (unpublished Doctoral dissertation, University of Washington, 1967), pp. 17-18.

a name which described the predominant behavioral characteristic of that factor. The factors were:

1. Factor I: "Dating" containing 12 items - 1, 11, 12, 15, 16, 17, 20, 21, 24, 25, 27, and 28.
2. Factor II: "Belonging" containing four items - 2, 13, 14, and 19.
3. Factor III: "Independence" containing nine items - 3, 5, 7, 8, 10, 22, 26, 29, and 30.
4. Factor IV: "Vocational" containing three items - 4, 6, and 9.
5. Factor V: "Conformity" containing two items - 13 and 23.⁷

This instrument was selected as being the most appropriate one available for this study, based on the procedures used in its development, the statistical analysis conducted on it, and its focus on the concerns of middle and junior high school students in terms which they can understand.

Students responded to the Social Behavior Scale on the basis of a five-point Likert scale which consists of the following categories: not at all, not very often, some of the time, most of the time, and all of the time. A score of one was assigned to "not at all," two to "not very often," three to "some of the time," four to "most of the time," and five to "all of the time." Higher scores were presumed to reflect more mature social behavior.

⁷Ibid., pp. 64-69.

Each factor in the Social Behavior Scale was scored according to the following formula.

$$\frac{\text{Sum of the Responses}}{\text{Total Number of Factor Items} - \text{"NO" Responses}}$$

The possible range of scores for each factor was from 1.000 to 5.000.

Student Opinion Poll II

The Student Opinion Poll II developed by Lahaderne was used to measure the students' attitude toward school. This instrument is a modification of an early opinionnaire designed by Getzels and Jackson to elicit responses concerning general satisfaction or dissatisfaction with teachers, curriculum, fellow students, and classroom procedures. It was initially administered to 531 students in grades seven through twelve.⁸ Jackson and Getzels constructed this opinionnaire for use in their research project into creativity and intelligence among adolescents.⁹

Lahaderne made two basic changes in Getzels and Jackson's opinionnaire. First, she modified the language to make it suitable for use with a cross-section of public

⁸Philip W. Jackson and Jacob W. Getzels, "Psychological Health and Classroom Functioning: A Study of Dissatisfaction with School Among Adolescents," Journal of Educational Psychology, L (December, 1959), 296.

⁹Jacob W. Getzels and Philip W. Jackson, Creativity and Intelligence (New York: John Wiley and Sons, Inc., 1962), pp. 220-21.

school students. Second, she eliminated 13 questions which, in her opinion, did not apply to the youngsters in her study.

The Student Opinion Poll II contains questions which focus on the curriculum, the teacher, peers, and the school. Test reliability has been documented. The coefficient reliability, based on the Kuder-Richardson formula 20, was .89 for boys and .85 for girls in grade six. In an earlier study involving 293 sixth graders the test reliability was .86.¹⁰

This opinionnaire, in both its original and modified forms, has been used by researchers since 1959 to measure students' attitudes toward school. Its ability to elicit student attitudes toward school has been accepted by numerous researchers. Except for the addition of one question concerned with school size, the Student Opinion Poll II was not modified for use in this study. The new question was:

If you had your choice of going to another school the size of this one, or to a smaller school, or to a larger one, which would you choose?

- 1) _____ this size school
- 2) _____ a smaller school
- 3) _____ a larger school

The Student Opinion Poll II was scored by giving one point each time the student chose, from a set of multiple choices, the response indicating the highest degree of satisfaction with the aspect of school life under question and a

¹⁰Henriette M. Lahaderne, Adaption to School Settings: A Study of Children's Attitudes and Classroom Behavior (U. S. Department of Health, Education and Welfare: Cooperative Research Program, March 31, 1967), pp. 9-10.

score of zero if he chose any other response. Although earlier researchers simply used a total score for the opinionnaire as the basis of their analysis, in this study the Student Opinion Poll II items were analyzed according to four subscales in addition to obtaining a total score for the instrument.

The subscales are listed below.

1. "Curriculum" which consists of 10 items - 2, 6, 8, 9, 13, 19, 31, 41, 42, and 46.
2. "Teachers" which consists of 16 items - 3, 4, 5, 10, 14, 16, 20, 25, 32, 33, 35, 36, 39, 43, 44, and 47.
3. "Peers" which consists of 12 items - 7, 11, 12, 15, 17, 22, 28, 30, 34, 37, 38, and 45.
4. "School" which consists of 10 items - 1, 18, 21, 23, 24, 26, 27, 40, 48, and 50.

Each subscale in the Student Opinion Poll II was scored according to the following formula.

$$\frac{\text{Sum of Subscale Responses Indicating Most Favorable Attitude}}{\text{Total Number of Subscale Items - "NO" Responses}}$$

After removing the word "subscale," the same formula was used to determine a total score for the opinionnaire. The possible range of scores for the total opinionnaire and each subscale was from .000 to 1.000.

Collection of the Instruments

Between May 25 and June 5, 1970, each school was visited to pick up the instruments. During the visit the school program was discussed with the principal, and the school facilities were toured.

Teacher Sample

This study was organized in the fall of 1970. This was five months after the survey was taken for the work by Schoo. This time difference required the identification of the teachers who served the students in question and contact with them to participate in this research. The principal of each school participating in the work of Schoo (see Tables 3.1 and 3.2) was sent a letter requesting his cooperation in this second study. A copy of this letter is contained in Appendix C. A personal telephone call was then made to each principal to answer any questions generated and unanswered in the letter, and determine his commitment to this research.

One hundred per cent of the principals representing the schools listed in Tables 3.1 and 3.2 agreed to permit the participation of the teachers in their school, and to assist with the distribution and collection of the questionnaire. The principals represented 16 middle schools and 15 junior high schools.

Twenty-nine of the 31 principals representing participating schools agreed to distribute the survey forms directly to the teachers, prepare the list of teachers subsequently departed from the faculty as constituted during May, 1970, and collect and return the survey forms. The remaining two principals submitted a total list of the May, 1970, faculty and authorized the direct contact of the faculty of their schools. Each of the teachers listed by the

latter two schools was contacted by direct mail and requested to participate in this research by completing and returning the Survey of Interpersonal Values.

The Gordon Survey of Interpersonal Values was selected as the instrument for testing the hypotheses of this investigation. (A complete copy is contained in Appendix D.) "The user who wants scores on six aspects of self-report in a format that eliminates social desirability and acquiescence sets from the score, will find the survey suitable."¹¹ It is designed to measure certain critical values involving the individual's relationship to other people or their relationships to him. These values are important in the individual's personal, social, and occupational adjustment. The six values measured are: support, conformity, recognition, independence, benevolence, and leadership.

Following are definitions of the values measured by this instrument:¹²

Support: Being treated with understanding, receiving encouragement from other people, being treated with kindness and consideration.

¹¹ Lee J. Cronbach, The Sixth Mental Measurement Yearbook, p. 387.

¹² Leonard Gordon, Manual for Survey of Interpersonal Values (Chicago: Science Research Associates, Inc., 1960), p. 3.

Conformity: Doing what is socially correct, following regulations closely, doing what is accepted and proper, being a conformist.

Recognition: Being looked up to and admired, being considered important, attracting favorable notice, achieving recognition.

Independence: Having the right to do whatever one wants to do, being free to make one's own decisions, being able to do things in one's own way.

Benevolence: Doing things for other people, sharing with others, helping the unfortunate, being generous.

Leadership: Being in charge of other people, having authority over others, being in a position of leadership or power.

The Survey of Interpersonal Values is brief, requiring about 15 minutes to administer, yet it has adequate reliability for individual use. The test-retest reliability coefficients for the six value scores range from .78 to .89, with median r .82. The Kuder-Richardson reliability estimates range from .71 to .86, with median r .82. Both sets of reliability data suggest adequate reliability, comparable to that reported for other forced-choice personalities

inventories.¹³ Its scales were developed through the use of factor analysis. Every item is keyed on its appropriate scale; no item is keyed on more than one scale.

Forced-choice format is employed in the Survey of Interpersonal Values. The instrument consists of 30 sets of three statements, or triads. For each triad the respondent indicates one statement as representing what is most important to him, and one statement as representing what is least important to him. Within each triad, three different value dimensions are represented. The three statements within each set were equated for social desirability, as far as possible. In this way, the likelihood of the individual's responding to the favorableness of the statement rather than its degree of importance to him is reduced.

The participating principal of each school listed in Tables 3.1 and 3.2 was requested to perform three functions: (1) distribute a copy of the Survey of Interpersonal Values to each member of the faculty who was employed in his school during May, 1970, and presently employed in his school; (2) identify the teachers who were employed in the participating school during May, 1970; and (3) prepare a list of names and addresses of teachers who were employed in the participating school during May, 1970, and had subsequently left the employ of the participating school.

¹³ Leonard D. Goodstein, The Sixth Mental Measurement Yearbook, p. 388.

Each teacher was informed that this study was separate from the work initiated by the student survey in May, 1970, but that this study was an effort to gain additional data about the teaching-learning environment of the participating school. Each teacher was informed that the personal identity of the teacher participants would remain confidential, and that information generated would be reported as a group result representing each participating school.

Correspondence was maintained with the principal of each participating school until a return of survey forms was received, representing 60 per cent of the teachers employed in the participating school during May, 1970. From January to May, 1971, a personal visit to the eight participating schools which had not returned survey forms at the 60 per cent level was made. At the conclusion of the data collection, 29 of the participating schools -- 16 middle schools and 13 junior high schools -- had returned survey forms representing 60 per cent or more of the May, 1970, faculty. One additional junior high school returned survey forms representing 50 per cent of the May, 1970, faculty.

Each teacher who was identified by a principal as having left the participating school since May, 1970, and for whom a forwarding address was available, was contacted by direct mail (see letters in Appendix E). Each teacher who did not return the survey form after the first contact

was sent a follow-up letter requesting assistance in this research (see letter in Appendix F).

Survey forms were sent to 1,188 teachers in 31 participating schools; completed forms were returned by 791 teachers representing 30 schools. Sixteen middle schools and 14 junior high schools were qualified for this study by the return of 60 per cent or more of the survey forms by teachers employed during May, 1970 (one exception: a junior high school with a 50 per cent return was included).

The survey instrument required scoring by manual procedures. The total of responses for each respondent equals 90. The instrument was checked for valid complete responses by adding the six subscores on each completed survey. Completed survey forms were included if the composite for the participating school represented by the responding teacher was in a range from 85 to 90. This is in accordance with Gordon's report that

For incorrectly marked papers, where the check scores fall between 85 and 95 and no more than two have been mismarked or omitted, the obtained scores may be used. In such circumstances the obtained scores generally will be well within a standard error of the scores that would have resulted had the booklet been completed correctly.¹⁴

The individual scores were compiled on computer punch cards and verified for accuracy. Mean scores for each subscore were obtained for each participating school.

¹⁴Gordon, op. cit., p. 4.

Coefficients of correlations were computed between each mean subscore of the Survey of Interpersonal Values of each participating school as calculated in this study, and each mean subscore of student self-esteem and social behavior for each participating school as calculated by Schoo. (Complete tables of scores calculated by Schoo are contained in Appendix G.)

Summary

In May, 1970, Schoo at the University of Michigan surveyed the level of self-esteem and social behavior in 31 selected middle schools and junior high schools in Michigan. His purpose was to determine if differences existed between the levels of student self-concepts in middle schools and junior high schools.

This research used the measurements gathered by Schoo. In addition to his data, a survey was conducted among the teachers who worked with Schoo's subjects in May, 1970. This survey measured the interpersonal values of these teachers. Gordon's Survey of Interpersonal Values was used to collect the data on teacher values. A minimum of 60 per cent of the teachers in each of the selected schools responded to the Survey of Interpersonal Values. Thirty schools qualified for this study at the 60 per cent level.

CHAPTER IV

ANALYSIS OF DATA

Introduction

The complete data collected for this research are presented here. Each hypothesis of the study is stated, and the statistics related to that hypothesis are reported immediately following the statement of the research hypothesis.

The original data presented in this chapter were collected from survey questionnaires returned by 791 teachers from 30 middle schools and junior high schools. The Survey of Interpersonal Values by L. V. Gordon was distributed according to the methods described in Chapter III. The second component of data was collected by Schoo¹ in May, 1970.

Procedure

A correlation coefficient is presented for each subscale measured by Schoo² factored out of the Self-Esteem

¹Phillip Schoo, "Students' Self-Concept, Social Behavior and Attitudes Toward School in Middle and Junior High Schools" (unpublished Ph.D. dissertation, University of Michigan, 1970), p. 323.

²Ibid.

Inventory Part I and Social Behavior Scale Part II and the six subscores derived from the teachers' responses to the Survey of Interpersonal Values. The teacher responses are presented as mean scores by schools. The student scores presented by School are presented as mean scores for each school. The correlation coefficients calculated are between mean scores of the scale factors from the teacher survey and the student survey.

The retention or rejection of each research hypothesis is based upon examination of the correlation coefficients calculated for each of the six subscores of the Survey of Interpersonal Values correlated with each of the eight subscores of the data presented by School. The correlation for each set of correlated values must exceed the .05 level of confidence before the hypothesis will be accepted. The values used to determine the confidence level of the correlation will be determined according to the tables presented by Fisher and Yates.³ The degrees of freedom entered into the table will be determined as suggested by Downie and Heath⁴ ($df=N-2$).

The data presented in this chapter were collected in 30 schools -- 16 middle schools and 14 junior high

³R. A. Fisher and F. Yates, Statistical Tables for Biological, Agricultural and Medical Research (Edinburg: Oliver and Boyd, Ltd, n.d.), p. 306.

⁴N. M. Downie and R. W. Heath, Basic Statistical Methods (New York: Harper and Row, 1965), p. 156.

schools -- in Michigan. The total sample consisted of 791 teachers and 2,332 students. The scores of the samples have been entered into analysis as mean scores by school.

(Appendix H contains a complete list of mean scores on each subscale of the Survey of Interpersonal Values for each school.) The N for the middle schools is 16, and N for the junior high schools is 14. The N for all subjects is 30. Degrees of freedom used throughout this analysis will be determined according to the formula $N-2=df$.

The analyses of data from survey of student self-esteem, social behavior, and teacher values will be presented as follows:

1. The general hypothesis and subsequent subhypotheses are presented in the same order in which they were presented in Chapter I.
2. The source table for the correlation coefficients will be presented for each subproblem.
3. The .05 level of confidence for the degrees of freedom stated will be used as the criterion of acceptance or rejection of each hypothesis.
4. Discussion of the findings on the research hypothesis will follow the presentation of each resource table.

General Hypothesis A

There is a significant positive correlation between each of the six values defined as interpersonal values of teachers and the three measures of student self-esteem.

Ho: A-1 There is a significant positive correlation between the teacher interpersonal value of support and the student self-esteem unit of self-measure.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.1.

Table 4.1.--Correlation coefficients calculated for the results of surveys of teacher value of support and the student self-esteem measure of self-measure.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	.61*	.14	-.96
Middle Schools	14	.70*	.16	-.96
Junior High Schools	12	.15	.34	.35

*Significant at the .05 level of confidence.

Findings: Correlation coefficients were found which are significant at the .05 level of confidence for males in middle schools and all schools combined. Correlation coefficients calculated for females and all subjects in middle schools, junior high schools, and the all schools category; and males in junior high schools were not significant at the .05 level of confidence.

The hypothesis that a significant positive correlation exists between the teacher value of support and student self-measure is accepted at the .05 level of confidence for males in middle schools and all schools combined. The

hypothesis is rejected for females and all subjects in middle schools, junior high schools, and all schools combined; and for males in junior high schools.

Ho: A-2 There is a significant positive correlation between the teacher interpersonal value of support and the student self-esteem unit of social measure.

The procedure used to evaluate this hypothesis was the calculation of product-moment correlation coefficients. The calculated coefficients are reported in Table 4.2.

Table 4.2.--Correlation coefficients calculated for the results of surveys of teacher value of support and the student self-esteem measure of social measure.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	-.17	-.17	-.31
Middle Schools	14	-.15	-.14	-.36
Junior High Schools	12	-.005	.19	.35

Findings: No correlation coefficient calculated for the teacher value of support and student social measure was found to be significant at the .05 level of confidence.

The hypothesis of a significant positive correlation between the teacher value of support and student social measure cannot be accepted at the .05 level of confidence for males, females, and/or all subjects in middle schools, junior high schools, and/or all schools when middle schools and junior high schools are combined.

Ho: A-3 There is a significant positive correlation between the teacher interpersonal value of support and the student self-esteem unit of school measure.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.3.

Table 4.3.--Correlation coefficients calculated for the results of surveys of teacher value of support and the student self-esteem measure of school measure.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	.18	.41*	-.55
Middle Schools	14	.44	.58*	-.76
Junior High Schools	12	.35	.59*	.11

*Significant at the .05 level of confidence.

Findings: Correlation coefficients were found which are significant at the .05 level of confidence for females in middle schools, junior high schools, and for all schools when middle school and junior high school are combined. Correlation coefficients calculated for males and when all subjects were combined were not significant at the .05 level of confidence.

The hypothesis that a significant positive correlation exists between the teacher value of support and student school measure is accepted at the .05 level of confidence for females in middle schools, junior high schools, and when

all schools (middle schools and junior high schools) are combined. The hypothesis must be rejected for males and when all subjects are combined for middle schools, junior high schools, and when all schools (middle schools and junior high schools) are combined.

Ho: A-4 There is a significant positive correlation between the teacher interpersonal value of conformity and the student self-esteem unit of self-measure.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.4.

Table 4.4.--Correlation coefficients calculated for the results of surveys of teacher value of conformity and the student self-esteem measure of self-measure.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	-.57	-.09	.96*
Middle Schools	14	-.67	-.15	.96*
Junior High Schools	12	-.39	-.23	-.27

*Significant at the .05 level of confidence.

Findings: Correlation coefficients were found which were significant at the .05 level of confidence for all subjects combined in middle schools and all schools combined. Correlation coefficients calculated for males, females in middle schools, junior high schools, and all schools when middle

schools and junior high schools are combined were not significant at the .05 level of confidence. The correlation coefficient calculated for all subjects in junior high schools was not significant at the .05 level of confidence.

The hypotheses that a significant positive correlation exists between the teacher value of conformity and student self-measure can be accepted at the .05 level of confidence for all subjects in middle schools and for all subjects in all schools when middle schools and junior high schools are combined. The hypothesis must be rejected for males and females in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined. The hypothesis must also be rejected for all subjects in junior high schools.

Ho: A-5 There is a significant positive correlation between the teacher interpersonal value of conformity and the student self-esteem unit of social measure.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.5.

Table 4.5.--Correlation coefficients calculated for the results of surveys of teacher value of conformity and the student self-esteem measure of social measure.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	.22	.18	.36
Middle Schools	14	.18	.13	.36
Junior High Schools	12	.20	-.52	-.30

Findings: No correlation coefficients were found which are significant at the .05 level of confidence for males, females, and/or all subjects in middle schools, junior high schools, and/or all schools when middle schools and junior high schools are combined.

The hypothesis that a significant positive correlation exists between the teacher value of conformity and student social measure must be rejected for males, females, and all subjects in middle schools, junior high schools, and for all schools when middle schools and junior high schools are combined.

Ho: A-6 There is a significant positive correlation between the teacher interpersonal value of conformity and the student self-esteem unit of school measure.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.6.

Table 4.6.--Correlation coefficients calculated for the results of surveys of teacher value of conformity and the student self-esteem measure of school measure.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	-.12	-.36	.55*
Middle Schools	14	-.35	-.56	.78*
Junior High Schools	12	-.53	-.49	-.57

*Significant at the .05 level of confidence.

Findings: Correlation coefficients were found which are significant at the .05 level of confidence for all subjects in middle schools and all schools when middle schools and junior high schools are combined. Correlation coefficients calculated for males and females separately in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined were not significant at the .05 level of confidence. The result for all subjects in junior high schools was not significant at the .05 level.

The hypothesis that a significant positive correlation exists between the teacher value of conformity and the student school measure can be accepted for all subjects in middle schools and all subjects in all schools when middle schools and junior high schools are combined. The hypothesis must be rejected for males and females in middle schools,

junior high schools, and all schools when middle schools and junior high schools are combined. The hypothesis must be rejected for all subjects in junior high schools.

Ho: A-7 There is a significant positive correlation between the teacher interpersonal value of recognition and the student self-esteem unit of self-measure.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.7.

Table 4.7.--Correlation coefficients calculated for the results of surveys of teacher value of recognition and the student self-esteem measure of self-measure.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	.23	-.05	-.58
Middle Schools	14	.43	.12	-.58
Junior High Schools	12	.33	.26	.37

Findings: No correlation coefficients were found which are significant at the .05 level of confidence for males, females, and/or all subjects in middle schools, junior high schools, and/or all schools when middle schools and junior high schools are combined.

The hypothesis that a significant positive correlation exists between the teacher value of recognition and student self-measure must be rejected for males, females, and

all subjects in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined.

Ho: A-8 There is a significant positive correlation between the teacher interpersonal value of recognition and the student self-esteem unit of social measure.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.8.

Table 4.8.--Correlation coefficients calculated for the results of surveys of teacher value of recognition and the student self-esteem measure of social measure.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	-.03	-.08	-.27
Middle Schools	14	.19	.04	-.28
Junior High Schools	12	.28	.09	.21

Findings: No correlation coefficients were found to be significant at the .05 level of confidence for males, females, and/or all subjects in middle schools, junior high schools, and/or all schools when middle schools and junior high schools are combined.

The hypothesis that a significant relationship exists between the teacher value of recognition and student social measure must be rejected for males, females, and all subjects

in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined.

Ho: A-9 There is a significant positive correlation between the teacher interpersonal value of recognition and the student self-esteem unit of school measure.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.9.

Table 4.9.--Correlation coefficients calculated for the results of surveys of teacher value of recognition and the student self-esteem measure of school measure.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	-.21	-.06	-.65
Middle Schools	16	-.02	.17	-.68
Junior High Schools	12	.38	.33	.41

Findings: No correlation coefficients were found to be significant at the .05 level of confidence for males, females, and/or all subjects in middle schools, junior high schools, and/or all schools when middle schools and junior high schools are combined.

The hypothesis that a significant positive correlation exists between the teacher value of recognition and the student school measure must be rejected for males, females, and all subjects in the middle schools, junior high schools,

and all schools when middle schools and junior high schools are combined.

Ho: A-10 There is a significant positive correlation between the teacher interpersonal value of independence and the student self-esteem unit of self-measure.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.10.

Table 4.10.--Correlation coefficients calculated for the results of surveys of teacher value of independence and the student self-esteem measure of self-measure.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	-.23	-.004	.48*
Middle Schools	14	-.35	.01	.55*
Junior High Schools	12	.15	-.10	-.01

*Significant at the .05 level of confidence.

Findings: Correlation coefficients were found which are significant at the .05 level of confidence for all subjects in middle schools and all schools when middle schools and junior high schools and combined. Correlation coefficients calculated for males and females separately in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined were not significant at the .05 level of confidence. The correlation coefficient

calculated for all subjects in junior high schools was not significant at the .05 level of confidence.

The hypothesis that a significant positive correlation exists between the teacher value of independence and student self-measure is not accepted at the .05 level of confidence for all subjects in middle schools and all schools when middle schools and junior high schools are combined. The hypothesis is rejected for males and females separately in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined. The hypothesis is also rejected for all subjects in junior high schools.

Ho: A-11 There is a significant positive correlation between the teacher interpersonal value of independence and the student self-esteem unit of social measure.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.11.

Table 4.11.--Correlation coefficients calculated for the results of surveys of teacher value of independence and the student self-esteem measure of social measure.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	.11	.05	.21
Middle Schools	14	.15	.11	.33
Junior High Schools	12	.06	.24	.19

Findings: No correlation coefficients were found which are significant at the .05 level of confidence for males, females, and/or all subjects in middle schools, junior high schools, and/or all schools when middle schools and junior high schools are combined.

The hypothesis that a significant positive correlation exists between the teacher value of independence and student social measure is rejected for males, females, and all subjects in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined.

Ho: A-12 There is a significant positive correlation between the teacher interpersonal value of independence and the student self-esteem unit of school measure.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.12.

Table 4.12.--Correlation coefficients calculated for the results of surveys of teacher value of independence and the student self-esteem measure of school measure.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	.02	.16	.38*
Middle Schools	14	.02	-.11	.22
Junior High Schools	12	.28	.22	.29

*Significant at the .05 level of confidence.

Findings: A correlation coefficient was found which is significant at the .05 level of confidence for all subjects in all schools when middle schools and junior high schools are combined. The correlation coefficients calculated for males and females separately in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined were not significant at the .05 level of confidence. The coefficient calculated for all subjects in junior high schools was not significant at the .05 level.

The hypothesis that a significant positive correlation between the teacher value of independence and the student school measure can be accepted at the .05 level of confidence for all subjects in all schools when middle schools and junior high schools are combined. The hypothesis must be rejected for males and females separately in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined. The hypothesis must be rejected for all subjects in middle schools and junior high schools.

Ho: A-13 There is a significant positive correlation between the teacher interpersonal value of benevolence and the student self-esteem unit of self-measure.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.13.

Table 4.13.--Correlation coefficients calculated for the results of surveys of teacher value of benevolence and the student self-esteem measure of self-measure.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	.02	.20	.30
Middle Schools	14	-.09	.13	.38
Junior High Schools	12	-.03	.25	-.01

Findings: No correlation coefficients were found which are significant at the .05 level of confidence for males, females, or all subjects in middle schools, junior high schools, or all schools when middle schools and junior high schools are combined.

The hypothesis that a significant positive correlation exists between the teacher value of benevolence and student self-measure must be rejected for males, females, and all subjects in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined.

Ho: A-14 There is a significant positive correlation between the teacher interpersonal value of benevolence and the student self-esteem unit of social measure.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.14.

Table 4.14.--Correlation coefficients calculated for the results of surveys of teacher value of benevolence and the student self-esteem measure of social measure.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	.28	.19	-.05
Middle Schools	14	.35	.22	.12
Junior High Schools	12	-.40	-.10	-.32

Findings: No correlation coefficients were found which are significant at the .05 level of confidence for males, females, or all subjects in middle schools, junior high schools, and/or all schools when middle schools and junior high schools are combined.

The hypothesis that a significant positive correlation exists between the teacher value of benevolence and the student social measure must be rejected for males, females, and all subjects in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined.

Ho: A-15 There is a significant positive correlation between the teacher interpersonal value of benevolence and the student self-esteem unit of school measure.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.15.

Table 4.15.--Correlation coefficients calculated for the results of surveys of teacher value of benevolence and the student self-esteem measure of school measure.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	.10	.16	-.13
Middle Schools	14	-.27	-.28	.02
Junior High Schools	12	-.31	-.03	-.24

Findings: No significant correlation coefficients were found which are significant at the .05 level of confidence for males, females, or all subjects in middle schools, junior high schools, and/or all schools when middle schools and junior high schools are combined.

The hypothesis that a significant positive correlation exists between the teacher value of benevolence and student school measure must be rejected for males, females, and all subjects in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined.

Ho: A-16 There is a significant positive correlation between the teacher interpersonal value of leadership and the student self-esteem unit of self-measure.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.16.

Table 4.16.--Correlation coefficients calculated for the results of surveys of teacher value of leadership and the student self-esteem measure of self-measure.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	-.59	-.10	.96*
Middle Schools	14	-.66	-.10	.97*
Junior High Schools	12	.19	-.02	.12

*Significant at the .05 level of confidence.

Findings: Correlation coefficients were found which are significant at the .05 level of confidence for all subjects in middle schools and all schools when middle schools and junior high schools are combined. Correlation coefficients calculated for males and females separately in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined were not significant at the .05 level of confidence. The coefficient calculated for all subjects in junior high schools was not significant at the .05 level of confidence.

The hypothesis that a significant positive correlation exists between the teacher value of leadership and student self-measure is accepted at the .05 level for all subjects in middle schools and all schools when middle schools and junior high schools are combined. The hypothesis must be rejected for males and females separately in middle schools, junior

high schools, and all schools when middle schools and junior high schools are combined. The hypothesis is rejected for all subjects in junior high schools.

Ho: A-17 There is a significant positive correlation between the teacher interpersonal value of leadership and the student self-esteem unit of social measure.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.17.

Table 4.17.--Correlation coefficients calculated for the results of surveys of teacher value of leadership and the student self-esteem measure of social measure.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	.17	.19	.33
Middle Schools	14	.15	.15	.29
Junior High Schools	12	.01	.40	.34

Findings: No correlation coefficients were found which are significant at the .05 level of confidence for males, females, and all subjects in middle schools, junior high schools, and/or all schools when middle schools and junior high schools are combined.

The hypothesis that a significant positive correlation exists between the teacher value of leadership and student social measure must be rejected for males, females, and

all subjects in middle schools, junior high schools, and for all schools when middle schools and junior high schools are combined.

Ho: A-18 There is a significant positive correlation between the teacher interpersonal value of leadership and the student self-esteem unit of school measure.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.18.

Table 4.18.--Correlation coefficients calculated for the results of surveys of teacher value of leadership and the student self-esteem measure of school measure.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	-.11	-.37	.52*
Middle Schools	14	-.36	-.52	.75*
Junior High Schools	12	.39	.10	.26

*Significant at the .05 level of confidence.

Findings: Correlation coefficients were found which are significant at the .05 level of confidence for all subjects in middle schools and all subjects in all schools when middle schools and junior high schools are combined. The coefficients calculated for males and females separately in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined were not

significant at the .05 level of confidence. The coefficient for all subjects in junior high schools was not significant at the .05 level of confidence.

The hypothesis that a significant positive correlation exists between the teacher value of leadership and the student school measure is accepted at the .05 level of confidence for all subjects in middle schools and all schools when middle schools and junior high schools are combined. The hypothesis must be rejected for males and females separately in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined. The hypothesis is rejected for all subjects in junior high schools.

General Hypothesis B

There is a positive significant correlation between each of the six values defined as interpersonal values for teachers and the five factors of social behavior of their students.

Ho: B-1 There is a significant positive correlation between the teacher interpersonal value of support and the student social behavior unit of dating.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.19.

Table 4.19.--Correlation coefficients calculated for the results of surveys of teacher value of support and the student social behavior measure of dating.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	-.45	-.35	-.14
Middle Schools	14	-.35	-.32	-.21
Junior High Schools	12	-.21	-.29	-.28

Findings: No correlation coefficients were found which are significant at the .05 level of confidence for males, females, and/or all subjects in middle schools, junior high schools, or all schools when middle schools and junior high schools are combined.

The hypothesis that a significant positive correlation exists between the teacher value of support and the student measure of dating must be rejected for males, females, and all subjects in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined.

Ho: B-2 There is a significant positive correlation between the teacher interpersonal value of support and the student social behavior unit of belonging.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.20.

Table 4.20.--Correlation coefficients calculated for the results of surveys of teacher value of support and the student social behavior measure of belonging.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	-.49	-.52	-.18
Middle Schools	14	-.49	-.32	-.34
Junior High Schools	12	-.49	-.26	-.43

Findings: No correlation coefficients were found which are significant at the .05 level of confidence for males, females, and/or all subjects in middle schools, junior high schools, and/or all schools when middle schools and junior high schools are combined.

The hypothesis that a significant positive correlation exists between the teacher value of support and the student measure of belonging must be rejected for males, females, and all subjects in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined.

Ho: B-3 There is a significant positive correlation between the teacher interpersonal value of support and the student social behavior unit of independence.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.21.

Table 4.21.--Correlation coefficients calculated for the results of surveys of teacher value of support and the student social behavior measure of independence.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	-.04	-.25	-.70
Middle Schools	14	.09	-.35	-.86
Junior High Schools	12	-.25	-.17	-.24

Findings: No correlation coefficients were found which are significant at the .05 level of confidence for males, females, and/or all subjects in middle schools, junior high schools, and/or all schools when middle schools and junior high schools are combined.

The hypothesis that a significant positive correlation exists between the teacher value of support and the student measure of independence must be rejected for males, females, and all subjects in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined.

Ho: B-4 There is a significant positive correlation between the teacher interpersonal value of support and the student social behavior unit of vocational.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.22.

Table 4.22.--Correlation coefficients calculated for the results of surveys of teacher value of support and the student social behavior measure of vocational.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	.07	-.59	.96*
Middle Schools	14	-.14	-.74	.96*
Junior High Schools	12	.16	-.04	.06

*Significant at the .05 level of confidence.

Findings: Correlation coefficients were found which are significant at the .05 level of confidence for all subjects in middle schools and all schools when middle schools and junior high schools are combined. The correlation coefficients calculated for males and females separately in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined were not significant at the .05 level of confidence. The coefficient calculated for all subjects in junior high schools was not significant at the .05 level of confidence.

The hypothesis that a significant positive correlation exists between the teacher value of support and the student measure of vocational is accepted at the .05 level of confidence for all subjects in middle schools and all schools when middle schools and junior high schools are combined. The hypothesis is rejected for males and females

separately in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined. The hypothesis is rejected for all subjects in junior high schools.

Ho: B-5 There is a significant positive correlation between the teacher interpersonal value of support and the student social behavior unit of conformity.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.23.

Table 4.23.--Correlation coefficients calculated for the results of surveys of teacher value of support and the student social behavior measure of conformity.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	-.20	.13	.99*
Middle Schools	14	-.42	-.11	.99*
Junior High Schools	12	-.02	-.03	-.01

*Significant at the .05 level of confidence.

Findings: Correlation coefficients were found which are significant at the .05 level of confidence for all subjects in middle schools and all schools when middle schools and junior high schools are combined. Correlation coefficients calculated for males and females separately in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined were not

significant at the .05 level of confidence. The correlation coefficient calculated for all subjects in junior high schools was not significant at the .05 level of confidence.

The hypothesis that a significant positive correlation exists between the teacher value of support and the student measure of conformity is accepted at the .05 level of confidence for all subjects in middle schools and all schools when middle schools and junior high schools are combined. The hypothesis is rejected for males and females separately in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined. The hypothesis is rejected for all subjects in junior high schools.

Ho: B-6 There is a significant positive correlation between the teacher interpersonal value of conformity and the student social behavior unit of dating.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.24.

Table 4.24.--Correlation coefficients calculated for the results of surveys of teacher value of conformity and the student social behavior measure of dating.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	.39*	.26	.16
Middle Schools	14	.30	.21	.23
Junior High Schools	12	.12	.08	.10

*Significant at the .05 level of confidence.

Findings: A correlation coefficient was found which is significant at the .05 level of confidence for males in all schools when middle schools and junior high schools are combined. The correlation coefficients calculated for females and all subjects in the all schools category were not significant at the .05 level. The correlation coefficients calculated for males and females separately and all subjects in middle schools and junior high schools were not significant at the .05 level of confidence.

The hypothesis that a significant positive correlation exists between the teacher value of conformity and the student measure of dating is accepted at the .05 level of confidence for males in all schools when middle schools and junior high schools are combined. The hypothesis is rejected for females and all subjects in the all schools category. The hypothesis is rejected for males and females separately and all subjects in middle schools and junior high schools.

Ho: B-7 There is a significant positive correlation between the teacher interpersonal value of conformity and the student social behavior unit of belonging.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.25.

Table 4.25.--Correlation coefficients calculated for the results of surveys of teacher value of conformity and the student social behavior measure of belonging.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	.48*	.46*	.21
Middle Schools	14	.42	.32	.36
Junior High Schools	12	.10	-.62	-.46

*Significant at the .05 level of confidence.

Findings: Correlation coefficients were found which are significant at the .05 level of confidence for males and females separately in all schools when middle schools and junior high schools are combined. Correlation coefficients calculated for all subjects in the all schools category were not significant at the .05 level. Correlation coefficients calculated for males and females separately and all subjects in middle schools and junior high schools were not significant at the .05 level of confidence.

The hypothesis that a significant positive correlation exists between the teacher value of conformity and student measure of belonging is accepted at the .05 level of confidence for males and females separately in all schools when middle schools and junior high schools are combined. The hypothesis is rejected for all subjects in the all schools category. The hypothesis is rejected for males and

females separately and all subjects in middle schools and junior high schools.

Ho: B-8 There is a significant positive correlation between the teacher interpersonal value of conformity and the student social behavior unit of independence.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.26.

Table 4.26.--Correlation coefficients calculated for the results of surveys of teacher value of conformity and the student social behavior measure of independence.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	-.02	.24	.73*
Middle Schools	14	-.18	.33	.85*
Junior High Schools	12	.19	.41	.26

*Significant at the .05 level of confidence.

Findings: Correlation coefficients were found which are significant at the .05 level of confidence for all subjects in middle schools and all schools when middle schools and junior high schools are combined. Correlation coefficients calculated for males and females separately in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined were not significant at the .05 level. The coefficient calculated for all subjects in junior high schools is not significant at the .05 level.

The hypothesis that a significant positive correlation exists between the teacher value of conformity and the student measure of independence is accepted for all subjects in middle schools and all schools when middle schools and junior high schools are combined. The hypothesis is rejected for males and females separately in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined. The hypothesis is rejected for all subjects in junior high schools.

Ho: B-9 There is a significant positive correlation between the teacher interpersonal value of conformity and the student social behavior unit of vocational.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.27.

Table 4.27.--Correlation coefficients calculated for the results of surveys of teacher value of conformity and the student social behavior measure of vocational.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	-.04	.56*	-.96
Middle Schools	14	.16	.67*	-.96
Junior High Schools	12	.20	-.30	-.07

*Significant at the .05 level of confidence.

Findings: Correlation coefficients were found which are significant at the .05 level of confidence for females in middle

schools and all schools when middle schools and junior high schools are combined. Correlation coefficients calculated for males and all subjects in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined are not significant at the .05 level of confidence. The coefficient for females in junior high schools is not significant at the .05 level of confidence.

The hypothesis that a significant positive correlation exists between the teacher value of conformity and the student measure of vocational is accepted at the .05 level of confidence for females in middle schools and females in all schools when middle schools and junior high schools are combined. The hypothesis is rejected for males and all subjects in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined. The hypothesis is rejected for females in junior high schools.

Ho: B-10 There is a significant positive correlation between the teacher interpersonal value of conformity and the student social behavior unit of conformity.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.28.

Table 4.28.--Correlation coefficients calculated for the results of surveys of teacher value of conformity and the student social behavior measure of conformity.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	.20	-.16	-.97
Middle Schools	14	.43	.09	-.98
Junior High Schools	12	.60*	-.02	.29

*Significant at the .05 level of confidence.

Findings: A correlation coefficient was found which is significant at the .05 level of confidence for males in junior high schools. Correlation coefficients calculated for females separately and all subjects in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined are not significant at the .05 level of confidence. The coefficients calculated for males in middle schools and all schools when middle schools and junior high schools are combined are not significant at the .05 level of confidence.

The hypothesis that a significant positive correlation exists between the teacher value of conformity and the student measure of conformity is accepted at the .05 level of confidence for males in junior high schools. The hypothesis is rejected for females separately and all subjects in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined. The

hypothesis is rejected for males in middle schools and the all schools category.

Ho: B-11 There is a significant positive correlation between the teacher interpersonal value of recognition and the student social behavior unit of dating.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.29.

Table 4.29.--Correlation coefficients calculated for the results of surveys of teacher value of recognition and the student social behavior measure of dating.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	-.07	-.05	-.16
Middle Schools	14	.17	.13	-.39
Junior High Schools	12	-.32	-.30	-.34

Findings: No correlation coefficients were found which are significant at the .05 level of confidence for males, females, and/or all subjects in middle schools, junior high schools, and/or all schools when middle schools and junior high schools are combined.

The hypothesis that a significant positive correlation exists between the teacher value of recognition and the student measure of dating must be rejected for males, females, and all subjects in middle schools, junior high schools, and the all schools category.

Ho: B-12 There is a significant positive correlation between the teacher interpersonal value of recognition and the student social behavior unit of belonging.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.30.

Table 4.30.--Correlation coefficients calculated for the results of surveys of teacher value of recognition and the student social behavior measure of belonging.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	-.16	-.14	.06
Middle Schools	14	-.05	-.05	-.30
Junior High Schools	12	-.33	-.33	-.39

Findings: No correlation coefficients were found which are significant at the .05 level of confidence for males, females, and/or all subjects in middle schools, junior high schools, and/or all schools when middle schools and junior high schools are combined.

The hypothesis that a significant positive correlation exists between the teacher value of recognition and the student measure of belonging must be rejected for males, females, and all subjects in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined.

Ho: B-13 There is a significant positive correlation between the teacher interpersonal value of recognition and the student social behavior unit of independence.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.31.

Table 4.31.--Correlation coefficients calculated for the results of surveys of teacher value of recognition and the student social behavior measure of independence.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	.13	-.02	-.58
Middle Schools	14	.19	-.09	-.68
Junior High Schools	12	-.68	-.08	-.52

Findings: No correlation coefficients were found which are significant at the .05 level of confidence for males, females, and/or all subjects in middle schools, junior high schools, and/or all schools when middle schools and junior high schools are combined.

The hypothesis that a significant positive correlation exists between the teacher value of recognition and the student measure of independence must be rejected for males, females, and all subjects in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined.

Ho: B-14 There is a significant positive correlation between the teacher interpersonal value of recognition and the student social behavior unit of vocational.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.32.

Table 4.32.--Correlation coefficients calculated for the results of surveys of teacher value of recognition and the student social behavior measure of vocational.

Source of Survey Data	Degrees of Freedom	Males	Females	Subjects
All Schools	28	.26	-.16	.60*
Middle Schools	14	.21	-.21	.62*
Junior High Schools	12	-.01	-.11	-.06

*Significant at the .05 level of confidence.

Findings: Correlation coefficients were found which are significant at the .05 level of confidence for all subjects in middle schools and all schools when middle schools and junior high schools are combined. Correlation coefficients calculated for males and females separately in middle schools, junior high schools, and the all schools category were not significant at the .05 level of confidence. The coefficient for all subjects in junior high schools was not significant at the .05 level.

The hypothesis that a significant positive correlation exists between the teacher value of recognition and the

student measure of vocational is accepted at the .05 level of confidence for all subjects in middle schools and all schools when middle schools and junior high schools are combined. The hypothesis is rejected for males and females separately in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined. The hypothesis is rejected for all subjects in junior high schools.

Ho: B-15 There is a significant positive correlation between the teacher interpersonal value of recognition and the student social behavior unit of conformity.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.33.

Table 4.33.--Correlation coefficients calculated for the results of surveys of teacher value of recognition and the student social behavior measure of conformity.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	.24	.41*	.58*
Middle Schools	14	.09	.34	.63*
Junior High Schools	12	.02	.48	.29

*Significant at the .05 level of confidence.

Findings: Correlation coefficients were found which are significant at the .05 level of confidence for females and all subjects in all schools when middle schools and junior

high schools are combined, and for all subjects in middle schools. The coefficients calculated for males in the all schools category, and males and females separately in the middle schools and junior high schools were not significant at the .05 level of confidence.

The hypothesis that a significant positive correlation exists between the teacher value of recognition and the student measure of conformity is accepted at the .05 level of confidence for females and all subjects in all schools when middle schools and junior high schools are combined, and all subjects in middle schools. The hypothesis is rejected for males in the all schools category, males and females in middle schools, and males, females, and all subjects in junior high schools.

Ho: B-16 There is a significant positive correlation between the teacher interpersonal value of independence and the student social behavior unit of dating.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.34.

Table 4.34.--Correlation coefficients calculated for the results of surveys of teacher value of independence and the student social behavior measure of dating.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	.20	.27	-.01
Middle Schools	14	.08	.21	.08
Junior High Schools	12	.12	.22	.18

Findings: No correlation coefficients were found which are significant at the .05 level of confidence for males, females, and/or all subjects in middle schools, junior high schools, and/or all schools when middle schools and junior high schools are combined.

The hypothesis that a significant positive correlation exists between the teacher value of independence and the student measure of dating must be rejected for males, females, and all subjects in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined.

Ho: B-17 There is a significant positive correlation between the teacher interpersonal value of independence and the student social behavior unit of belonging.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.35.

Table 4.35.--Correlation coefficients calculated for the results of surveys of teacher value of independence and the student social behavior measure of belonging.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	.36	.33	.35
Middle Schools	14	.41	.37	.83*
Junior High Schools	12	.02	.58*	.47

*Significant at the .05 level of confidence.

Findings: Correlation coefficients were found which are significant at the .05 level of confidence for females in junior high schools and all subjects in middle schools. Correlation coefficients calculated for males, females, and all subjects in all schools when middle schools and junior high schools are combined, males and females separately in middle schools, and males and all subjects in junior high schools are not significant at the .05 level of confidence.

The hypothesis that a significant positive correlation exists between the teacher value of independence and the student measure of belonging is accepted at the .05 level of confidence for females in junior high schools and all subjects in middle schools. The hypothesis is rejected for males, females, and all subjects in the all schools category; males and females separately in middle schools; and males and all subjects in junior high schools.

Ho: B-18 There is a significant positive correlation between the teacher interpersonal value of independence and the student social behavior unit of independence.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.36.

Table 4.36.--Correlation coefficients calculated for the results of surveys of teacher value of independence and the student social behavior measure of independence.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	.01	.32	.32
Middle Schools	14	-.04	.46	.29
Junior High Schools	12	.17	-.30	.00

Findings: No correlation coefficients were found which are significant at the .05 level of confidence for males, females, and/or all subjects in middle schools, junior high schools, and/or all schools when middle schools and junior high schools are combined.

The hypothesis that a significant positive correlation exists between the teacher value of independence and the student measure of independence must be rejected for males, females, and all subjects in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined.

Ho: B-19 There is a significant positive correlation between the teacher interpersonal value of independence and the student social behavior unit of vocational.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.37.

Table 4.37.--Correlation coefficients calculated for the results of surveys of teacher value of independence and the student social behavior measure of vocational.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	.24	.45*	-.55
Middle Schools	14	.58*	.60*	-.54
Junior High Schools	12	-.07	.03	-.01

*Significant at the .05 level of confidence.

Findings: Correlation coefficients were found which are significant at the .05 level of confidence for males and females separately in middle schools, and females in all schools when middle schools and junior high schools are combined. Correlation coefficients calculated for males and all subjects in the all schools category, all subjects in middle schools, and males, females, and all subjects in junior high schools were not significant at the .05 level of confidence.

The hypothesis that a significant positive correlation exists between the teacher value of independence and the student measure of vocational is accepted for males and females separately in middle schools and females in the all schools category. The hypothesis is rejected for males and all subjects in the all schools category, all subjects in middle schools, and males, females, and all subjects in junior high schools.

Ho: B-20 There is a significant positive correlation between the teacher interpersonal value of independence and the student social behavior unit of conformity.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.38.

Table 4.38.--Correlation coefficients calculated for the results of surveys of teacher value of independence and the student social behavior measure of conformity.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	-.00	-.16	-.52
Middle Schools	14	.20	.29	-.53
Junior High Schools	12	-.33	-.34	-.34

Findings: No correlation coefficients were found which are significant at the .05 level of confidence for males, females, and/or all subjects in middle schools, junior high schools, and/or all schools when middle schools and junior high schools are combined.

The hypothesis that a significant positive correlation exists between the teacher value of independence and the student value of conformity must be rejected for males, females, and all subjects in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined.

Ho: B-21 There is a significant positive correlation between the teacher interpersonal value of benevolence and the student social behavior unit of dating.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.39.

Table 4.39.--Correlation coefficients calculated for the results of surveys of teacher value of benevolence and the student social behavior measure of dating.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	.33	.18	-.20
Middle Schools	14	.67*	.50*	.04
Junior High Schools	12	.17	.41	-.30

*Significant at the .05 level of confidence.

Findings: Correlation coefficients were found which are significant at the .05 level of confidence for males and females separately in middle schools. Correlation coefficients calculated for males, females, and all subjects in the all schools category; all subjects in middle schools; and males, females, and all subjects in the all schools category were not significant at the .05 level of confidence.

The hypothesis that a significant positive correlation exists between the teacher value of benevolence and the student measure of dating is accepted at the .05 level of confidence for males and females separately in middle schools.

The hypothesis is rejected for males, females, and all subjects in the all schools category, all subjects in middle schools, and males, females, and all subjects in junior high schools.

Ho: B-22 There is a significant positive correlation between the teacher interpersonal value of benevolence and the student social behavior unit of belonging.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.40.

Table 4.40.--Correlation coefficients calculated for the results of surveys of teacher value of benevolence and the student social behavior measure of belonging.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	.27	.13	.05
Middle Schools	14	.34	.20	.08
Junior High Schools	12	-.04	-.23	-.17

Findings: No correlation coefficients were found which are significant at the .05 level of confidence for males, females, and/or all subjects in middle schools, junior high schools, and/or all schools when middle schools and junior high schools are combined.

The hypothesis that a significant positive correlation exists between the teacher value of benevolence and

the student measure of belonging must be rejected for males, females, and all subjects in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined.

Ho: B-23 There is a significant positive correlation between the teacher interpersonal value of benevolence and the student social behavior unit of independence.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.41.

Table 4.41.--Correlation coefficients calculated for the results of surveys of teacher value of benevolence and the student social behavior measure of independence.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	.09	.04	-.08
Middle Schools	14	.33	.24	-.10
Junior High Schools	12	.15	-.09	.09

Findings: No correlation coefficients were found which are significant at the .05 level of confidence for males, females, and/or all subjects in middle schools, junior high schools, and/or all schools when middle schools and junior high schools are combined.

The hypothesis that a significant positive correlation exists between the teacher value of benevolence and the student measure of independence must be rejected for males,

females, and all subjects in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined.

Ho: B-24 There is a significant positive correlation between the teacher interpersonal value of benevolence and the student social behavior unit of vocational.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.42.

Table 4.42. Correlation coefficients calculated for the results of surveys of teacher value of benevolence and the student social behavior measure of vocational.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	-.07	.19	-.25
Middle Schools	14	.18	.38	-.28
Junior High Schools	12	-.13	.16	.04

Findings: No correlation coefficients were found which are significant at the .05 level of confidence for males, females, and/or all subjects in middle schools, junior high schools, and/or all schools when middle schools and junior high schools are combined.

The hypothesis that a significant positive correlation exists between the teacher value of benevolence and the student measure of vocational must be rejected for males,

females, and all subjects in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined.

Ho: B-25 There is a significant positive correlation between the teacher interpersonal value of benevolence and the student social behavior unit of conformity.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.43.

Table 4.43.--Correlation coefficients calculated for the results of surveys of teacher value of benevolence and the student social behavior measure of conformity.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	.09	-.01	-.25
Middle Schools	14	.00	-.04	-.29
Junior High Schools	12	-.03	.05	-.04

Findings: No correlation coefficients were found which are significant at the .05 level of confidence for males, females, and/or all subjects in middle schools, junior high schools, and/or all schools when middle schools and junior high schools are combined.

The hypothesis that a significant positive correlation exists between the teacher value of benevolence and the student measure of conformity must be rejected for males,

females, and all subjects in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined.

Ho: B-26 There is a significant positive correlation between the teacher interpersonal value of leadership and the student social behavior unit of dating.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.44.

Table 4.44.--Correlation coefficients calculated for the results of surveys of teacher value of leadership and the student social behavior measure of dating.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	.42*	.32	.14
Middle Schools	14	.33	.30	.17
Junior High Schools	12	-.01	.17	.09

*Significant at the .05 level of confidence.

Findings: A correlation coefficient which is significant at the .05 level of confidence was found for males in all schools when middle schools and junior high schools are combined. Correlation coefficients calculated for males in middle schools and junior high schools; females in middle schools, junior high schools, and all schools combined; and all subjects in middle schools, junior high schools, and

the all schools category were not significant at the .05 level of confidence.

The hypothesis that a significant positive correlation exists between the teacher value of leadership and the student measure of dating for males in all schools when middle schools and junior high schools are combined. The hypothesis is rejected for males in middle schools and junior high schools, and females and all subjects in middle schools, junior high schools, and the all schools category.

Ho: B-27 There is a significant positive correlation between the teacher interpersonal value of leadership and the student social behavior unit of belonging.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.47.

Table 4.45.--Correlation coefficients calculated for the results of surveys of teacher value of leadership and the student social behavior measure of belonging.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	.50*	.53*	.22
Middle Schools	14	.41	.30	.39
Junior High Schools	12	.17	.60*	.56*

*Significant at the .05 level of confidence.

Findings: Correlation coefficients were found which are significant at the .05 level of confidence for males in the

all schools category, and females and all subjects in junior high schools and the all schools category. The correlation coefficients calculated for males in junior high schools and middle schools, females in middle schools, and all subjects in middle schools and the all schools category were not significant at the .05 level of confidence.

The hypothesis that a significant positive correlation exists between the teacher value of leadership and the student measure of belonging is accepted at the .05 level of confidence for males and females separately in all schools combined, and females and all subjects in junior high schools. The hypothesis is rejected for males in middle schools and junior high schools, females in middle schools, and all subjects in middle schools and the all schools category.

Ho: B-28 There is a significant positive correlation between the teacher interpersonal value of leadership and the student social behavior unit of independence.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.46.

Table 4.46.--Correlation coefficients calculated for the results of surveys of teacher value of leadership and the student social behavior measure of independence.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	.04	.26	.73*
Middle Schools	14	-.12	.36	.86*
Junior High Schools	12	-.28	-.05	-.23

*Significant at the .05 level of confidence.

Findings: Correlation coefficients were found which are significant at the .05 level of confidence for all subjects combined in middle schools and all schools when middle schools and junior high schools are combined. Correlation coefficients calculated for males and females separately in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined are not significant at the .05 level of confidence. The coefficient calculated for all subjects combined in junior high schools is not significant at the .05 level of confidence.

The hypothesis that a significant positive correlation exists between the teacher value of leadership and the student measure of independence is accepted at the .05 level of confidence for all subjects in middle schools and all schools when middle schools and junior high schools are combined. The hypothesis is rejected for males and females in middle schools, junior high schools, and all schools when

middle schools and junior high schools are combined. The hypothesis is rejected for all subjects combined in junior high schools.

Ho: B-29 There is a significant positive correlation between the teacher interpersonal value of leadership and the student social behavior unit of vocational.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.47.

Table 4.47.--Correlation coefficients calculated for the results of surveys of teacher value of leadership and the student social behavior measure of vocational.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	-.08	.58	-.97
Middle Schools	14	.14	.72*	-.97
Junior High Schools	12	-.22	.21	.00

*Significant at the .05 level of confidence.

Findings: Correlation coefficients were found which are significant at the .05 level of confidence for females in middle schools. Correlation coefficients calculated for males separately and all subjects were not significant at the .05 level of confidence in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined. The coefficients were not significant

for females in junior high schools and all schools when middle schools and junior high schools are combined.

The hypothesis that a significant positive correlation exists between the teacher value of leadership and the student measure of vocational is accepted at the .05 level of confidence for females in middle schools. The hypothesis is rejected for males separately and all subjects combined in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined. The hypothesis is rejected for females in junior high schools and all schools when middle schools and junior high schools are combined.

Ho: B-30 There is a significant positive correlation between the teacher interpersonal value of leadership and the student social behavior unit of conformity.

The procedure used to evaluate this hypothesis was the calculation of a product-moment correlation coefficient. The calculated coefficients are reported in Table 4.48.

Table 4.48.--Correlation coefficients calculated for the results of surveys of teacher value of leadership and the student social behavior measure of conformity.

Source of Survey Data	Degrees of Freedom	Males	Females	All Subjects
All Schools	28	.18	-.14	-.98
Middle Schools	14	.44	.14	-.99
Junior High Schools	12	-.41	.18	.09

Findings: No correlation coefficients were found which are significant at the .05 level of confidence for males, females, and/or all subjects in middle schools, junior high schools, and/or all schools when middle schools and junior high schools are combined.

The hypothesis that a significant positive correlation exists between the teacher value of leadership and the student measure of conformity must be rejected for males, females, and all subjects in middle schools, junior high schools, and all schools when middle schools and junior high schools are combined.

General Hypothesis C

Each subhypothesis accepted under General Hypotheses A and B will demonstrate a greater significant positive correlation between middle school teacher values and their student measures of self-esteem and social behavior than the level of correlation determined for those same value pairs in junior high schools.

Decision Rules for Hypothesis C

- Condition 1: When no significant positive correlation has been established for a subhypothesis of Hypothesis A or B the Hypothesis C is rejected.
- Condition 2: When a significant positive correlation coefficient for Hypothesis A or B has been established for junior high schools, which is greater than the coefficient calculated for middle schools, Hypothesis C is rejected.

Condition 3: When a significant positive correlation is established for middle schools and the coefficient calculated for junior high schools is not significant at the .05 level of confidence for Hypothesis A or B, Hypothesis C is accepted.

Condition 4: When a positive significant correlation has been established for middle schools and junior high schools for Hypothesis A or B, then the decision to accept or reject Hypothesis C will be made according to the following statistical method:

Null Hypothesis: There is no significant difference between the correlation coefficient established for middle schools and the correlation coefficient established for junior high schools.

Procedure

A subhypothesis is developed for each Subhypothesis A or B where a correlation coefficient was calculated which is significant at the .05 level of confidence. When no significant coefficients were discovered the General Hypothesis C is not applied.

Each Subhypothesis C will be numbered consecutively to be associated with the number of the table presented for Hypothesis A or B.

Ho: C-1 (A-1) There is a significant positive correlation between the teacher value of support and the student self-esteem unit of self-measure.

The correlation between the teacher value of support and student self-esteem unit of self-measure is significantly greater for middle schools than for junior high schools.

The procedure used to evaluate Hypothesis C-1 will be to examine the correlation coefficients presented in

Table 4.1 and to apply the decision rules established for Hypothesis C.

Findings: A significant positive correlation is established for males in middle schools and the coefficient calculated for males in junior high schools is not significant at the .05 level of confidence. Hypothesis C-1 is accepted for males in middle schools.

Ho: C-2 There were no significant correlation coefficients established for Ho: A-2; therefore General Hypothesis C is not applicable.

Ho: C-3 (A-3) There is a significant positive correlation between the teacher interpersonal value of support and the student self-esteem unit of school measure.

The correlation between the teacher value of support and the student self-esteem unit of school measure is significantly greater for middle schools than for junior high schools.

The procedure used to evaluate hypothesis C-3 is to examine Table 4.3 and to apply the decision rules established for Hypothesis C.

Findings: A significant positive correlation coefficient has been calculated for Hypothesis A-3 which is greater for females in junior high schools than females in middle schools. Hypothesis C-3 is rejected for females in middle schools.

Ho: C-4 There were no significant correlation coefficients established for Ho: A-4; therefore General Hypothesis C is not applicable.

Ho: C-5 There were no significant correlation coefficients established for Ho: A-5; therefore General Hypothesis C is not applicable.

Ho: C-6 There is a significant positive correlation between the teacher interpersonal value of conformity and the student self-esteem unit of school measure.

The correlation between the teacher value of conformity and the student self-esteem unit of school measure is significantly greater for middle schools than for junior high schools.

The procedure used to evaluate Hypothesis C-6 will be to examine the correlation coefficients presented in Table 4.6 and to apply the decision rules established for Hypothesis C.

Findings: A significant positive correlation is established for all subjects in middle schools and the coefficient calculated for junior high schools is not significant at the .05 level of confidence. Hypothesis C-6 is accepted for all subjects in middle schools.

Ho: C-7 There were no significant correlation coefficients established for Ho: A-7; therefore General Hypothesis C is not applicable.

Ho: C-8 There were no significant correlation coefficients established for Ho: A-8; therefore General Hypothesis C is not applicable.

Ho: C-9 There were no significant correlation coefficients established for Ho: A-9; therefore General Hypothesis C is not applicable.

Ho: C-10 (A-10) There is a significant positive correlation between the teacher value of independence and the student self-esteem unit of self-measure.

The correlation between the teacher value of independence and the student self-esteem unit of self-measure is greater for middle schools than for junior high schools.

The procedure used to evaluate Hypothesis C-10 will be to examine the correlation coefficients presented in Table 4.10 and to apply the decision rules established for Hypothesis C.

Findings: A significant positive correlation is established for all subjects in middle schools and the coefficient calculated for junior high schools is not significant at the .05 level of confidence. Hypothesis C-10 is accepted for all subjects in middle schools.

Ho: C-11 There were no significant correlations established for Ho: A-11; therefore General Hypothesis C is not applicable.

Ho: C-12 There were no significant correlations established for Ho: A-12; therefore General Hypothesis C is not applicable.

Ho: C-13 There were no significant correlation coefficients established for Ho: A-13; therefore General Hypothesis C is not applicable.

Ho: C-14 There were no significant correlation coefficients established for Ho: A-14; therefore General Hypothesis C is not applicable.

Ho: C-15 There were no significant correlation coefficients established for Ho: A-15; therefore General Hypothesis C is not applicable.

Ho: C-16 (A-16) There is a significant positive correlation between the teacher interpersonal value of leadership and the student self-esteem unit of self-measure.

The correlation between the teacher value of leadership and the student self-esteem unit of self-measure is significantly greater for middle schools than junior high schools.

The procedure used to evaluate Hypothesis C-16 will be to examine the correlation coefficients presented in

Table 4.16 and to apply the decision rules established for Hypothesis C.

Findings: A significant positive correlation is established for all subjects in middle schools and the coefficient calculated for junior high schools is not significant at the .05 level of confidence. Hypothesis C-16 is accepted for all subjects in middle schools.

Ho: C-17 There were no significant correlation coefficients established for Ho: A-17; therefore General Hypothesis C is not applicable.

Ho: C-18 (A-18) There is a significant positive correlation between the teacher interpersonal value of leadership and the student self-esteem unit of school measure.

The correlation between the teacher value of leadership and the student self-esteem unit of school measure is significantly greater for middle schools than junior high schools.

The procedure used to evaluate Hypothesis C-18 will be to examine the correlation coefficient presented in Table 4.18 and to apply the decision rules established for Hypothesis C.

Findings: A significant positive correlation is established for all subjects in middle schools and the coefficient calculated for junior high schools is not significant at the .05 level of confidence. Hypothesis C-18 is accepted for all subjects in middle schools.

Ho: C-19 There were no significant correlation coefficients established for Ho: B-1; therefore General Hypothesis C is not applicable.

Ho: C-20 There were no significant correlation coefficients established for Ho: B-2; therefore General Hypothesis C is not applicable.

Ho: C-21 There were no significant correlation coefficients established for Ho: B-3; therefore General Hypothesis C is not applicable.

Ho: C-22 (B-4) There is a significant positive correlation between the teacher interpersonal value of support and the student social behavior unit of vocational.

The correlation between the teacher value of support and the student social behavior unit of vocational is significantly greater for middle schools than for junior high schools.

The procedure used to evaluate Hypothesis C-22 will be to examine the correlation coefficients presented in Table 4.22 and to apply the decision rules established for Hypothesis C.

Findings: A significant positive correlation is established for all subjects in middle schools and the coefficient calculated for junior high schools is not significant at the .05 level of confidence. Hypothesis C-22 is accepted for all subjects in middle schools.

Ho: C-23 (B-5) There is a significant positive correlation between the teacher interpersonal value of support and the student social behavior unit of conformity.

The correlation between the teacher value of support and the student social behavior unit of conformity is significantly greater for middle schools than for junior high schools.

The procedure used to evaluate Hypothesis C-23 will be to examine the correlation coefficients presented in Table 4.23 and to apply the decision rules established for Hypothesis C.

Findings: A significant positive correlation is established for all subjects in middle schools and the coefficient calculated for junior high schools is not significant at the .05 level of confidence. Hypothesis C-23 is accepted for all subjects in middle schools.

Ho: C-24 There were no significant correlation coefficients established for middle schools or junior high schools under Ho: B-6; therefore General Hypothesis C is not applicable.

Ho: C-25 There were no significant correlation coefficients established for middle schools or junior high schools under Ho: B-7; therefore General Hypothesis C is not applicable.

Ho: C-26 (B-8) There is a significant positive correlation between the teacher interpersonal value of conformity and the student social behavior unit of independence.

The correlation between the teacher value of conformity and the student social behavior unit of independence is significantly greater for middle schools than for junior high schools.

The procedure used to evaluate Hypothesis C-26 will be to examine the correlation coefficients presented in Table 4.26 and to apply the decision rules established for Hypothesis C.

Findings: A significant positive correlation is established for all subjects in middle schools and the coefficient calculated for junior high schools is not significant at the .05 level of confidence. Hypothesis C-26 is accepted for all subjects in middle schools.

Ho: C-27 (B-9) There is a significant positive correlation between the teacher interpersonal value of conformity and the student social behavior unit of vocational.

The correlation between the teacher value of conformity and the student social behavior unit of vocational is significantly greater for middle schools than for junior high schools.

The procedure used to evaluate Hypothesis C-27 will be to examine the correlation coefficients presented in Table 4.27 and to apply the decision rules established for Hypothesis C.

Findings: A significant positive correlation is established for females in middle schools and the coefficient calculated for females in junior high schools is not significant at the .05 level of confidence. Hypothesis C-27 is accepted for females in middle schools.

Ho: C-28 (B-10) There is a significant positive correlation between the teacher interpersonal value of conformity and the student social behavior unit of conformity.

The correlation between the teacher value of conformity and the student social behavior unit of conformity is significantly greater for middle schools than for junior high schools.

The procedure used to evaluate Hypothesis C-28 will be to examine the correlation coefficients presented in Table 4.28 and to apply the decision rules established for Hypothesis C.

Findings: A significant positive correlation is established for males in junior high schools and the coefficient calculated for males in middle schools is not significant at the .05 level of confidence. Hypothesis C-28 is rejected for males in middle schools.

Ho: C-29 There were no significant correlation coefficients established for Ho: B-11; therefore General Hypothesis C is not applicable.

Ho: C-30 There were no significant correlation coefficients established for Ho: B-12; therefore General Hypothesis C is not applicable.

Ho: C-31 There were no significant correlation coefficients established for Ho: B-13; therefore General Hypothesis C is not applicable.

Ho: C-32 (B-14) There is a significant positive correlation between the teacher interpersonal value of responsibility and the student social behavior unit of vocational.

The correlation between the teacher value of responsibility and the student social behavior unit of vocational is significantly greater for middle schools than for junior high schools.

The procedure used to evaluate Hypothesis C-32 will be to examine the correlation coefficients presented in Table 4.32 and to apply the decision rules established for Hypothesis C.

Findings: A significant positive correlation is established for all subjects in middle schools and the coefficient calculated for junior high schools is not significant at the .05 level of confidence. Hypothesis C-32 is accepted for all subjects in middle schools.

Ho: C-33 (B-15) There is a significant positive correlation between the teacher interpersonal value of responsibility and the student social behavior unit of conformity.

The correlation between the teacher value of responsibility and the student social behavior unit of conformity is significantly greater for middle schools than for junior high schools.

The procedure used to evaluate Hypothesis C-33 will be to examine the correlation coefficients presented in Table 4.33 and to apply the decision rules established for Hypothesis C.

Findings: A significant positive correlation is established for all subjects in middle schools and the coefficient calculated for junior high schools is not significant at the .05 level of confidence. Hypothesis C-33 is accepted for all subjects in middle schools.

Ho: C-34 There were no significant correlation coefficients established for Ho: B-16; therefore General Hypothesis C is not applicable.

Ho: C-35 (B-17) There is a significant positive correlation between the teacher interpersonal value of independence and the student social behavior unit of belonging.

The correlation between the teacher value of independence and the student social behavior unit of belonging is significantly greater for middle schools than for junior high schools.

The procedure used to evaluate Hypothesis C-35 will be to examine the correlation coefficients presented in Table 4.35 and to apply the decision rules established for Hypothesis C.

Findings: A significant positive correlation is established for all subjects in middle schools and the coefficient calculated for junior high schools is not significant at the .05 level of confidence. Hypothesis C-35 is accepted for all subjects in middle schools.

A significant positive correlation is established for females in junior high schools and the coefficient calculated for middle schools is not significant at the .05 level of confidence. Hypothesis C-35 is rejected for females in middle schools.

Ho: C-36 There were no significant correlation coefficients established for Ho: B-18; therefore General Hypothesis C is not applicable.

Ho: C-37 (B-19) There is a significant positive correlation between the teacher interpersonal value of independence and the student social behavior unit of vocational.

The correlation between the teacher value of independence and the student social behavior unit of vocational is significantly greater for middle schools than for junior high schools.

The procedure used to evaluate Hypothesis C-37 will be to examine the correlation coefficients presented in Table 4.37 and to apply the decision rules established for Hypothesis C.

Findings: Significant correlation coefficients were established for males and females in middle schools and the coefficients calculated for junior high schools were not significant at the .05 level of confidence. Hypothesis C-37 is accepted for males and females in middle schools.

Ho: C-38 There were no significant correlation coefficients established for Ho: B-20; therefore General Hypothesis C is not applicable.

Ho: C-39 (B-21) There is a significant positive correlation between the teacher interpersonal value of benevolence and the student social behavior unit of dating.

The correlation between the teacher value of benevolence and the student social behavior unit of dating is significantly greater for middle schools than for junior high schools.

The procedure used to evaluate Hypothesis C-39 will be to examine the correlation coefficients presented in Table 4.39 and to apply the decision rules established for Hypothesis C.

Findings: Significant positive correlations were established for males and females in middle schools and the coefficients calculated for junior high schools were not significant at the .05 level of confidence. Hypothesis C-39 is accepted for males and females in middle schools.

Ho: C-40 There were no significant correlation coefficients established for Ho: B-22; therefore General Hypothesis C is not applicable.

Ho: C-41 There were no significant correlation coefficients established for Ho: B-23; therefore General Hypothesis C is not applicable.

Ho: C-42 There were no significant correlation coefficients established for Ho: B-24; therefore General Hypothesis C is not applicable.

Ho: C-43 There were no significant correlation coefficients established for Ho: B-25; therefore General Hypothesis C is not applicable.

Ho: C-44 There were no significant correlation coefficients established for Ho: B-26; therefore General Hypothesis C is not applicable.

Ho: C-45 (B-27) There is a significant positive correlation between the teacher interpersonal value of leadership and the student social behavior unit of belonging.

The correlation between the teacher value of leadership and the student social behavior unit of belonging is significantly greater for middle schools than for junior high schools.

The procedure used to evaluate Hypothesis C-45 will be to examine the correlation coefficients presented in Table 4.45 and to apply the decision rules established for Hypothesis C.

Findings: Significant positive correlation coefficients were established for females and all subjects in junior high schools and the coefficients calculated for middle schools were not significant at the .05 level of confidence. Hypothesis C-45 is rejected for females and all subjects in middle schools.

Ho: C-46 (B-28) There is a significant positive correlation between the teacher interpersonal value of leadership and the student social behavior unit of independence.

The correlation between the teacher value of leadership and the student social behavior unit of independence is significantly greater for middle schools than for junior high schools.

The procedure used to evaluate Hypothesis C-46 will be to examine the correlation coefficients presented in Table 4.46 and to apply the decision rules established for Hypothesis C.

Findings: A significant positive correlation was established for all subjects in middle schools and the coefficient calculated for junior high schools was not significant at the .05 level of confidence. Hypothesis C-46 is accepted for all subjects in middle schools.

Ho: C-47 (B-29) There is a significant positive correlation between the teacher interpersonal value of leadership and the student social behavior unit of vocational.

The correlation between the teacher value of leadership and the student social behavior unit of vocational is significantly greater for middle schools than for junior high schools.

The procedure used to evaluate Hypothesis C-47 will be to examine the correlation coefficients presented in Table 4.47 and to apply the decision rules established for Hypothesis C.

Findings: A significant positive correlation is established for females in middle schools and the coefficient calculated for junior high schools is not significant at the .05 level of confidence. Hypothesis C-47 is accepted for females in middle schools.

Ho: C-48 There were no significant correlation coefficients established for Ho: B-30; therefore General Hypothesis C is not applicable.

Discussion of Hypothesis A

Four teacher values were found to be correlated with two measures of student self-esteem with correlation coefficients at the .05 level of confidence. The four teacher values were support, conformity, independence, and leadership. The two related student measures of self-esteem were self-measure and school measure. The two teacher values which were found not to have significant correlations with

student measures of self-esteem were responsibility and benevolence. The measure of student self-esteem which was not correlated with any teacher value at a significant level of confidence was social behavior.

The factors which were found not to be correlated at a significant level of confidence with a teacher value appear to be important. The development of the preadolescent shows a decline in the level of positive self-concept accompanied by an increase of concern over his social status. This research does not give evidence that the level of self-esteem in the area of social measure is correlated at a significant level of confidence with any of the six teacher values identified for this research.

The strength of the correlations varied with the factors of input and the group that was being examined. Where significant correlations were found, caution needs to be exercised in limiting conclusions based upon these correlations to those represented in the group examined. Results varied by sex and the school organization. Care needs to be exercised in generalizing this information to other situations. The variations by sex and/or school organization suggest extreme variations in the relationship between teachers and students. Consideration must be given to the specific conditions being observed when decisions are to be made for implementation of any concepts based upon research results of this nature.

Discussion of Hypothesis B

The six teacher values -- support, conformity, recognition, independence, benevolence, and leadership -- were each correlated at the .05 level of confidence with one or more of the student measures of social behavior. The five student measures of social behavior -- dating, belonging, independence, vocational, and conformity -- were each correlated at the .05 level of confidence with one or more of the teacher values.

Sixteen value pairs were correlated at the .05 level of confidence for one or more of the input factors, i.e. males, females, or all subjects in middle schools, junior high schools, or all schools combined. When the number of teacher values (six) is multiplied by the number of student values (five) and is multiplied again by the number of input factors (nine), the number of correlation coefficients calculated was 270. Thirty-two of the 270 correlation coefficients, or 12 per cent of the factors, were significant at the .05 level of confidence.

The frequency of a significant correlation existing between the teacher values and the students' self-report of social behavior is very low. In addition to being very low, the group for which the correlation exists at a significant level of confidence is a very specific group, i.e. males in middle schools or females in junior high schools. Care needs to be exercised in extrapolating the significant

correlations to groups dissimilar to the research groups for which the significant correlations were calculated.

Discussion of Hypothesis C

General Hypothesis C is applied only to those factors in Hypotheses A and B where correlation coefficients were calculated which are significant at the .05 level of confidence. The same cautions about the generalizability of the data which were stated for Hypotheses A and B remain valid for Hypothesis C. The number of significant correlations is low compared to the number of correlations calculated for the research groups. The groups for which significant correlations were determined are very specific in nature.

Seventeen conditions were found where General Hypothesis C was accepted in favor of middle schools. Four conditions were found where Hypothesis C was rejected for middle schools. Where significant correlations were found between the values of teachers and the self-esteem measures of students the frequency was much greater (17 to 4) in favor of middle schools over junior high schools.

Summary

Each school surveyed for this study yielded a mean score for each of six scales of teacher interpersonal values, three measures of student self-esteem and five factors of student social behavior. Correlation coefficients were

calculated for each of the six teacher value scales with each of the eight student measurements.

The correlation coefficients were inspected for significant results for each of three hypotheses.

General Hypothesis A: There is a positive correlation between each of the six values defined as interpersonal values and the three measures of self-esteem.

General Hypothesis B: There is a positive significant correlation between each of the six values defined as interpersonal values for teachers and the five factors of social behavior of their students.

General Hypothesis C: Each subhypothesis accepted under General Hypotheses A and B will demonstrate a significant greater positive correlation between middle school teacher values and their students' measures of self-esteem and social behavior than the level of correlation determined for those same value pairs in junior high schools.

Calculations were obtained for eight value-student measure pairs which were significant at the .05 level of confidence for General Hypothesis A.

Calculations were obtained for 16 value-student measure pairs which were significant at the .05 level of confidence for General Hypothesis B.

General Hypothesis C was accepted 17 times and rejected four times where correlation coefficients were found which had been accepted at the .05 level of confidence.

CHAPTER V

SUMMARY AND CONCLUSIONS

What schools for preadolescents? This question is a popular theme for journalists of educational administration. How to organize to serve preadolescents? Or better yet, how to serve the stepchildren of our educational scheme?

The literature contains a wealth of ideas. Authors exchange ideas on these questions as rapidly as the preadolescent they choose to expound upon changes marbles with his peers. Too frequently the articles written propose a change or expound upon a theory without measured evidence of the real impact upon the charges they propose to serve.

This study resulted from an interest in what relationship, if any, teacher values have upon the self-concept of the preadolescent child. Many writers attempt to demonstrate a need to be concerned about the self-concepts of students. Other writers claim that school conditions influence the development of this dimension of a student's growth pattern. Do we influence the product outcomes of our schools in the manner in which we select teachers and/or the teachers we select?

This study was designed to determine if values of teachers are related to student self-concepts and social behavior. With measured evidence on this question, decisions can then be made on the importance of concern to be placed on teacher values when planning to organize a staff or school to serve preadolescents.

Self-concept of the student and its relationship to the school environment are of concern to many writers. Rogers, Snygg and Combs, and Kelly stated the necessity for educators to relate themselves to the emotional-psychological development of their students.

Jersild, Brookover, Hamachek, Schmuck, Godbold, Barr, and Morse dealt exclusively with the relationship of self-concept to academic achievement and social development. Concern was expressed over the decline of positive self-concept and the increase of social concern as the child moves from the elementary years, through schools for pre-adolescents. Brookover, Paterson, and Thomas, and Rosenthal and Jacobson reviewed the relationship of significant others to the development of self-concepts and achievement in the school setting.

Morse concluded that, "Whatever else we may have done, we communicated a sense of personal failure to many of our pupils. . . ." In choosing a direction for our schools we must determine our concern for the development of the

psychological and emotional characteristics of our students and plan according to the choice.

Selection of Participating Schools

Thirty-one schools were selected for inclusion in the research. Sixteen middle schools and 15 junior high schools agreed to participate in the research. Selection of these schools was based upon four criteria: 1) The school is housed in a building built since 1960 for the specific purpose of educating this age group. 2) The total educational program is the result of the staff's effort to develop a curriculum for the students in that school. 3) They must be the same schools which responded to the survey of the level of self-concepts conducted in May, 1970, by Dr. Phillip Schoo at the University of Michigan. 4) The faculties must be the same faculty members who served the students surveyed by Schoo in May, 1970.

Student Sample

In May, 1970, Dr. Phillip Schoo, working at the University of Michigan, surveyed the level of self-concepts and social behavior in the selected schools. Schoo employed the Coopersmith Self-Esteem Inventory and the Social Behavior Scale by Shovlin.

The sample of students was selected randomly from the total student body in eight schools and from language arts, social studies, or homeroom classes in 23 schools to obtain a group of students who represented a cross-section

of the school population. In each school the student sample consisted of approximately 10 per cent of the total student population. An equal number of students was selected from each grade to respond to the student questionnaire. A total of 2,332 students responded to the survey.

Teacher Sample

Each school that participated in the survey by Schoo was contacted and requested to participate in the teacher phase of this study. All of the principals in the schools agreed to participate. The Gordon Survey of Interpersonal Values was employed to obtain data about the teacher values for this research. Survey forms were sent to 1,188 teachers; completed forms were returned by 791 teachers.

Teachers who were requested to participate in this study were those teachers who had served the students surveyed by Schoo in May, 1970. The teacher survey took place from October, 1970, to June, 1971. This necessitated corresponding directly with teachers who had left the school between May, 1970, and the contact date for the teacher survey. All of the participating teachers whose responses were used in this research had served the students who were surveyed by Schoo.

Procedure

Mean scores were obtained for each school on each subscale of teacher values. The teacher value items are

support, conformity, recognition, independence, benevolence, and leadership.

Mean scores were obtained for each school on each subscale of student self-esteem and social behavior. The self-esteem subscale items are self-measure, social measure, and school measure. The social behavior subscale items are dating, belonging, independence, vocational, and conformity.

Correlation coefficients were calculated between each value mean score of teachers and the mean score of each self-esteem unit for students. Correlation coefficients were calculated between each value mean score of teachers and the mean score of social behavior for students. The correlation coefficients are presented for all schools combined, for middle schools, and for junior high schools. Correlation coefficients are presented for each of the school categories for males, females, and all subjects combined.

Findings

Three general hypotheses were presented. A .05 level of confidence was required to accept the hypothesis for the condition stated.

General Hypothesis A: There is a significant positive correlation between each of the six values defined as interpersonal values of teachers and the three measures of student self-esteem.

When each of the six teacher values was paired with the three measures of student self-esteem, 18 statements resulted and were presented as subhypotheses under General

Hypothesis A. From the correlation coefficients calculated for these 18 pairings, eight were significant at the .05 level of confidence for some portion of the sample.

Four teacher values were correlated with two measures of student self-esteem with coefficients at the .05 level of confidence. The four teacher values were support, conformity, independence, and leadership. The student measures of self-esteem were self-measure and school measure. The two teacher values which were found not to have significant correlations with student measures of self-esteem were recognition and benevolence. The measure of student self-esteem which was not correlated with any teacher value at a significant level of confidence was social behavior.

The eight conditions for which significant correlation coefficients were calculated are as follows:

1. Support and self-measure: for males in middle schools $r = .70$, for males in all schools $r = .61$.
2. Support and school measure: for females in middle schools $r = .58$, for females in junior high schools $r = .59$, and for females in all schools $r = .41$.
3. Conformity and self-measure: for all subjects in middle schools $r = .96$ and for all subjects in all schools $r = .96$.
4. Conformity and school measure: for all subjects in middle schools $r = .78$ and for all subjects in all schools $r = .55$.
5. Independence and self-measure: for all subjects in middle schools $r = .55$ and for all subjects in all schools $r = .48$.

6. Independence and school measure: for all subjects in all schools $r = .38$.
7. Leadership and self-measure: for all subjects in middle schools $r = .97$ and for all subjects in all schools $r = .96$.
8. Leadership and school measure: for all subjects in middle schools $r = .75$ and for all subjects in all schools $r = .52$.

General Hypothesis B: There is a positive significant correlation between each of the six values defined as interpersonal values for teachers and the five factors of social behavior of their students.

When each of the six teacher values was paired with the five measures of student social behavior, 30 statements resulted and were presented as subhypotheses under General Hypothesis B. From the correlation coefficients calculated for these 30 pairings, 16 were significant at the .05 level of confidence for some portion of the sample.

The six teacher values, support, conformity, recognition, independence, benevolence, and leadership, were each correlated at the .05 level of confidence with one or more of the student measures of social behavior. The five student measures of social behavior, dating, belonging, independence, vocational, and conformity, were each correlated at the .05 level of confidence with one or more of the teacher values.

The 16 conditions for which significant correlation coefficients were calculated are as follows:

1. Support and vocational: for all subjects in middle schools $r = .96$ and for all subjects in all schools $r = .96$.

2. Support and conformity: for all subjects in middle schools $r = .99$ and for all subjects in all schools $r = .99$.
3. Conformity and dating: for males in all schools $r = .39$.
4. Conformity and belonging: for males in all schools $r = .48$ and for females in all schools $r = .46$.
5. Conformity and belonging: for all subjects in middle schools $r = .85$ and for all subjects in all schools $r = .73$.
6. Conformity and vocational: for females in middle schools $r = .67$ and for females in all schools $r = .56$.
7. Conformity and conformity: for males in junior high schools $r = .60$.
8. Recognition and vocational: for all subjects in middle schools $r = .62$ and for all subjects in all schools $r = .60$.
9. Recognition and conformity: for all subjects in middle schools $r = .63$, for females in all schools $r = .43$, and for all subjects in all schools $r = .58$.
10. Independence and belonging: for females in junior high schools $r = .58$ and for all subjects in middle schools $r = .83$.
11. Independence and vocational: for males in middle schools $r = .58$, for females in middle schools $r = .60$, and for females in all schools $r = .45$.
12. Benevolence and dating: for males in middle schools $r = .67$ and for females in middle schools $r = .50$.
13. Leadership and dating: for males in all schools $r = .42$.
14. Leadership and belonging: for females in junior high schools $r = .60$, for all subjects in junior high schools $r = .56$, for males in all schools $r = .50$, and for females in all schools $r = .53$.
15. Leadership and independence: for all subjects in middle schools $r = .86$, and for all subjects in all schools $r = .73$.
16. Leadership and vocational: for females in middle schools $r = .72$.

General Hypothesis C: Each subhypothesis accepted under General Hypotheses A and B will demonstrate a greater significant positive correlation between middle school teacher values and their student measures of self-esteem and social behavior than the level of correlation determined for those same value pairs in junior high schools.

General Hypothesis C was accepted 17 times and rejected four times where correlation coefficients were found which had been accepted at the .05 level of confidence.

The 17 conditions where General Hypothesis C was accepted are as follows:

1. Support and self-measure for males in middle schools.
2. Conformity and self-measure for all subjects in middle schools.
3. Conformity and school measure for all subjects in middle schools.
4. Independence and self-measure for all subjects in middle schools.
5. Leadership and self-measure for all subjects in middle schools.
6. Leadership and school measure for all subjects in middle schools.
7. Support and vocational for all subjects in middle schools.
8. Support and conformity for all subjects in middle schools.
9. Conformity and independence for all subjects in middle schools.
10. Conformity and vocational for females in middle schools.
11. Recognition and vocational for all subjects in middle schools.
12. Recognition and conformity for all subjects in middle schools.

13. Independence and belonging for all subjects in middle schools.
14. Independence and vocational for males and females in middle schools.
15. Benevolence and dating for males and females in middle schools.
16. Leadership and independence for all subjects in middle schools.
17. Leadership and vocational for females in middle schools.

The four conditions where General Hypothesis C was rejected in favor of junior high schools are as follows:

1. Support and school measure for females in middle schools.
2. Conformity and conformity for males in middle schools.
3. Independence and belonging for females in middle schools.
4. Leadership and belonging for females and all subjects in middle schools.

Conclusions

The results of this study are limited to 30 selected schools. However, the results suggest that relationship exists between some teacher values and the self-esteem and social behavior of their students.

The results of this study provide evidence that students in middle schools have self-concepts and social behavior patterns that are more closely correlated with the values of their teachers than for students in junior high schools.

The contemporary concern of the environmentalist on the impact of significant others on students in public

schools was the initial concern for this study. We are told that the behavior of teachers or other significant others in the schools does have an impact on the self-concept, academic achievement, and social behavior of students. Teachers are discussed in the literature in general terms. This study was designed to identify selected characteristics of teachers and to determine if a relationship exists between these selected characteristics and the self-concepts and social behavior of their students.

The study determined that there are some characteristics of teachers which are correlated with the level of self-concepts and social behavior of their students at the .05 level of confidence. The incidence of these correlations is very limited in quantity. Where these relationships were found to exist, they were more developed in middle schools than in junior high schools.

The use of this information should be limited. The instrument did not reveal sufficiently strong relationships to recommend the broad utilization of the instrument for teacher selection purposes. The study did reveal significant relationships which merit further investigation. The concern of environmentalists about the nature of experiences in schools warrants further refinements of the points examined in this study for continued investigation.

Recommendations for Further Study

The fact that not all teacher values are closely related to the self-concept of students suggests that further investigation is necessary to determine what are the causative factors in teacher behavior in developing positive self-concepts of their students.

If this study were to be replicated, it is suggested that a closer refinement of the teacher input data be made. The certification of teachers, elementary or secondary, the gender of the teacher, age category, and ethnic posture are factors which should be considered as important teacher characteristics.

Reflections

Perhaps the most valuable contribution of this study is the identification that there are other identifiable relationships of students and self-concept development than the grade pattern organization of a school. Frequently studies suggest that middle schools are better organizations for preadolescents than are junior high schools. This study suggests that teacher inputs are an important condition and have varied importance, according to the age-grade range served.

This has been a meaningful experience in research as well as a valuable experience in preadolescent education.

APPENDICES

APPENDIX A

LETTER TO THE PRINCIPALS

April 27, 1970

Dear

The purpose of this letter is to request your cooperation in a study being conducted at The University of Michigan.

This research project will examine the question: "Is there a relationship between the grade organization and size of schools and the student's self-concept, social behavior, and attitudes toward school?"

Forty-eight schools -- twenty-four schools housing grades five and/or six, seven, and eight and twenty-four schools containing grades seven, eight, and nine -- have been requested to participate. The selection of each school was based upon two facts. First, it was housed in a building constructed since 1960 for the specific purpose of educating this age group. Second, its total educational program was the result of the staff's efforts to develop a curriculum for the students in that school.

In each school a three-part questionnaire will be administered to a sample of youngsters at each grade level. A pre-test of the questionnaire indicated that most students can easily complete it in approximately one class period. The instrument consists of:

1. Fifty statements which ask the student to describe how he usually feels by checking either "Like Me" or "Unlike Me." (e.g., I can make up my mind without too much trouble.)
2. Thirty questions which seek information about the student's social behavior. For each question there are five possible responses ranging from "Not at All" to "All of the Time." (e.g., Do you ever feel that you would like to quit school?)
3. Fifty multiple-choice items which gather student opinions about their school. (e.g., Teachers in this school seem to be: (1) almost always fair, (2) generally fair, (3) occasionally unfair, (4) often unfair.)

Although there is a substantial body of expert opinion and research into the question of which grade combination is most suitable for students in grades five through nine, the

amount of empirical research into the basic issue -- what is the relationship between grade organization and a student's self-concept, social behavior, and attitudes toward school -- is extremely limited. Because an increasing number of Michigan school districts are now studying their traditional K-12 grade patterns and considering changing the grade organization, it is important that evidence about the relationship between grade organization and student attitudes and behavior is available for their consideration before the proposed changes are implemented.

My personal reason for undertaking this research project stems from my experience as a junior high school teacher and administrative assistant for six years in California and Michigan and from my present position as a consultant for the University of Michigan Bureau of School Services. During my two years at the Bureau, several school districts have requested the Bureau's assistance in determining which grades should be housed together. In our efforts to assist these districts, I have become convinced that more research into the relationship between grade organization and student attitudes is necessary before we can provide a more satisfactory answer to the question of which grades should be housed in the same building.

It is not necessary for you to respond to this letter because I will call you in two or three days to discuss your involvement in this project.

Sincerely,

Philip H. Schoo

PHS/yg

APPENDIX B

DIRECTIONS FOR ADMINISTERING STUDENT
QUESTIONNAIRE

STUDENT QUESTIONNAIRE

PLEASE READ BEFORE DISTRIBUTING THE STUDENT QUESTIONNAIRES

Description of the Research Project

This research project which is being conducted at The University of Michigan will examine the question: "Is there a relationship between the grade organization and size of schools and the student's self-concept, social behavior, and attitudes toward school?"

Forty-eight schools - - twenty-four schools housing grades five and/or six, seven, and eight and twenty-four schools containing grades seven, eight, and nine -- have been requested to participate. The selection of each school was based upon two facts. First, it was housed in a building constructed since 1960 for the specific purpose of educating this age group. Second, its total educational program was the result of the staff's efforts to develop a curriculum for the students in that school.

In each school a three-part questionnaire will be administered to a sample of youngsters at each grade level. A pre-test of the questionnaire indicated that most students can easily complete it in approximately one class period. The instrument consists of:

1. Fifty statements which ask the student to describe how he usually feels by checking either "Like Me" or "Unlike Me." (e.g., I can make up my mind without too much trouble.)
2. Thirty questions which seek information about the student's social behavior. For each question there are five possible responses ranging from "Not at All" to "All of the Time." (e.g., Do you ever feel that you would like to quit school?)
3. Fifty multiple-choice items which gather student opinions about their school. (e.g., Teachers in this school seem to be: (1) almost always fair, (2) generally fair, (3) occasionally unfair, (4) often unfair.)

Although there is a substantial body of expert opinion and research into the question of which grade combination is most suitable for students in grades five through nine, the amount of empirical research into the basic issue - what is the relationship between grade organization and student's self-concept, social behavior, and attitudes toward school - is extremely limited. Because an increasing number of Michigan school districts are now studying their traditional K-12 grade patterns and considering changing the grade organization, it is important that evidence about the relationship between grade organization and student attitudes and behavior is available for their consideration before the proposed changes are implemented.

Note to the Person who administers the Student Questionnaire

The success of this research project depends upon how carefully students complete the questionnaire. Most students should be able to finish the questionnaire in approximately 30 to 40 minutes. Although directions to the students are included in the questionnaire, please feel free to explain any word or phrase which they may not understand.

Without your help and cooperation, it would be impossible to complete this portion of the research project. Thank you.

Philip Schoo

PLEASE READ THE FOLLOWING BEFORE OPENING THE BOOKLET.

Do not put your name on this booklet.

Your school was chosen to participate in a study being conducted at The University of Michigan. The purpose of this study is to find out how students feel about themselves, what students do, and what students think about their school.

This booklet is divided into three parts:

1. Part I - is a series of sentences "that describe how you normally feel."
2. Part II - is a series of questions that want to know "what you do and how you feel."
3. Part III - is a series of questions that want to know "what you think about your school."

Before each part are directions for completing that section. Read the directions carefully.

Your answers are confidential. No one at your school will see your answers. To repeat - Do not put your name on this booklet.

Part I

Please mark each statement in the following way:

If the statement describes how you usually feel, put a check (✓) in the column "LIKE ME". If the statement does not describe how you usually feel, put a check (✓) in the column "UNLIKE ME".

There are no right or wrong answers.

	LIKE ME	UNLIKE ME
Example: I'm a hard worker._____		
1. I spend a lot of time day-dreaming._____		
2. I'm pretty sure of myself._____		
3. I often wish I were someone else._____		
4. I'm easy to like._____		
5. I never worry about anything._____		
6. I find it very hard to talk in front of the class._____		
7. I wish I were younger._____		
8. There are lots of things about myself I'd change if I could._____		
9. I can make up my mind without too much trouble._____		
10. I'm a lot of fun to be with._____		
11. I always do the right thing._____		
12. I'm proud of my school work._____		
13. Someone always has to tell me what to do._____		
14. It takes me a long time to get used to anything new._____		
15. I'm often sorry for the things I do._____		
16. I'm popular with kids my own age._____		
17. I'm never unhappy._____		
18. I'm doing the best work that I can._____		

	LIKE ME	UNLIKE ME
19. I give in very easily._____		
20. I can usually take care of myself._____		
21. I'm pretty happy._____		
22. I would rather play with children younger than I am._____		
23. I like everyone I know._____		
24. I like to be called on in class._____		
25. I understand myself._____		
26. It's pretty tough to be me._____		
27. Things are all mixed up in my life._____		
28. Kids usually follow my ideas._____		
29. I never get scolded._____		
30. I'm not doing as well in school as I'd like to._____		
31. I can make up my mind and stick to it._____		
32. I don't really like being a boy - girl._____		
33. I have a low opinion of myself._____		
34. I don't like to be with other people._____		
35. I'm never shy._____		
36. I often feel upset in school._____		
37. I often feel ashamed of myself._____		
38. I'm not as nice looking as most people._____		
39. If I have something to say, I usually say it._____		
40. Kids pick on me very often._____		
41. I always tell the truth._____		
42. My teacher makes me feel I'm not good enough._____		
43. I don't care what happens to me._____		

	LIKE ME	UNLIKE ME
44. I'm a failure._____		
45. I get upset easily when I'm scolded._____		
46. Most people are better liked than I am._____		
47. I always know what to say to people._____		
48. I often get discouraged in school._____		
49. Things usually don't bother me._____		
50. I can't be depended on._____		

Part II

DIRECTIONS: This is a "What I Do and How I Feel Test."
There are no right or wrong answers. Do not
think too long about an answer. Just circle
the NUMBER that stands for the one group of
words that seems to best answer the question
for you.

- 1 - NOT AT ALL
- 2 - NOT VERY OFTEN
- 3 - SOME OF THE TIME
- 4 - MOST OF THE TIME
- 5 - ALL OF THE TIME

1. Do you ever wear your hair in one
of the "cool" styles?----- 1 2 3 4 5
2. Do some of the boys and girls in
this school group together and
think that they are better than
everyone else?----- 1 2 3 4 5
3. Do you ever feel that you like
school less this year than before?--- 1 2 3 4 5
4. Do you ever think about the kind of
job you want when you finish school?- 1 2 3 4 5
5. Do you ever argue with your parents
about with whom you spend your time?- 1 2 3 4 5

6. Do you ever earn money for work
outside the home?----- 1 2 3 4 5
7. Do you ever argue with your parents
over decisions about clothes?----- 1 2 3 4 5
8. Do you ever feel that you would
like to quit school?----- 1 2 3 4 5
9. Do you ever talk to anyone about
what you want to be when you
finish school?----- 1 2 3 4 5
10. During this school year has a
teacher sent you to the office
because of your conduct?----- 1 2 3 4 5
11. During this school year have you
smoked?----- 1 2 3 4 5
12. Do you ever spend evenings during
the week away from home and in
the company of others your age?----- 1 2 3 4 5
13. Do you ever worry about disagreeing
with other boys and girls?----- 1 2 3 4 5
14. Do any of the boys in your grade in
your school ever form gangs and think
that they are tougher than everyone?- 1 2 3 4 5
15. Do you date?----- 1 2 3 4 5
16. If you were going to purchase a new
jacket would you ask your friends
for advice?----- 1 2 3 4 5
17. Do you and your friends spend time
listening to records?----- 1 2 3 4 5
18. Do you ever worry about disagreeing
with your parents?----- 1 2 3 4 5
19. Do you ever worry about not being
liked by other boys and girls?----- 1 2 3 4 5
20. Do you go steady?----- 1 2 3 4 5
21. Do you go to movies without your
parents?----- 1 2 3 4 5
22. Do you ever disagree with either of
your parents about going places with
other boys and girls?----- 1 2 3 4 5

23. Do you ever worry about disagreeing with your teachers?----- 1 2 3 4 5
24. Do you ever sit in a seat with a member of the opposite sex when you ride on the school bus?----- 1 2 3 4 5
25. Do you ever wear certain clothes because you think members of the opposite sex will like you better?--- 1 2 3 4 5
26. Do you ever let your studying go so that you can be with your friends?--- 1 2 3 4 5
27. Do you walk home from school with a member of the opposite sex?----- 1 2 3 4 5
28. Do you ever dance when you get together with other boys and girls?---- 1 2 3 4 5
29. Do you ever argue with your parents about how much money you can spend?-- 1 2 3 4 5
30. During this school year have you ever done anything about which you would not want to tell your parents?----- 1 2 3 4 5

Part III

DIRECTIONS: This is not a test. The answer to each question is a matter of opinion. Your true opinion, whatever it is, is the right answer. Wherever the words "school," "teacher," and "student" appear in the following questions, they refer to your school, your teachers, and your classmates in this school.

Just place a check (✓) on the line before the one group of words that seems to best answer the question for you.

1. This school listens to parents' opinions
 - 1) _____ too much
 - 2) _____ just enough
 - 3) _____ too little
2. The number of courses given in this school is
 - 1) _____ too many
 - 2) _____ just about right
 - 3) _____ not enough

3. Although teachers differ in this school, most are
- 1) _____ very good
 - 2) _____ good
 - 3) _____ fair
 - 4) _____ poor
4. In some schools the principal sees and talks with the students often, while in other schools he rarely sees them. In this school the principal sees and talks with students
- 1) _____ too often
 - 2) _____ just about the right amount
 - 3) _____ too little
5. The chance to say or do something in class without being called upon by the teacher is
- 1) _____ too little
 - 2) _____ too much
 - 3) _____ about right
6. The things that I am asked to study are of
- 1) _____ great interest to me
 - 2) _____ average interest to me
 - 3) _____ little interest to me
 - 4) _____ no interest to me
7. Getting to know other kids in this school is
- 1) _____ easier than usual
 - 2) _____ about the same as in other schools
 - 3) _____ more difficult than usual
8. As preparation for high school, the program of this school is
- 1) _____ too tough
 - 2) _____ about right
 - 3) _____ too easy
9. The class material from year to year
- 1) _____ repeats itself too much, you learn the same things over and over
 - 2) _____ repeats itself just enough to make you feel what was learned before helps you now
 - 3) _____ is so new that the things learned in the last grade do not help much in this one

10. In this school the teachers' interest in the students' school work is
- 1) _____ too great
 - 2) _____ just about right
 - 3) _____ not great enough
11. When students in this school get bad grades, their classmates usually
- 1) _____ feel sorrier for them than they should
 - 2) _____ admire them more than they should
 - 3) _____ show the right amount of concern
12. Students in this school are
- 1) _____ too smart - it is difficult to keep up with them
 - 2) _____ just smart enough - we are all about the same
 - 3) _____ not smart enough - they are so slow I get bored
13. Most of the subjects taught in this school are
- 1) _____ very interesting
 - 2) _____ above average in interest
 - 3) _____ below average in interest
 - 4) _____ dull and uninteresting
14. The teachers' interest in what the students do outside of school is
- 1) _____ too great
 - 2) _____ about right
 - 3) _____ too small
15. The student who shows a sense of humor in class is usually
- 1) _____ admired by the teacher more than he should be
 - 2) _____ punished by the teacher more than he should be
 - 3) _____ given about the right amount of attention by the teacher
16. When teachers "go too fast," students do not know what is going on. In this school, most teachers teach
- 1) _____ too slowly
 - 2) _____ about right
 - 3) _____ too fast
17. Students who are good in sports are respected by classmates
- 1) _____ more than they should be
 - 2) _____ less than they should be
 - 3) _____ neither more nor less than they should be

18. The practice of competing against each other or of working together in this school
- 1) _____ leans too much toward competition
 - 2) _____ leans too much toward working together
 - 3) _____ is well balanced
19. On the whole, the things we study in this school
- 1) _____ are about right
 - 2) _____ should be changed a little
 - 3) _____ should be completely changed
20. The teachers I have had in this school seem to know their subject matter
- 1) _____ very well
 - 2) _____ quite well
 - 3) _____ fairly well
 - 4) _____ not as well as they should
21. Students may work together in groups or by themselves. In this school we work in groups
- 1) _____ too often
 - 2) _____ just enough
 - 3) _____ too little
22. Students get along together in this school
- 1) _____ very well
 - 2) _____ about average
 - 3) _____ not too well
 - 4) _____ very badly
23. The amount of "school spirit" at this school is
- 1) _____ more than enough
 - 2) _____ about right
 - 3) _____ not enough
24. On the whole the school pays attention to the things you learn from books
- 1) _____ too much
 - 2) _____ just enough
 - 3) _____ not enough
25. Teachers in this school seem to be
- 1) _____ almost always fair
 - 2) _____ generally fair
 - 3) _____ occasionally unfair
 - 4) _____ often unfair

26. The things we do in class are planned
- 1) _____ so badly that it is hard to get things done
 - 2) _____ so well that we get things done
 - 3) _____ so completely that we hardly ever get to do what we want
27. Our seats in class
- 1) _____ change too much, we can never be sure where we will sit
 - 2) _____ change about the right number of times
 - 3) _____ never change, we stay in the same place all year
28. The students who receive good grades are
- 1) _____ liked more than they should be by their classmates
 - 2) _____ disliked more than they should be by their classmates
 - 3) _____ neither liked nor disliked more than they should be by their classmates
29. In this school the teachers' interest in the students' school work is
- 1) _____ just about right
 - 2) _____ not great enough
 - 3) _____ too great
30. In my opinion, student interest in social affairs, such as clubs, scouts, and the "Y" is
- 1) _____ too great
 - 2) _____ about right
 - 3) _____ too little
31. In general the subjects taught are
- 1) _____ too easy
 - 2) _____ about right in difficulty
 - 3) _____ too difficult
32. When students need special attention, teachers in this school are
- 1) _____ always ready to help
 - 2) _____ generally ready to help
 - 3) _____ ready to help if given special notice
 - 4) _____ ready to help only in extreme cases

33. The ability of the teachers in this school to present new material seems to be
- 1) _____ very good
 - 2) _____ good
 - 3) _____ average
 - 4) _____ poor
34. In general, students in this school take their studies
- 1) _____ too seriously
 - 2) _____ not seriously enough
 - 3) _____ just about right
35. In this school teachers seem to teach
- 1) _____ too many things that are not useful to us now
 - 2) _____ too many things that are useful to us now but not later
 - 3) _____ both things that are useful now and can be useful later
36. When it comes to grading students, teachers in this school are generally
- 1) _____ too "tough"
 - 2) _____ just "tough" enough
 - 3) _____ not "tough" enough
37. The student who acts differently in this school is likely to find that most students
- 1) _____ dislike him for being different
 - 2) _____ do not care whether or not he is different
 - 3) _____ like him for being different
38. In my opinion, students in this school pay attention to their looks and clothes
- 1) _____ too much
 - 2) _____ about right
 - 3) _____ too little
39. In general, teachers in this school are
- 1) _____ very friendly
 - 2) _____ somewhat friendly
 - 3) _____ somewhat unfriendly
 - 4) _____ very unfriendly

40. In general, I feel the grades I received in this school were
- 1) _____ always what I deserved
 - 2) _____ generally what I deserved
 - 3) _____ sometimes what I did not deserve
 - 4) _____ frequently what I did not deserve
41. Teaching aids such as films, television, and the like are used
- 1) _____ more than they should be
 - 2) _____ as much as they should be
 - 3) _____ less than they should be
42. Memory work and the learning of important facts are
- 1) _____ stressed too much
 - 2) _____ used about right
 - 3) _____ not stressed enough
43. In some classes the teacher is completely in control and the students have little to say about the way things are run. In other classes the students seem to be boss and the teacher contributes little to the control of the class. In general, teachers in this school seem to take
- 1) _____ too much control
 - 2) _____ about the right amount of control
 - 3) _____ too little control
44. Some schools hire persons in addition to teachers to help students with special problems. In my opinion, this type of service in this school is
- 1) _____ more than enough--it is often forced upon us
 - 2) _____ enough to help us with our problems
 - 3) _____ not enough to help us with our problems
45. When a new-comer enters this school, chances are that other students will
- 1) _____ welcome him
 - 2) _____ ignore him
 - 3) _____ dislike him
46. Homework assignments in this school usually
- 1) _____ help us to understand
 - 2) _____ have little to do with what we learn in class
 - 3) _____ are just "busy work"

47. In general, teachers in this school pay
- 1) _____ too much attention to individual kids and not enough to the class as a whole
 - 2) _____ not enough attention to individual kids and too much to the class as a whole
 - 3) _____ about the right attention to individual kids and to the class as a whole
48. In general, my feelings toward school are
- 1) _____ very favorable--I like it as it is
 - 2) _____ somewhat favorable--I would like a few changes
 - 3) _____ somewhat unfavorable--I would like many changes
 - 4) _____ very unfavorable--I frequently feel that school is pretty much a waste of time
49. In this school the teachers' interest in the students' school work is
- 1) _____ not great enough
 - 2) _____ too great
 - 3) _____ just about right
50. If you had your choice of going to another school the size of this one, or to a smaller school, or to a larger one, which would you choose
- 1) _____ this size school
 - 2) _____ a smaller school
 - 3) _____ a larger school

The following information about you will assist the researcher in analyzing your answers.

1. I am a _____ boy _____ girl.
2. I am _____ years old.
3. I am in grade _____.
4. The name of my school is _____.

APPENDIX C

SECOND LETTER TO PRINCIPALS

James A. McKimmy
215 Elwell Street
Alma, Michigan 48801
October 16, 1970

Name of Principal
Name of School
Address

Dear (name of principal)

During this past spring 10% of your students participated in a research project conducted by Mr. Phil Schoo at the University of Michigan Bureau of School Services. I am now requesting your assistance in another study correlated with the study by Mr. Schoo.

The study proposed for your participation is being conducted at Michigan State University. It is an attempt to compare the values held by teachers with the measured self-concepts of the students they serve. To do this I need your assistance with two items: (1) distribution of questionnaires to the members of your faculty who were employed in your school in May, 1970; (2) a list of the names and addresses of those teachers who served your school in May, 1970, and who are not in your school at this time.

The questionnaire requires approximately 15 minutes of each teacher's time. Each teacher and all schools will remain anonymous in this study.

Your help is of utmost importance in completing this research. A copy of the results of this study will be made available to the principals of all participating schools.

I will call you within the next two days to discuss your participation in this project.

Thank you very much for your time and consideration in this matter.

Respectfully submitted,

James A. McKimmy

JAM/hs

APPENDIX D

TEACHER SURVEY FORM

COPYRIGHTED MATERIAL: NOT TO BE DUPLICATED

APPENDIX E

LETTER TO TEACHERS WHO LEFT THEIR
TEACHING POSITION BETWEEN THE
STUDENT AND TEACHER SURVEYS

215 Elwell Street
Alma, Michigan 48801
November 3, 1970

During the spring of 1970 the students you served at (name of school) participated in a study by Mr. Phil Schoo at the University of Michigan Bureau of School Services. I am now requesting your assistance in another study correlated with the study by Mr. Schoo.

The study proposed for your participation is being conducted at Michigan State University. It is an attempt to compare values held by teachers with the measured self-concepts of the students they serve. To do this I need your assistance as one of the teachers who served a school involved in the study by Mr. Schoo.

Please take 15 minutes to complete the enclosed survey form. A 90% return of the teachers surveyed is required to complete this study. Therefore, it is very important to me personally to receive your assistance in this manner. All teachers will remain completely anonymous in this study.

Your help is appreciated very much as it is of utmost importance in completing this project.

Sincerely yours,

James A. McKimmy
Assistant Superintendent
Alma Public Schools

JAM/hs

Enclosure

APPENDIX F

FOLLOW-UP LETTER TO TEACHERS

James A. McKimmy
215 Elwell Street
Alma, Michigan 48801

Recently you received a request to complete a Survey of Interpersonal Values for my doctoral dissertation study. If you have returned this survey, please accept my appreciation and disregard this letter. If you have not found time to assist to date, I would appreciate your assistance with this project.

All participating persons will remain completely anonymous. The records kept for mailing purposes will be destroyed upon your return of this survey.

A 90% return of the 1300 teachers who served students in the 31 schools participating in this study is necessary before I can proceed with my dissertation. Your help is extremely valuable in enabling me to proceed with this study.

Briefly, this study will attempt to determine if a correlation exists between the Interpersonal Values held by teachers and the level of self-concepts developed by the students they serve. If you would like a summary of this study, I will be happy to supply it if you choose to include your return address with the questionnaire.

Thank you again for your very valuable assistance.

Sincerely yours,

James A. McKimmy
Assistant Superintendent of Schools
Alma, Michigan
Ph. D. Candidate - Michigan State University

APPENDIX G

MEAN SCORES FOR STUDENTS

MIDDLE SCHOOLS - MALES
MEAN SCORES FOR TOTAL RESPONDENTS ON THE
THIRTEEN SUBSCALES OF THE STUDENT QUESTIONNAIRE

	Self-esteem Inventory			Social Behavior Scale			Student Opinion Poll II							
	Self-measure	Social-measure	School-measure	Dating	Belonging	Independence	Vocational	Conformity	All Items	Curriculum	Teacher	Peer	School	Total Respondents
Dexter: Wylie	.748	.750	.644	2.187	2.888	2.104	3.069	2.328	.549	.569	.510	.531	.586	29
Saginaw Township: Chippewa	.772	.761	.663	2.208	2.969	2.167	3.250	2.100	.479	.549	.408	.469	.459	40
Sparta	.748	.747	.601	2.158	2.660	2.045	3.252	2.041	.555	.590	.527	.573	.522	49
Saginaw Township: Mackinaw	.718	.682	.604	2.334	2.810	2.351	3.149	1.830	.501	.501	.458	.551	.469	47
Springfield	.701	.720	.466	2.323	2.885	2.257	3.462	2.423	.504	.589	.383	.558	.455	13
St. Louis: Numburger	.633	.578	.449	1.746	3.167	1.958	3.097	2.042	.547	.558	.575	.481	.519	24
Port Huron: Crull	.714	.704	.538	2.454	3.071	2.553	3.241	2.537	.472	.479	.407	.522	.434	27
East Lansing: MacDonald	.685	.742	.482	2.123	2.774	2.318	3.000	2.286	.541	.591	.524	.512	.492	21
East Lansing: Hannah	.790	.832	.603	2.519	2.651	2.383	3.376	2.065	.544	.550	.522	.560	.505	31
Zeeland	.709	.784	.540	2.294	2.890	2.268	3.485	2.114	.521	.536	.471	.531	.498	22
Chelsea: Beach	.609	.645	.458	2.232	3.207	2.443	3.310	2.603	.405	.450	.357	.486	.306	29
Otsego	.672	.663	.498	2.355	2.925	2.127	3.333	2.325	.564	.613	.532	.544	.561	20
Kenowa Hills: Walker	.625	.645	.374	2.278	3.000	2.657	3.229	2.271	.330	.289	.278	.454	.256	35
Orchard View	.656	.733	.493	2.240	2.701	2.201	3.357	2.028	.533	.547	.503	.562	.497	36
Plymouth: West	.733	.702	.535	2.389	3.082	2.415	3.188	2.087	.436	.431	.379	.505	.417	46
Plymouth: Pioneer	.706	.723	.589	2.381	3.009	2.346	3.374	2.378	.469	.539	.421	.462	.452	49

By Dr. Phillip Schoo

MIDDLE SCHOOLS - FEMALES
MEAN SCORES FOR TOTAL RESPONDENTS ON THE
THIRTEEN SUBSCALES OF THE STUDENT QUESTIONNAIRE
By Dr. Phillip Schoo

	Self-esteem Inventory			Social Behavior Scale				Student Opinion Poll II						
	Self-measure	Social-measure	School-measure	Dating	Belonging	Independence	Vocational	Conformity	All items	Curriculum	Teacher	Peer	School	Total Respondents
Dexter, Wylie	.682	.669	.597	2.174	2.806	2.151	2.833	2.222	.619	.629	.551	.666	.584	36
Saginaw Township: Chippewa	.766	.837	.697	2.317	2.763	2.060	2.938	2.225	.516	.566	.479	.512	.484	40
Sparta	.665	.702	.552	2.104	2.800	2.038	2.970	2.246	.581	.617	.578	.578	.514	55
Saginaw Township: Mackinaw	.667	.696	.616	2.654	3.048	2.314	3.177	2.383	.488	.551	.460	.488	.461	47
Springfield	.697	.715	.570	2.404	2.641	2.326	3.188	2.469	.565	.644	.509	.547	.553	16
St. Louis: Numburger	.633	.645	.510	2.377	3.094	2.153	3.028	2.125	.527	.554	.524	.535	.477	24
Port Huron: Crull	.683	.771	.690	2.233	3.033	2.076	3.262	2.435	.543	.547	.472	.533	.598	23
East Lansing: MacDonald	.712	.744	.626	2.265	2.772	1.954	3.050	2.000	.575	.586	.550	.605	.535	30
East Lansing: Hannah	.666	.795	.501	2.618	3.060	2.157	3.180	2.460	.570	.593	.533	.594	.492	25
Zeeland	.673	.775	.640	2.213	2.790	2.142	3.187	2.200	.586	.536	.600	.593	.553	25
Chelsea: Beach	.667	.773	.533	2.290	3.003	2.057	3.269	2.774	.493	.539	.429	.529	.469	31
Otsego	.678	.717	.523	2.635	3.020	2.330	3.079	2.238	.533	.538	.486	.604	.486	42
Kenowa Hills: Walker	.686	.748	.564	2.419	2.960	2.151	3.124	1.929	.483	.543	.439	.489	.434	35
Orchard View	.683	.769	.577	2.547	2.885	2.115	3.167	2.462	.620	.621	.579	.654	.562	39
Plymouth: West	.666	.699	.590	2.398	3.196	2.174	3.104	2.375	.450	.480	.356	.492	.443	48
Plymouth: Pioneer	.671	.739	.591	2.461	3.234	2.075	3.139	2.427	.546	.581	.497	.542	.522	48

MIDDLE SCHOOLS - ALL SUBJECTS
MEAN SCORES FOR TOTAL RESPONDENTS ON THE
THIRTEEN SUBSCALES OF THE STUDENT QUESTIONNAIRE
By Dr. Phillip Schoo

	Self-esteem Inventory				Social Behavior Scale				Student Opinion Poll II					
	Self-measure	Social-measure	School-measure	Dating	Belonging	Independence	Vocational	Conformity	All items	Curriculum	Teacher	Peer	School	Total Respondents
Dexter: Wylie	.712	.705	.618	2.180	2.842	2.130	2.938	2.269	.588	.602	.533	.606	.585	65
Saginaw Township:														
Chippewa	.769	.799	.680	2.263	2.866	2.113	3.094	2.163	.497	.558	.443	.490	.472	80
Sparta	.703	.726	.570	2.154	2.751	2.065	3.121	2.143	.564	.599	.548	.572	.513	105
Saginaw Township:														
Mackinaw	.690	.687	.605	2.490	2.935	2.339	3.165	2.111	.492	.525	.456	.517	.463	95
Springfield	.700	.710	.519	2.369	2.758	2.300	3.311	2.417	.527	.602	.445	.542	.501	30
St. Louis:														
Nurnberger	.633	.612	.480	2.062	3.130	2.056	3.063	2.083	.537	.556	.549	.508	.498	48
Port Huron: Crull	.700	.735	.608	2.352	3.053	2.333	3.297	2.490	.504	.510	.437	.527	.509	50
East Lansing:														
MacDonald	.701	.743	.567	2.206	2.773	2.104	3.029	2.118	.561	.588	.539	.567	.517	51
East Lansing:														
Hannah	.731	.812	.552	2.559	2.845	2.287	3.295	2.272	.551	.565	.521	.571	.495	57
Zeeland	.690	.779	.593	2.251	2.837	2.201	3.326	2.160	.555	.536	.540	.564	.527	47
Chelsea: Beach	.639	.711	.496	2.262	3.101	2.244	3.289	2.692	.451	.496	.394	.508	.390	60
Otsego	.673	.691	.513	2.527	3.005	2.255	3.143	2.254	.542	.561	.502	.579	.512	63
Kenowa Hills:														
Walker	.657	.697	.469	2.360	2.991	2.425	3.169	2.085	.403	.411	.353	.472	.340	71
Orchard View	.689	.752	.537	2.400	2.797	2.156	3.258	2.253	.578	.585	.542	.610	.531	75
Plymouth: West	.699	.701	.563	2.394	3.140	2.292	3.145	2.234	.443	.456	.367	.498	.430	94
Plymouth: Pioneer	.689	.731	.590	2.421	3.120	2.212	3.258	2.402	.507	.560	.459	.502	.487	97

JUNIOR HIGH SCHOOLS - MALES
MEAN SCORES FOR TOTAL RESPONDENTS ON THE
THIRTEEN SUBSCALES OF THE STUDENT QUESTIONNAIRE

	Self-esteem Inventory				Social Behavior Scale				Student Opinion Poll II					
	Self-measure	Social-measure	School-measure	Dating	Belonging	Independence	Vocational	Conformity	All Items	Curriculum	Teacher	Peer	School	Total Respondents
Wyoming:														
Jackson Park	.715	.725	.550	2.310	2.700	2.215	3.445	2.400	.547	.623	.512	.528	.489	30
Oxford Area	.734	.780	.560	2.474	3.017	2.284	3.322	2.035	.514	.526	.449	.562	.485	29
Huron Valley: Muir	.724	.740	.580	2.454	2.911	2.325	3.167	1.714	.450	.487	.378	.471	.389	28
Flint Beecher: Dolan	.676	.785	.433	2.539	2.969	2.291	3.396	2.156	.401	.439	.352	.443	.353	32
Birmingham:														
Covington	.676	.771	.505	2.567	3.092	2.427	3.422	2.167	.435	.452	.410	.477	.404	30
E. Detroit: Kelly	.676	.708	.552	2.414	2.864	2.585	3.303	2.386	.476	.526	.450	.485	.437	44
Mona Shores:														
North Shores	.724	.743	.594	2.485	3.058	2.304	3.135	2.155	.468	.519	.431	.496	.412	42
Warren: Carter	.742	.765	.577	2.468	3.010	2.287	3.500	2.119	.508	.483	.477	.552	.495	42
Southfield:														
Thompson	.752	.745	.618	2.364	2.806	2.253	3.566	2.023	.479	.524	.436	.517	.421	43
Warren: Butcher	.742	.736	.535	2.333	2.969	2.476	3.229	1.984	.414	.414	.403	.443	.362	32
Cadillac	.743	.751	.546	2.055	3.103	1.948	3.384	2.250	.532	.564	.514	.548	.499	46
Coldwater: Legg	.672	.756	.371	2.716	3.034	2.932	3.590	2.218	.312	.346	.234	.431	.198	39
Utica: Shelby	.671	.704	.406	2.465	3.433	2.596	3.187	2.553	.373	.459	.307	.397	.347	57
St. Clair Shores:														
Kennedy	.697	.722	.493	2.549	3.201	2.570	3.507	2.417	.484	.530	.445	.527	.403	48
Grand Haven	.706	.682	.577	2.349	2.926	2.170	3.184	2.043	.529	.589	.486	.557	.476	47

By Dr. Phillip Schoo

JUNIOR HIGH SCHOOLS - FEMALES
MEAN SCORES FOR TOTAL RESPONDENTS ON THE
THIRTEEN SUBSCALES OF THE STUDENT QUESTIONNAIRE

	Self-esteem Inventory				Social Behavior Scale				Student Opinion Poll II				
	Self-measure	Social-measure	School-measure	Dating	Belonging	Independence	Vocational	Conformity	All Items	Teacher	Peer	School	Total Respondents
Wyoming:													
Jackson Park	.758	.849	.642	2.640	2.879	1.966	3.287	2.259	.613	.638	.549	.632	.586
Oxford Area	.657	.816	.497	2.692	3.169	2.185	3.232	2.389	.518	.533	.470	.552	.481
Huron Valley:													
Muir	.711	.817	.589	2.595	3.434	2.167	3.325	2.092	.473	.482	.345	.551	.443
Flint Beacher: Dolan	.673	.741	.523	2.725	2.952	2.307	3.357	2.274	.461	.519	.419	.492	.413
Birmingham:													
Covington	.675	.738	.605	2.669	3.126	2.279	3.082	2.144	.483	.529	.455	.501	.461
E. Detroit: Kelly	.636	.740	.548	2.659	3.146	2.413	3.287	2.514	.539	.553	.496	.583	.492
Mona Shores:													
North Shores	.657	.746	.516	2.609	3.181	2.285	2.928	2.098	.503	.599	.411	.503	.467
Warren: Carter	.718	.827	.650	2.634	3.065	2.206	3.342	2.225	.575	.572	.577	.561	.558
Southfield:													
Thompson	.698	.799	.671	2.630	3.194	2.087	3.359	2.250	.457	.496	.374	.517	.387
Warren: Butcher	.674	.782	.605	2.438	3.277	2.366	3.189	2.243	.503	.525	.469	.523	.479
Cadillac	.713	.801	.620	2.420	3.056	2.039	3.075	2.327	.597	.622	.613	.566	.550
Coldwater: Legg	.640	.691	.452	2.868	3.204	2.436	3.374	2.146	.360	.410	.300	.466	.237
Utica: Shelby	.612	.744	.487	2.702	3.448	2.417	3.353	2.188	.416	.466	.343	.513	.356
St. Clair Shores:													
Kennedy	.650	.746	.513	2.808	3.262	2.425	3.270	2.581	.492	.518	.500	.517	.399
Grand Haven	.670	.765	.547	2.471	3.125	2.306	3.306	2.323	.529	.568	.455	.561	.499

By Dr. Phillip Schoo

JUNIOR HIGH SCHOOLS - ALL SUBJECTS
MEAN SCORES FOR TOTAL RESPONDENTS ON THE
THIRTEEN SUBSCALES OF THE STUDENT QUESTIONNAIRE

	Self-esteem Inventory			Social Behavior Scale				Student Opinion Poll II						
	Self-measure	Social-measure	School-measure	Dating	Belonging	Independence	Vocational	Conformity	All items	Curriculum	Teacher	Peer	School	Total Respondents
Wyoming:														
Jackson Park	.736	.786	.595	2.472	2.788	2.092	3.367	2.331	.580	.631	.530	.579	.537	59
Oxford Area	.691	.800	.525	2.595	3.101	2.229	3.272	2.231	.516	.530	.461	.556	.483	65
Huron Valley:														
Muir	.716	.784	.585	2.535	3.212	2.234	3.258	1.932	.463	.484	.359	.517	.420	66
Flint Beecher: Dolan	.674	.760	.484	2.645	2.960	2.300	3.374	2.223	.435	.484	.390	.471	.387	74
Birmingham:														
Covington	.675	.751	.565	2.628	3.112	2.338	3.218	2.153	.464	.498	.437	.491	.438	75
E. Detroit: Kelly	.658	.723	.550	2.524	2.991	2.508	3.296	2.444	.505	.538	.471	.529	.462	80
Mona Shores:														
North Shores	.691	.747	.557	2.555	3.115	2.280	3.034	2.112	.489	.563	.425	.503	.444	89
Warren: Carter	.730	.795	.612	2.549	3.037	2.247	3.423	2.171	.541	.526	.526	.557	.527	82
Southfield:														
Thompson	.723	.775	.647	2.510	3.018	2.162	3.453	2.147	.467	.509	.402	.517	.403	95
Warren: Butcher	.706	.761	.573	2.389	3.134	2.417	3.208	2.123	.462	.473	.438	.486	.425	69
Cadillac	.727	.776	.584	2.243	3.079	1.995	3.225	2.290	.565	.594	.565	.557	.525	95
Coldwater: Legg	.652	.715	.422	2.811	3.140	2.622	3.455	2.173	.342	.386	.275	.453	.222	104
Utica: Shelby	.639	.726	.451	2.595	3.441	2.498	3.278	2.353	.397	.463	.327	.461	.352	126
St. Clair Shores:														
Kennedy	.669	.735	.503	2.709	3.237	2.491	3.363	2.520	.487	.522	.475	.520	.400	123
Grand Haven	.688	.724	.562	2.411	3.026	2.239	3.246	2.184	.529	.578	.470	.559	.488	95

By Dr. Phillip Schoo

APPENDIX H

MEAN SCORES FOR TEACHERS

MIDDLE SCHOOLS
SURVEY OF INTERPERSONAL VALUES
MEAN SCORES OF TEACHERS

Name of School	Number of Respondents	Support	Standard Deviation	Conformity	Standard Deviation	Responsibility	Standard Deviation	Independence	Standard Deviation	Benevolence	Standard Deviation	Leadership	Standard Deviation
Dexter: Wylie	17	19.76	5.1	13.76	5.9	10.35	4.8	16.05	5.2	19.76	7.2	9.58	5.4
Saginaw Township: Mackinaw	34	16.85	6.2	11.17	5.3	10.64	4.2	20.02	5.8	16.88	5.0	13.91	7.8
Saginaw Township: Chippewa	37	18.29	5.6	11.54	5.9	10.00	3.9	20.62	5.8	16.67	6.4	12.78	6.5
Sparta	28	16.53	5.8	16.50	6.4	11.50	10.4	16.46	6.2	21.71	10.5	10.42	5.3
Springfield	12	19.25	6.3	17.41	5.8	11.75	3.5	13.08	7.1	20.00	4.6	7.66	5.8
St. Louis: Nurnberger	14	16.50	3.0	14.78	6.2	10.42	3.6	15.50	5.4	17.85	6.2	14.78	8.1
Port Huron: Crull	19	16.89	5.8	13.15	5.8	10.63	5.5	18.89	4.2	17.26	6.7	12.42	10.0
East Lansing: MacDonald	22	18.18	5.1	10.36	4.3	9.90	3.9	19.31	5.6	18.59	4.9	13.40	6.7
East Lansing: Hannah	19	17.31	5.9	11.10	6.8	10.00	6.2	20.73	5.6	18.52	5.7	12.36	7.6
Zeeland	18	16.77	5.4	15.44	7.0	10.77	5.0	17.83	6.5	19.05	3.6	10.22	5.6
Chelsea: Beach	20	18.80	3.9	13.85	8.0	11.30	4.4	16.40	6.0	18.85	2.8	10.15	6.2
Oshtemo	14	18.50	5.5	11.57	5.8	11.42	4.2	20.07	7.3	16.21	5.7	12.14	7.2
Kenowa Hills: Walker	24	17.29	5.5	13.37	6.9	9.37	3.5	20.08	5.3	19.83	5.3	9.83	5.0
Plymouth: West	29	17.00	5.2	11.10	5.9	10.51	3.7	19.93	6.8	20.44	5.4	10.58	6.9
Plymouth: Pioneer	37	19.21	4.3	12.54	5.9	12.21	4.6	17.18	7.0	16.72	6.0	11.35	7.2
Orchard View	30	16.10	4.8	13.46	6.7	10.06	4.8	17.33	5.7	18.73	7.1	11.53	6.9

JUNIOR HIGH SCHOOLS
SURVEY OF INTERPERSONAL VALUES
MEAN SCORES OF TEACHERS

Name of School	Number of Respondents	Support	Standard Deviation	Conformity	Standard Deviation	Responsibility	Standard Deviation	Independence	Standard Deviation	Benevolence	Standard Deviation	Leadership	Standard Deviation
Wyoming:													
Jackson Park	20	18.80	4.7	11.85	5.6	13.50	4.0	18.75	6.1	14.65	5.5	12.10	6.0
Huron Valley:													
Muir	22	17.68	6.5	10.72	6.3	10.72	3.6	18.22	6.5	19.36	5.8	13.13	6.3
Flint Beacher; Dolan	20	16.10	6.3	14.55	7.0	11.00	4.2	18.25	6.9	17.75	5.3	11.90	9.1
Birmingham:													
Covington	25	19.44	5.6	13.80	6.3	11.32	5.5	17.80	7.1	15.68	6.27	11.68	7.8
E. Detroit; Kelly	22	18.27	5.4	13.81	6.6	10.81	4.3	18.50	8.1	17.59	6.2	10.72	6.8
Mona Shores:													
North Shores	23	17.04	3.9	15.47	5.9	10.34	4.6	20.08	6.5	16.69	5.3	10.52	5.2
Warren; Carter	22	18.04	5.7	12.18	5.7	10.13	5.2	19.13	6.9	19.81	5.4	10.27	7.4
Southfield:													
Thompson	32	18.96	5.99	10.18	6.27	10.71	4.50	22.5	5.3	16.59	5.4	11.56	5.8
Coldwater; Legg	32	16.71	5.9	15.93	6.9	9.5	4.4	17.87	6.9	19.06	4.2	9.6	5.8
Utica; Shelby	32	18.34	6.1	11.93	6.4	12.18	4.0	19.5	7.0	15.00	5.1	12.81	6.4
St. Clair Shores:													
Kennedy	52	16.44	5.1	12.07	5.3	10.32	5.1	19.19	6.9	17.76	5.6	13.75	6.3
Grand Haven	56	17.96	4.7	10.96	6.5	10.98	4.1	17.39	6.2	18.16	5.6	14.64	7.4
Oxford	18	15.88	6.5	12.66	4.8	9.16	3.7	20.05	7.4	16.66	5.2	15.33	8.2
Cadillac	26	17.38	4.7	14.11	7.1	11.23	3.8	17.00	6.7	17.96	5.0	12.07	7.3

BIBLIOGRAPHY

BIBLIOGRAPHY

Books

- Alexander, William M.; Emmett, William I.; Compton, Mary; Hines, Vynce A.; and Prescott, Dan. The Emergent Middle School. New York: Holt, Rinehart and Winston, Inc., 1968.
- Ambrose, E., and Miel, A. Children's Social Learning. Washington, D. C.: A.S.C.D.-N.E.A., 1958.
- Ayres, Leonard Porter. Laggards in Our School; A Study of Retardation and Elimination in City School Systems. New York: Charities Publication Committees, 1909.
- Brookover, Wilbur B.; Paterson, A.; and Schailer, Thomas. Self-Concept of Ability and School Achievement III. U. S. Office of Education, Cooperative Research Project No. 845. East Lansing: Office of Research and Publication, Michigan State University, 1965.
- Cronbach, The Sixth Mental Measurement Yearbook.
- Downie, N. M., and Heath, R. W. Basic Statistical Methods. New York: Harper and Row, 1965.
- Eichorn, Donald H. The Middle School. The Library of Education, 1966.
- _____. Rationale for Emergence, A Look at the Middle School. (Microfilm.) Pittsburgh, Pennsylvania: School of Education, University of Pittsburgh, 1967.
- Fisher, R. A., and Yates, F. Statistical Tables for Biological, Agricultural and Medical Research. Edinburgh: Oliver and Boyd, Ltd., n.d.
- Good, Carter V. Dictionary of Education. New York: McGraw-Hill Book Company, Inc., 1959.
- Goodstein, Leonard D. The Sixth Mental Measurement Yearbook.

- Gordon, Leonard V. Research Briefs on Survey of Interpersonal Values. Chicago, Illinois: Science Research Associates, 1963.
- Grooms, M. Ann. Perspectives on the Middle School. Columbus, Ohio: Merrill E. Books, Inc., 1967.
- Hamachek, Don E., ed. The Self in Growth, Teaching and Learning. New York: Prentice-Hall, Inc., 1965.
- Jersild, Arthur T. In Search of Self. New York: Bureau of Publications, Teacher's College, Columbia University, 1952.
- McCarthy, Robert J. How to Organize and Operate an Ungraded Middle School. New Jersey: Prentice-Hall, Inc., 1965.
- Michigan Department of Education: School Plant Planning Section. Complete New School Buildings Approved for Construction. Annual fiscal reports, July 1, 1959, to June 30, 1969.
- Michigan Education Directory and Buyer's Guide: 1969-1970. Lansing: Michigan Education Directory, 1970.
- Popper, Samuel H. The American Middle School: An Organization Analysis. Massachusetts: Blaisdell Publishing Co., 1967.
- Rogers, Carl R. Client-Centered Therapy. New York: Houghton-Mifflin Co., 1951.
- Rosenthal, Robert, and Jacobson, Lenore. Pygmalion in the Classroom. New York: Holt, Rinehart and Winston, 1968.
- Snygg, Donald, and Combs, Arthur. Individual Behavior. New York: Harper and Brothers, 1949.
- Wylie, Ruth C. The Self-Concept, A Critical Survey of Pertinent Research Literature. Lincoln, Neb.: University of Nebraska Press, 1961.

Periodicals

- Alexander, W. M. "Middle School Movement." Theory Into Practice, 7 (June, 1968), 114-17.

- _____. "New School in the Middle." Phi Delta Kappan, 50 (February, 1969), 355-57.
- _____. "What Educational Plan For the In-Between Ager?" Education Digest, 31 (May, 1966), 18-20.
- _____, and Williams, E. L. "Schools For Middle Years." Educational Leader, 23 (December, 1965), 217-23.
- Atkins, N. P. "Rethinking Education in the Middle." Theory Into Practice, VII (June, 1968), 118-19.
- Batezel, W. G. "Middle School: Philosophy, Program, Organization." Clearing House, 42 (April, 1968), 487-90.
- Brod, Pearl. "Middle School: Trends Toward Its Adoption." Clearing House, 40 (February, 1966), 331-33.
- Buell, C. E. "Educational Rationale for the Middle School." Clearing House, 42 (December, 1967), 242-44.
- _____. "What Grades In the Junior High School?" National Association of Secondary School Principals Bulletin, 46 (February, 1962), 14-22.
- Caplin, Morris D. "The Relationship Between Self-Concept and Academic Achievement." The Journal of Experimental Education, XXXVII (Spring, 1969), 13-16.
- Cuff, W. A. "Middle School Is a Different School." New Jersey Education Association Review, 41 (March, 1969), 46-47.
- _____. "Middle Schools on the March." NASSP Bulletin, 51 (February, 1967), 82-86.
- Davidson, Helen H., and Lang, Gerhard. "Children's Perceptions of Their Teachers' Feeling Toward Them Related to Self-Perception, School Achievement and Behavior." Journal of Experimental Education, 29 (1960), 107-18.
- Douglas, H. R. "What Type of Organization of Schools?" Journal of Secondary Education, 41 (December, 1966), 358-64.
- Eichorn, D. H. "Middle School Organization: A New Dimension." Theory Into Practice, 7 (June, 1968), 111-13.

- Engel, Mary. "The Stability of the Self-Concept in Adolescence." Journal of Abnormal Psychology, LVIII (March, 1959), 211-15.
- Erickson, D. A. "American Middle School." South Dakota Education Association Journal, 43 (May, 1968), 29-32.
- Flanders, Ned A., and Havumaki, Sulo. "The Effect of Teacher-Pupil Contacts Involving Praise on the Sociometric Choices of Students." Journal of Educational Psychology, 51 (April, 1960), 65-68.
- Grooms, M. Ann. "Middle School and Other Innovations." NASSP Bulletin, 51 (May, 1967), 158-60.
- _____, and Trump, J. L. "Perspectives on the Middle School." NASSP Bulletin, 51 (December, 1967), 40-44.
- Gruhn, W. T. "What Do Principals Think About Grade Organization." Journal of Secondary Education, 42 (April, 1967), 169-74.
- Haquez, O. J., and Rutherford, Jeanne. "Status in the Informal Group Influence and Influencibility at Differing Age Levels." Child Development, XXXI (June, 1960), 337-85.
- Havighurst, R. J. "Middle School Child in Contemporary Society." Theory Into Practice, 7 (June, 1968), 120-22.
- Hines, V. A., and Alexander, W. M. "Evaluating the Middle School." National Elementary Principal, 48 (Feb., 1969), 32-36.
- Horowitz, Francis D. "The Relationship of Anxiety, Self-Concept, and Sociometric Status Among Fourth, Fifth, and Sixth Grade Children." Journal of Abnormal and Social Psychology, LXV (Sept., 1962), 212-14.
- Hull, J. H. "Are Junior High Schools the Answer?" Educational Leader, 23 (December, 1965), 213-16.
- Jennings, W. "Middle School? No!" Minnesota Journal of Education, 47 (January, 1967), 73-74.
- Kelly, Earl C. "Communication and the Open Self." ETC, II (Winter, 1954), 96-100.

- Madon, C. A. "Middle School: Its Philosophy and Purpose." Clearing House, 40 (February, 1966), 329-30.
- Marshall, S. "Middle Schools: They Must Be Staffed by Progressive Primary Teachers." Times Education Supplement, 2769 (June 14, 1968), 1976.
- Mills, G. E. "How and Why of the Middle Schools." Nation's Schools, 68 (December, 1961), 43-53.
- _____. "The Middle School." Michigan Association of School Boards.
- Morse, William C. "Self-Concept Data in the University School Project." The University of Michigan Education Bulletin, 34 (1963), 52.
- _____. "Self-Concept in the School Setting." Childhood Education, 41 (1964), 195-98.
- Ohles, J. F. "Guidelines for Early Secondary Programs." New York State Education Journal, 53 (May, 1966), 14-15.
- Osman, R. V. "Junior High School at the Crossroads." School and Community, 53 (May, 1967), 14-15.
- Patel, Ambalal S., and Gordon, Jesse E. "Some Personal and Situational Determinants of Yielding to Influence." Journal of Abnormal and Social Psychology, LXI (November, 1960), 411-18.
- Popper, S. H. "Institutional Integrity and Middle School Organization." Journal of Secondary Education, 43 (April, 1968), 184-91.
- _____. "Whither the Middle School or Whether? Review of American Middle School: An Organizational Analysis." National Association of Secondary School Principals Bulletin, 51 (December, 1967), 40-44.
- Post, R. L. "Middle School, A Questionable Innovation." Clearing House, 42 (April, 1968), 484-86.
- Pumerantz, P. "Exploration of the Emerging Middle School Concept." Connecticut Teacher, 36 (December, 1968), 12-15.
- _____. "Relevance of Change: Imperatives in the Junior High and Middle School Dialogue." Clearing House, 43 (December, 1968), 209-12.

- Reece, J. L. "Three Year Junior High versus The Six Year Junior High School." National Association of Secondary School Principals Bulletin, 40 (Feb., 1962), 23-33.
- Regan, E. "Demise of the Junior High School." Washington Education Journal, 78 (May, 1967), 24.
- Rhodes, G. A. "Middle School versus Junior High School." New York State Education Journal, 55 (April, 1968), 32.
- Robinson, G. "Principals' Opinions About School Organization." National Elementary Principal, 41 (November, 1961), 39-42.
- Sanders, S. G. "Challenge of the Middle School." Educational Forum, 32 (January, 1968), 191-97.
- Schmuck, Richard. "Some Relationships of Peer Liking Patterns in the Classroom to Pupil Attitudes and Achievement." School Review, LXXI (1963), 337-59.
- Stock, Dorothy. "An Investigation into the Interrelations Between the Self-Concept and Feelings Directed Toward Other Persons and Groups." Journal of Consulting Psychology, XIII (1949), 176-80.
- Strayer, George Drayton. "Age and Census of Schools and Colleges; A Study of Retardation and Elimination." U. S. Bureau of Education Bulletin No. 5 (1911), 1-144.
- Strickland, V. E. "Where Does the Ninth Grade Belong?" National Association of Secondary School Principals Bulletin, 51 (Feb., 1967), 74-76.
- _____, and Alexander, W. "Seeking Continuity in Early and Middle School Education." Phi Delta Kappan, 50 (March, 1969), 397-400.
- Thorndike, Edward Lee. "The Elimination of Pupils from Schools." U. S. Bureau of Education Bulletin No. 4 (1907), 1-63.
- Vars, G. F. "Chance and the Junior High." Education Leader, 23 (December, 1965), 187-89.
- Videbeck, Richard. "Self-Conception and the Reaction of Others." Sociometry, XXIII (December, 1960), 351-59.

Weaver, L. A., and Fambrough, D. "Broad Curriculum for a Small School." Journal of Arkansas Education, 40 (December, 1967), 34.

White, W. D. "Pupil Progress and Grade Combinations." NASSP Bulletin, 51 (Feb., 1967), 87-90.

Williams, E. L. "Middle School Movement." Today's Education, 57 (December, 1968), 41-42.

Unpublished Dissertations

Barr, Donald J. "An Investigation of the Change in Self, Peer, Parental, and Teacher Perceptions of Junior High School Students Over A Period of Two Academic Years." Unpublished Doctoral dissertation, Indiana University, 1965.

Blume, Dorothy M. "Interpersonal Values of Nursing Students in One University Program." Unpublished Master's dissertation, University of Texas, 1963.

Campbell, Paul Burton. "Self-Concept and Academic Achievement in Middle Grade Public School Children." Unpublished Doctoral dissertation, Wayne State University, 1965.

Dutton, Vivarin Frances. "An Analysis of the Difference Between Aspects of Self-Image in Selected Students at the Fayetteville Developmental Junior High School and a Comprehensive High School." Unpublished Doctoral dissertation, University of Arkansas, 1968.

Girgis, Mikhaiu M. M. "Relations Between Individual Values and Curriculum Organization in Junior High Schools." Unpublished Doctoral dissertation, The Ohio State University, 1963.

Godbold, Donald Horace. "A Comparison of Attitudes Towards School, Self-Perception, and Achievement of Eighth Grade Pupils Attending Junior High Schools in Communities of Different Levels of Economic Affluence." Unpublished Doctoral dissertation, The University of Michigan, 1967.

Grimes, Leo Balmat. "Self-Concept and Achievement of Junior High School Youth: A Study of Selected Sample of Ninth-Grade Students in Terms of Self-Concept, Socio-Economic Status, Aptitude and Achievement." Unpublished Doctoral dissertation, Wayne State University, 1964.

- Harris, Samuel D. "A Study of the Relationship Between the Sixth Grade Student's Beliefs About Junior High School, His Concept of Self and Others and His Socio-Economic Status." Unpublished Doctoral dissertation, Florida State University, 1961.
- Keill, James Eldon. "A History of the Junior High School in Lincoln, Nebraska, 1900-1930." Unpublished Doctoral dissertation, The University of Nebraska Teacher's College, 1968.
- Miller, Clifford Dean. "An Exploratory Investigation of Self-Concepts of High Achieving, Average Achieving, and Low Achieving Groups of Junior High Pupils as Perceived by the Pupils and Their Teachers." Unpublished Doctoral dissertation, University of Colorado, 1963.
- Moore, Joyce H. "Self-Awareness of Personality Factors as Related to Occupational Satisfaction Among Male Junior High School Teachers." Unpublished Doctoral dissertation, Michigan State University, 1967.
- Nash, Ralph J. "A Study of Particular Self-Perceptions as Related to Scholastic Achievement of Junior High School Age Pupils In a Middle Class Community." Unpublished Doctoral dissertation, Rutgers State University, 1963.
- Perelli, Doreen Lesley, "The Effect of Teachers on the Self-Concepts of Junior High School Students as Reported by the Students Themselves." Unpublished Doctoral dissertation, Cornell University, 1966.
- Schoo, Philip Henry. "Students' Self-Concept, Social Behavior, and Attitudes Toward School in Middle and Junior High Schools." Unpublished Doctoral dissertation, University of Michigan, 1970.
- Shannon, Robert L. "A Study of the Relationship Between Selected Characteristics of Differently Organized Junior High Schools and the Pupils and Teachers in These Schools." Unpublished Doctoral dissertation, The Florida State University, 1960.
- Stephans, William Francis. "A Study of the Relationship Between Self-Concept, I.Q., and Reading Comprehension in a Selected Middle School." Unpublished Doctoral dissertation, University of Southern Mississippi, 1969.

- Stiewalt, Floyd Harrison. "A Study of the Relationship of Involvement in School Activities to the Academic Achievement of Junior High Students." Unpublished Doctoral dissertation, Oklahoma State University, 1966.
- Torrissi, Angelo F. "Effect of the Mount Vernon, New York, Project Able for Selected Junior High School Students Upon Academic Achievement, School Attendance and Self-Concept." Unpublished Doctoral dissertation, Fordham University, 1967.
- Waisman, Morton Matthew. "An Analysis of the Relations of a Social Desirability Variable and Self-Ideal Congruence to Sociometric Perception in the Junior High School." Unpublished Doctoral dissertation, New York University, 1962.
- Woodard, Barbara. "An Investigation of Some Interpersonal Values of Freshmen and Senior Nursing Students at the Texas Women's University." Unpublished Master's dissertation, Texas Women's University, 1962.

11

MICHIGAN STATE UNIV. LIBRARIES



31293104810837