AN ANALYSIS OF THE EFFECTS OF A HUMAN RELATIONS COMPONENT IN AN INTRODUCTION TO EDUCATION COURSE ON THE SELF CONCEPT AND INTERPERSONAL RELATIONS OF SECONDARY EDUCATION PRE-SERVICE TEACHERS

DISSERTATION

Presented to the Graduate Council of the North Texas State University in Partial Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

By

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Denton, Texas
August, 1976
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1976
Miller, Joyce Evelyn Kyle, An Analysis of the Effects of a Human Relations Component in an Introduction to Education Course on the Self Concept and Interpersonal Relations of Secondary Education Pre-service Teachers, Doctor of Philosophy (Secondary Education), August, 1976, 310 pp., 44 tables, bibliography, 106 titles.

The problem of this study was to analyze the effects of a human relations component in an introduction to education course on the self concept and interpersonal relations of secondary education pre-service teachers.

The purposes of this study were (1) to develop a human relations component to be used in an introduction to education course; (2) to utilize the component in an actual teaching situation; and (3) to examine the effects of the course on the self concept and interpersonal relations of secondary education pre-service teachers.

The Human Relations Component was developed by the investigator and consisted of a structured series of values clarification, transactional analysis, problem solving, and roleplaying activities which were selected to accomplish the guidance objective of the course.

The participants in this study were forty-four pre-service teachers who were enrolled in three sections of The American Secondary School, an introductory education course at North Texas State University, during the 1976 Spring
semester. There were twenty-six students in the experimental group and eighteen students in the control group. The treatment for the experimental group consisted of a combination of activities from the Human Relations Component and activities conventionally used in the American Secondary School. The activities from the Component were used in the course one hour each week for fourteen weeks. The control group was involved in only the regular expository-types of activities used in the course.

Because the investigator was the instructor for the experimental group and the control group, a second control group of sixty-five students was used to control investigator-bias. These students were taught by three college teacher educators.

Pre-test and post-test data were collected on sixteen criterion measures from the Tennessee Self Concept Scale (TSCS) and the Fundamental Interpersonal Relations Orientation-Behavior Scale (FIRO-B). The Total Positive Score, the Self Criticism Score, the nine self-esteem scores from the TSCS, and the six criterion measures from the FIRO-B scale were used.

Four hypotheses were tested in this study. It was hypothesized that there would be significant differences between the post-test scores of the experimental and control groups. It was hypothesized that the experimental group would make significant gains on the criterion measures.
The hypotheses were examined by the one-way analysis of variance and t-tests. The minimum .05 level of significance was prescribed as necessary to reject the null hypotheses.

The results of the statistical analyses revealed that the differences between the experimental and control groups on measures of the self concept and interpersonal relations were not statistically significant. Nonsignificant gains were made by the experimental group on both criterion measures. Findings derived from personal observations indicated that the experimental group became aware of the affective dimension of the teaching-learning process. It was also evident that factors in addition to increased scores should be considered in research concerning enhancement of the self concept and interpersonal relations.

In view of these findings, it was recommended that further research be conducted to determine the effect of course methodology on personality traits of effective teachers. Available affective experiences should continue to be used in the development and evaluation of teacher education courses.
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CHAPTER I
INTRODUCTION

There is a need for improved human relations in the society. Educational institutions at all levels are being called upon to help strengthen man's understanding of himself and others. In the school environment, the teacher has the major responsibility for helping young people develop affective and cognitive skills. Combs (11, 9, 10) and Dinkmeyer (17) have stated that today's effective teacher must be aware of the dual role of the teacher as a person and as a scholar. In the past, the human side of teaching and learning has been de-emphasized in teacher preparation. Teachers have been well prepared cognitively, but they have lacked adequate personal and interpersonal skills. Teacher education programs need to blend affective and cognitive experiences in preparing today's effective teacher.

Since the 1960s, educational institutions have made progress toward increased humanization. Teacher education institutions have reorganized departments and implemented courses based on the humanistic philosophy (33). Courses and workshops have been organized to enhance the human relations skills of in-service and pre-service teachers.

In the mid 1960s, the United States Office of Education requested that teacher education institutions submit proposals
for innovative programs for elementary pre-service teachers (33). According to Klatt (33), in less than four months, eighty proposals were submitted to the Office of Education. Many of these proposals included plans for empathy training, human relations, or sensitivity training (33). Most of the programs which have emphasized the teacher as a person have been for the elementary pre-service teacher. There remains a paucity of innovative programming at the secondary level.

The humanistic movement has not only manifested itself by means of innovative courses and programs. During the last decade, a plethora of affective experiences have been developed and made available for classroom use (50). Role-playing and problem solving techniques have been combined with values clarification and transactional analysis, providing for a major breakthrough in humanistic education.

Weinstein and Fantini have commented,

For the first time, educators have at their disposal a huge resource bank of imaginative, experiential teaching procedures that can be integrated into most traditional curricula and can provide source materials for curricula aiming directly at psychological growth (50, p. 196).

The availability of affective materials and the humanistic direction in education have not led to extensive development and evaluation of affective course methods for preparing secondary education teachers. The developing trend is toward testing the effect of affective experiences as separate components. There is a lack of research attesting
to the effect of these experiences when integrated into regular course activities. Loree (35) has noted that there are obvious research gaps in this area. Related research has been confined to evaluating the effects of course methods on the attitudes of pre-service teachers toward children or teaching (35). There is a need to utilize the available affective materials in the development of teaching components which may be integrated into traditional courses. The resulting course methods need to be evaluated in terms of their effect on personality dimensions known to be important in the preparation of effective teachers. There is a need for improved human relations in the society. The preparation of pre-service teachers as humanizing agents in the school environment may constitute the first step toward fulfilling this all-important need.

Statement of the Problem

The problem of this study was to analyze the effects of a human relations component in an introduction to education course on the self concept and interpersonal relations of secondary pre-service teachers.

Purposes of the Study

The purposes of this study were (1) to develop a human relations component to be used in an introduction to education course; (2) to utilize the component in an actual teaching
situation; and (3) to examine the effects of the course on two teacher characteristics which are basic to teacher effectiveness. These characteristics are the self concept and interpersonal relations.

Hypotheses

To carry out the objectives of this study, the following hypotheses were formulated:

1. Secondary pre-service teachers who participate in the experimental course will show a significantly greater post-test mean than the control group on each of the following measures of the Tennessee Self Concept Scale:
   a. Total Positive Score
   b. Self Criticism
   c. Identity
   d. Self-Satisfaction
   e. Behavior
   f. Physical Self
   g. Moral-Ethical Self
   h. Personal Self
   i. Family Self
   j. Social Self

2. Secondary pre-service teachers who participate in the experimental course will show a significantly greater post-test mean than the control group on each of the following measures of the Fundamental Interpersonal Relations Orientation-Behavior Scale:
   a. Expressed Inclusion
   b. Expressed Control
   c. Expressed Affection
   d. Wanted Inclusion
   e. Wanted Control
   f. Wanted Affection
3. Secondary pre-service teachers who participate in the experimental course will show significant mean gain between the pre-test and post-test on each of the following measures of the *Tennessee Self Concept Scale*:

- a. Total Positive Score
- b. Self Criticism
- c. Identity
- d. Self-Satisfaction
- e. Behavior
- f. Physical Self
- g. Moral-Ethical Self
- h. Personal Self
- i. Family Self
- j. Social Self

4. Secondary pre-service teachers who participate in the experimental course will show significant mean gain between the pre-test and post-test on each of the following measures of the *Fundamental Interpersonal Relations Orientation-Behavior Scale*:

- a. Expressed Inclusion
- b. Expressed Control
- c. Expressed Affection
- d. Wanted Inclusion
- e. Wanted Control
- f. Wanted Affection

**Background and Significance of the Study**

**Background**

The need for more humanism in the society never has been more evident than it is today. The pressures resulting from a rapidly changing society have affected all nations, all aspects of life, and all individuals. Schools, in an
effort to become more efficient, have often become rigid and mechanistic (27). Curricular and teaching innovations designed to enhance the humanistic aspect of school have been implemented. However, many of these innovations have been unsuccessful because of failure to consider the significant role of the teacher in the school environment. Greenberg has made the following comment,

No matter how much emphasis is placed on such other qualities in teaching as educational technique, technology, equipment, or buildings, the humanity of the teacher is the vital ingredient if children are to learn. Exploration of the full range and depth of the feelings of teachers enhances our understanding of this basic ingredient (27, p. 20).

The teacher who is keenly aware of the personal meaning to be derived from learning will contribute to the success of school innovations.

Early research into teacher effectiveness concerned delineating behavioral traits descriptive of the effective teacher. Perhaps the earliest conception of the good teacher was one who was knowledgeable in a certain subject area. It was assumed that if the teacher had adequate knowledge of a subject that he could teach the subject (35). In the early 1950s, Ryans (43) conducted a massive study of the characteristics of the effective teacher. Participants in Ryans' study described the effective teacher as fair, democratic, responsive, understanding, kindly, stimulating, original, alert, attractive, responsible, steady, poised, systematic.
Ineffective teachers were described as partial, autocratic, aloof, restricted, harsh, dull, stereotyped, apathetic, unimpressive, evading, erratic, excitable, uncertain, and disorganized (43). While providing some relatively interesting data, Ryans' results were never utilized in preparing effective teachers. Flanders (45) employed a technique to arrive at more general aspects of effective teaching. The results of his efforts also were unsuccessful in providing the facts needed to define the effective teacher (45).

Many authorities have found that teacher effectiveness research becomes meaningful in view of the principles of perceptual psychology. In reviewing and categorizing teacher effectiveness research, Hamachek (28), Stanton (46), and Loree (35) found that most of the research tended to fall into one of the following dimensions of teacher personality and behavior: (a) perceptions of self, (b) perceptions of others, (c) personal characteristics, and (d) instructional procedures and interaction styles. Hamachek has emphasized that these findings have helped to substantiate the beliefs that many people have regarding who the effective teacher is.

Loree (35) has found further agreement on what constitutes effective teaching. After reviewing the objectives of various teacher education programs, Loree reported that most of the objectives concerned attitudes of the teacher toward himself, his pupils, and the teaching-learning process.
According to the theory of perceptual psychology, individuals manifest the behaviors enumerated by Ryans (43) and Flanders (45) because of a much deeper source, their own unique perceptions of themselves, others, and their environment. The theory of perceptual psychology is based on the belief that human behavior is determined by an individual's perceptions. Whether a teacher is an effective teacher or not depends largely on his self concept. According to Combs,

of all the perceptions existing for an individual none are so important as those he has about himself. The individual's self is the center of his world, the point of origin for all behavior. What he believes about himself affects every aspect of his life (11, p. 14).

Fitts has stated that "the behavior of teachers is related to, is associated with, and is an expression of their self concepts" (20, p. 44).

The origin of perceptual psychology can be traced to the writings of Socrates, Aristotle, and Descartes who were early contributors to the self concept theory (23, 16). The self concept theory formed the theoretical basis for perceptual psychology. The self concept theory has ancient roots, but it was not recognized as an accepted psychological theory until many years after the emergence of the traditional theories, behaviorism and psychoanalysis (23, 16). William James (16, 23) has been credited with expanding the self concept theory. James recognized that the self concept was multidimensional. He subdivided the self into a "material self," a "social self," and a "spiritual self" (16).
Perceptual psychology views the effective teacher as a person who is able to combine his knowledge and sensitivity in establishing a healthy teacher-student relationship. Dinkmeyer (17) and Combs (3), as advocates of perceptual psychology, have stated that effective teachers view themselves as capable of working with others, dependable, and worthy. They tend to view themselves positively in terms of intelligence and leadership ability. The effective teacher has developed positive feelings in interpersonal relationships. The good teacher is described as seeing themselves as valuable to self and others, trustworthy, wanted, and sociable human beings. According to Combs and others (11), the effective teacher is well informed and has adequate perceptions of himself and others. He also has adequate perceptions of the teaching-learning process.

Studies by Garvey (22), Hatfield (29), and Crane (13) have shown that in-service and pre-service teachers who have accurate self concepts perform well in various aspects related to the teaching profession. Garvey and Hatfield found that student teachers with positive self concepts tend to be rated high on criteria of student teaching performance. Crane revealed that beginning pre-service teachers who had positive opinions of themselves and others were well adjusted to education courses and the process of preparing to become teachers.
The quality of the teacher's self concept is related to other aspects of teacher effectiveness. Aspy and Buhler (2) and Davidson and Lang (14) have found that a student's achievement is affected by the quality of his teacher's self concept. Rosenthal and Jacobson (45) reported in their classic study that the nature of the teacher's self concept affects student academic achievement as well as the student's self concept. Purkey (39), capsulizing research results concerning the relationships between teacher effectiveness and the teacher's self concept, stated,

The key to building positive and realistic self images in students lies largely in what the teacher believes about himself and his students. These beliefs not only determine the teacher's behavior, but are transmitted to the students and influence their performance as well (39, pp. 259-260).

It has been emphasized that there is a relationship between self acceptance and acceptance of others. Empirical investigations by Richmond, Mason, and Padgett (40) and Thompson (47) lend support to the theorized relationship between the self concept and interpersonal relations. Brownfain (5) and Jersild (31) have theorized that an individual's self concept and interpersonal relations are highly interrelated. Brownfain contended that "there is no maladjustment in personality that is not somehow reflected in maladjustment in interpersonal relations" (5, p. 279). The individual with an unstable self concept sees others as thinking far less of him than he thinks of himself. He may
respond to others with hostility, resulting in reciprocal hostility and eventual alienation. The results of the faulty interaction reinforces the individual's negative self concept (5). The opposite interaction tends to occur when one has a positive self concept.

The self concept is formed in social interactions. According to James (23, 16), each individual consists of as many different selves as there are different individuals and situations. The self-image assumed by an individual at any one moment is influenced by the identity and behavior of those involved in the interaction. Gergen (23) has found that people learn to shift their identities in order to reflect the self-image expected by significant others. What one becomes is influenced by what his perception is of what others think of him.

Rogers (42), Schutz (44), and Maslow (24) have formulated interpersonal relations theories. These authorities have contended that there are basic needs which can only be satisfied in social interactions. Rogers contended that man has a basic need for self-regard. Individuals struggle to maintain their self-images by seeking the approval and respect of others. Schutz (44) has found that man has both wanted and expressed needs for inclusion, control, and affection. These needs are expressed toward others and wanted from others. According to Schutz, the objective is to arrive at a balance between wanted and expressed needs.
Maslow's theory (24) of self actualization is an interpersonal relations theory. Personal and interpersonal competence are necessary before attaining self-actualization.

The literature findings make it clear that a study of the self concept could not proceed without considering interpersonal relations. The two concepts are highly interwoven. In considering self concept enhancement, it is logical that "factors that change our views of others should also operate to change our views of self" (23, p. 55).

Appell (1), Levin and Kurtz (34) have shown that perceptions toward self and others can be changed by the use of a variety of activities which allow for self-analysis through interactions with others. Brownfain (5) has commented,

When an individual is assigned the task of evaluating himself, whatever the method of this evaluation, he inevitably makes reference to a system of central meanings that he has about himself and his relations to the world about him which we call the self concept (5, p. 269).

According to Gowan (26), activities designed to help an individual understand that all people have problems and difficulties can serve as "a powerful stimulus to self-concept change" (26, p. 104). Appell (1) has found that sharing within a small group situation can help an individual evaluate his attitudes and values and those of other group members. Appell recommended the use of roleplaying, lectures, problem solving, resource persons, films, tapes, and
the reading of provocative excerpts to activate discussion. Appell believed that such an integrated set of experiences would lead to an "enriched appreciation of one's strengths as well as a more realistic acceptance and understanding of one's frailties" (1, p. 11).

Enhancement of the self concept may be effected indirectly by helping the pre-service teacher develop facilitative interpersonal skills (42). Rogers (42) stated that skills in active listening, reflecting and showing acceptance of others' feelings, will enhance one's self perception and relations with others. However, self concept change rarely occurs as a result of changing one's behavior alone. Research indicates that self concept change results from being actively and personally involved in analyzing one's beliefs, values, attitudes in relation to those of others (1, 26, 7). Jersild (32) has explained that when "teachers face themselves," they become more fully-functioning human beings and more effective teachers.

Levin and Kurtz (34, p. 530) believed that structured activities allow participants to "try out new behaviors." The use of structured activities also safeguards the accomplishment of group objectives.

Self concept enhancement is based on the involvement of individuals in a series of integrated tasks. Dinkmeyer (17) has stated that "experiences which enable students to
encounter themselves, their feelings, attitudes, and perceptions" must be developed so that pre-service teachers will be able to "interrelate attitudes, perceptions, feelings, and values with developing skills and knowledge (17, p. 618). Traditional course content coverage of specialized subject matter does not automatically guarantee self concept change (12, 36).

The self concept can be modified by means of human relations experiences (30). The goals of human relations include an emphasis on understanding of self and others; therefore, it is a viable tool for enhancing the self concept and interpersonal relations. Human relations experiences which represent the integrative approach appear to be more effective than human relations programs which use only one type of activity (7). Gottlieb (25) investigated the effect of human relations experiences on the self-esteem and self-disclosure of students. After three years of research, it was recommended that further research be conducted using a variety of experiences during the experimental period.

Human relations training has been used in teacher education programs in several different ways. Most of the programs have not been empirically evaluated. Buchanan (6) used a structured series of human relations activities in a teacher education course for a period of five weeks.
Student feedback indicated that the students became more aware of themselves and developed an understanding of affective teaching. Dinkmeyer (17) has found that his C-Group model can be used to help pre-service teachers become more fully-functioning persons. Student feedback indicated that the structured model "can be a useful tool in facilitating teacher development" (17, p. 619). Borke and Burstyn (4) utilized sharing experiences, diaries, video-tapes, and focused exercises in an interpersonal relations seminar which ran concurrently with student teaching. Student teachers reported "dramatic changes of attitude that affected their behavior outside as well as inside the classroom (4, p. 378). The reports by Buchanan, Dinkmeyer, and Borke and Burstyn have not been empirically tested; however, affective objectives appear to have been accomplished.

Studies by DeMarte and Sorgman (15), Waites (49), and Finkbeiner (19) have provided empirical data on the effect of human relations experiences on the perceptions of pre-service teachers. DeMarte and Sorgman found that students enrolled in humanistic education courses reported more positive Ideal Self Perceptions than students in the control group. Waites and Finkbeiner tested the effect of human relations experiences on the self concept of beginning pre-service teachers. Waites used guided Personal Growth materials for a period of seven weeks. He reported that the
experimental group became more accepting of themselves and others. Finkbeiner utilized effective growth experiences for a period of four weeks to effect change in interpersonal behavior. The findings indicated that the participants moved toward self actualization and developed positive attitudes toward teaching and children.

The teacher education courses described by Peterson, Calvin, and Yutzy (38) and Newman (37) contain a human relations component along with other course experiences. The course described by Peterson, Calvin, and Yutzy represents a combination of human relations training, contracting, and field experiences. Lectures, video tapes, demonstrations, and films are utilized in the course. Textbooks, learning modules, and bibliographies are used to expose the pre-service teachers to content areas. Students keep a journal of their feelings and reactions to the experience. Data indicating the measured results of the program were not reported.

Newman (37) compared the effect of an eight-week human relations training component with a more traditional education course. Newman found that the group receiving the human relations training became less dogmatic. The human relations training group did not make significantly greater gains in personal and interpersonal relations as predicted.
Studies by Newman and Peterson, Calvin, and Yutzy are examples of the various human relations approaches being utilized in teacher education. Most of the approaches involve the use of human relations training as a separate component. The human relations component described by Newman was one of several components in a course. Newman evaluated the effect of the human relations component. The course described by Peterson, Calvin, and Yutzy represents the integrative approach. It has been evaluated only by means of participant feedback.

Calliotte (7) and Thorman (48) have compared the effectiveness of a variety of human relations experiences. Calliotte found that the integrative approach was superior to other single-experience approaches. After experimenting with a cognitive model, an encounter model, and a programmed unit, Calliotte selected an integrated model as most successful for use in a human relations course for potential teachers. The integrative model was successful in increasing awareness and sensitivity to interpersonal relations.

Thorman investigated the relative effectiveness of the academic study of interpersonal relations, laboratory training in human relations, a pre-student teaching laboratory experience, and a group which wrote a term paper unrelated to interpersonal relations. There were no significant differences between the groups in enhancing interpersonal relations.
Thorman reported that direct experiences which involve contact with other people are more valuable than regular classroom approaches with the same objectives.

The integrative approach does seem to be a viable means of helping pre-service teachers become involved in a variety of experiences designed to effect the affective and cognitive domains. It is possible that such a variety of cognitive and affective experiences may assist in preparing the effective teacher needed today.

The self concept has been shown to be an important variable underlying an individual's behavior. It also has been shown that there is a relationship between interpersonal relations and the self concept. There is a need for the integration of self concept and interpersonal relations activities into existing teacher education courses. There is also a need for testing and comparing the effectiveness of traditional methods of teaching education courses with experimental approaches to teaching the same courses.

The Significance of the Study

In spite of the importance of the self concept and interpersonal relations in preparing effective teachers, there are relatively few studies investigating the effect of course methodology on the self concept and interpersonal relations of pre-service teachers (45, 20). Therefore, the development of a method of teaching an education course and
the evaluation of this method in terms of the measured effect on the self concept and interpersonal relations was considered a significant contribution.

What effect can an experimental course have on self concept and interpersonal relations of pre-service teachers? Can a highly stable variable like the self concept be manipulated in the classroom by integrating human relations activities with traditional classroom activities? The answers to these questions seemed to have significant implications for teacher education programs.

Definition of Terms

For the purpose of this study, the following definitions were formulated:

Self Concept—is defined in Jersild's words as a "composite of thoughts and feelings which constitute a person's awareness of his individual existence, his conception of who and what he is" (31, p. 9).

Interpersonal Relations—is defined in Schutz's words as "the basic idea that every person orients himself in characteristic ways toward other people, and the basic belief that knowledge of these orientations allows for considerable understanding of individual behavior and the interaction of people" (44, p. vii).

The Human Relations Component—(see Appendix A) is defined as a series of fifteen activities which may be
categorized as values clarification strategies, transactional analysis, roleplaying, and problem solving exercises. The selection of the activities was based on Cowan's self concept enhancement criteria (26) and Rinne's criteria for the evaluation of human relations curriculum materials (41). The purpose of the Component is to enhance personal and interpersonal development.

The Integrative Approach—is defined as the use of a variety of cognitive and affective classroom teaching techniques to realize stated course objectives. The varying techniques are designed to effect the different dimensions of the self concept.

Human Relations Training—is defined as an integrated series of structured group activities designed to enhance personal and interpersonal development (30).

Secondary Pre-Service Teacher—is defined as a student who is enrolled in the American Secondary School.

The American Secondary School—is defined as an introductory education course which is the first course required for teacher certification in secondary education at North Texas State University. Students enrolled in this course must have at least sixty hours of college work and a minimum C grade-point average. Objectives for this course are categorized into four areas: Admission, Guidance, Teaching Processes, and the Secondary School (see Appendix B). Activities which are traditionally used in meeting the
course objectives include: lectures, film presentations, tests based on the textbook, group and individual reports, and out-of-class projects.

Delimitations

This study was delimited to secondary pre-service teachers enrolled in six sections of The American Secondary School at North Texas State University during the 1976 Spring semester.

Basic Assumptions

It was assumed that

a. The subjects responded frankly and sincerely to the self-report items of the Tennessee Self Concept Scale and the Fundamental Interpersonal Relations-Oriention Behavior Scale and thus ensured the validity and reliability of the measures.

b. The instructors in the control group courses taught to obtain the same course objectives and used similar methods, lectures, film presentations, tests, and out-of-class projects to accomplish the outlined course objectives (see Appendix B).

Instruments

Two instruments were used in this study. The Tennessee Self Concept Scale by William H. Pitts was used to measure the self concept (see Appendix C). The Fundamental Interpersonal Relations Orientation-Behavior Scale by William C.
Schutz was used to measure interpersonal relations (see Appendix D). In addition to the brief description in this section, a more detailed discussion of the instruments may be found in Chapter III.

The **Tennessee Self Concept Scale**

The **Tennessee Self Concept Scale (TSCS)** is a measure of how one views himself, how one feels about himself, and how one appraises his actions. The TSCS is a Likert-type scale which consists of 100 self-descriptive items which a subject uses to portray himself. For purposes of this study, ten scores from the Counseling Form of the TSCS were used: The Self Criticism Score and the nine self-esteem scores. These ten scores entail the use of all 100 items of the TSCS in arriving at an accurate portrayal of the subject's self concept. Available data attest to the reliability and validity of the TSCS. According to Pitts, test-retest reliability coefficients for the major constructs of the TSCS range from .60 to .91. The instrument also has content and construct validity. The TSCS is widely used as a measure of personal growth (21).

The **Fundamental Interpersonal Relations Orientation-Behavior Scale**

The **Fundamental Interpersonal Relations Orientation-Behavior Scale (FIRO-B)** serves to measure changes in interpersonal relationships as opposed to personal growth. It
has been used in research studies to measure change in interpersonal relations following human relations programs and workshops. The FIRO-B is a cumulative Guttman-type scale which consists of fifty-four items. The instrument produces six scores in the areas of Expressed and Wanted Inclusion, Control, and Affection. Split-half reliability on the FIRO-B is reported at .94; test-retest reliability on the instrument ranges from .71 to .82. Validity studies on the FIRO-B have shown that the scale does have content, concurrent, construct, and predictive validity (44).

Validation of the Human Relations Component

The Human Relations Component (See Appendix A) was validated according to Rinne's "Criteria for Evaluating Human Relations Curriculum Materials" (see Appendix E) by a panel of three judges (see Appendix F). These three panel judges were chosen from a list of possible judges which was compiled as a result of recommendations made by Wayman T. Dever, a human relations expert and a Professor of Secondary education at North Texas State University, and Troy Sparks, the Associate Superintendent in Charge of Intercultural Affairs of the Fort Worth Independent School District. One panel judge was a college teacher educator from the department of secondary education; one of the judges was a secondary public school teacher; and one judge was a public school
administrator. All judges were experts in conducting human relations programs and utilizing human relations curriculum materials.

Each judge was furnished a copy of the proposed Human Relations Component and a copy of Rinne's six criteria for evaluating human relations curriculum materials. Each judge was asked to determine which criteria were met by each of the fifteen human relations activities. A validation response scale was provided in the upper left margin of each activity. The numbers one through six represented each of the six criteria. These six numbers were listed in a single column. To the right of each number were the letters "a," "b," "c." The judges were asked to respond by circling "a" if the activity met the criteria. If the judge was undecided on the item, "b" was to be circled. If the judge determined that the activity did not meet the criteria, he was to circle "c." In addition to evaluating the Component on the basis of Rinne's criteria for human relations materials, the judges were requested to evaluate the appropriateness of the sequence of the individual activities in the Component and to approve the overall Component with exceptions noted.

Space was provided at the end of each activity for the judges to submit additions or corrections. For acceptance of an activity, two of the three judges had to agree that an activity met at least three of the six criteria.
The activities included in the Component also were validated on the basis of relevant literature findings. It has been suggested by Appell (1) and Gowan (26) that activities similar to roleplaying, problem solving, transactional analysis, and values clarification may be effective in improving the self concept and interpersonal relations.

The use of all the activities in the Component in introduction to education courses, during the 1975 Spring and Fall semesters, served as a third form of validation. Students' reactions to the activities revealed that the students did become more aware of themselves and others. The students also reported that they found the activities valuable. However, initially, some thought the experiences were a waste of time. According to Combs (11), this reaction is typical of students who are conditioned to more factually-oriented classroom activities.

Procedures for the Collection of Data

Research Design

Campbell and Stanley's Design 10, the nonequivalent control group design, was used in this study. This design consists of a pre-test, a treatment, and a post-test for the experimental group and a pre-test and a post-test for the control group. This design is represented symbolically as (8, p. 47):
This study consisted of one experimental group of twenty-six subjects and one control group of eighteen subjects. The experimental group and the control group both constituted intact sections of secondary education students enrolled in The American Secondary School. The experimental and control groups were taught by the investigator.

A second control group (C2) of sixty-five students was used in this study. Because the experimental and control groups were taught by the investigator, C2 was used to serve as a check on investigator bias and to validate experimental results. C2 consisted of three intact sections of The American Secondary School. These three sections were taught by three college teacher educators.

All sections of The American Secondary School were selected to comprise C2 except two sections. These two sections were eliminated because of involvement in experiences which could have had an erroneous effect on the outcome of the study.

The Experimental Group Course

The experimental course offered an integrated and con- fluent approach to teaching and learning. A combination of
the regular course activities for The American Secondary School and the Human Relations Component was represented in the experimental course.

One of the major course objectives of The American Secondary School is to assist pre-service teachers in developing an understanding of self and others. The emphasis in the experimental course was to provide activities which assisted the pre-service teachers in evaluating themselves and their resources for success in teaching. A Human Relations Component (see Appendix A) was used to realize this objective. The Component consisted of a series of fifteen values clarification, transactional analysis, roleplaying, and problem solving activities. These human relations activities were interspersed with regular course activities and were utilized for a period of one hour per week for fourteen weeks. All activities and procedures were based on the self concept enhancement criteria noted through a review of the literature. The activities and procedures were organized and selected specifically according to Rinne's "Criteria for Evaluating Curriculum Materials in Human Relations" (see Appendix E) and Gowan's criteria for self concept enhancement (26).

The regular course activities of the experimental course were based on the history of education, the organization and administration of public schools, teacher salaries, teacher retirement, and other areas related to public education and
the teaching profession. These areas were explored by means of lectures, film presentations, tests based on the textbook, reports, out-of-class projects, and library research.

The experimental course represented the blending of a variety of cognitive and affective experiences. The human relations activities provided students with opportunities to examine and gain an understanding of their values, attitudes, and beliefs and those of others. The activities also provided students with an opportunity to study the use of role-playing, problem solving, values clarification, and transactional analysis as instructional techniques. The regular course activities provided students with factual information concerning the past, present, and future of their chosen profession.

The Control Group Course

The emphasis in the control course was on helping the pre-service teachers evaluate themselves and their resources for success in teaching (see Appendix A). Basically, an expository approach was emphasized in meeting the course objectives. The activities for this course included: lectures, film presentations, tests based on the textbook, individual and group reports, out-of-class projects, and research related to the various aspects of the teaching profession. The content of the course was determined largely
by the various chapters in the textbook selected for The American Secondary School. The history of education, the organization and administration of public schools, teacher salaries, teacher retirement, and similar areas were explored. The text was read. Facts from the text were discussed by means of lecture and class discussion. Students were tested for retention of factual information. Individual and group reports presented in class by the students constituted the main form of student involvement. The overall approach used in this class did not exclude periodic use of activities which were systematically presented in the experimental course. During the course, some students read articles and books and presented reports based on the humanistic philosophy. Efforts were not made to prevent such chance occurrences.

All secondary pre-service teachers enrolled in The American Secondary School met for three hours per week for fifteen weeks during the 1976 Spring semester. The study lasted for a period of fourteen weeks. Five days prior to the beginning of the study and five days following the conclusion of the study all of the subjects were administered the Tennessee Self Concept Scale and the Fundamental Interpersonal Relations Orientation-Behavior Scale. The instruments were not discussed or made available to the subjects until all data had been collected and treated.
The cooperation and permission of the control group instructors were obtained before any data were collected from their classes.

Procedures for Analysis of Data

The pre-test and post-test data derived from the Tennessee Self Concept Scale and the Fundamental Interpersonal Relations Orientation-Behavior Scale were collected. The individual scores were transcribed to data sheets for analysis by the North Texas State University Computing Center.

Fisher's t-test (18) was used to determine if differences existed between the pre-test scores of the experimental group and the control group.

Hypothesis I and Hypothesis II were tested by the one-way analysis of variance statistical technique (18). Hypothesis III and Hypothesis IV were tested by the t-test for correlated means (18). Each hypothesis was stated in the null form and was tested at the minimum .05 level of significance.

Fisher's t-test was used to determine if significant differences existed between control group_1 (C_1) and control group_2 (C_2) on the pre-test measures.

The one-way analysis of variance was used to determine if significant differences existed between C_1 and C_2 on the post-test measures. The null hypothesis was assumed. The
minimum .05 level of significance was required in order to reject the null hypothesis.

Organization of the Study

The development and findings of this study are presented in five chapters. In Chapter I the introduction and procedures used in completing the study are presented. Chapter II presents a review of the related literature. The related literature is divided into four areas: The Self Concept Theory, the Self Concept and Interpersonal Relations, Enhancing the Self Concept and Interpersonal Relations: Strategies and Techniques, and Human Relations Training in Teacher Education.

Chapter III details the procedures employed in conducting the study. The subjects involved in the study are described. Descriptions of the experimental course and the control group course also are presented. The section on the procedures for the collection of data includes information concerning the design of the study, instrumentation, and procedures for validating the Human Relations Component. A section on the procedures for analyzing the data concludes Chapter III.

In Chapter IV the data which resulted from this study are presented and analyzed. Chapter V consists of the findings which were drawn from the analysis of the data.
Conclusions which were formulated on the basis of the findings are presented. Appropriate recommendations, which are based on the findings, conclusions, and personal observations of the study, conclude Chapter V.
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CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The preparation of the pre-service teacher as a humanizing agent for today's schools is an emerging concern in teacher education. Synonymous with the need for the humanistic teacher is the need for the effective teacher. What is an effective teacher? How can pre-service teachers be helped to acquire the knowledge, skills, and attitudes needed to become effective teachers in schools today? How can the integrative approach be applied in teacher education? In this chapter, the literature reviewed will provide answers to these questions. The literature selected is relevant to this study and has been organized into four areas: The Self Concept Theory, The Self Concept and Interpersonal Relations, Enhancing the Self Concept and Interpersonal Relations: Strategies and Techniques, and Human Relations Training in Teacher Education.

The Self Concept Theory

The study of self has ancient roots. Man's concern with who he is has recurred for century after century. This concern has taken many forms. Recently, the self has become
particularly significant to those charged with preparing effective teachers. The research findings related to the self concept theory have provided some answers to the age-old question of teacher effectiveness. In tracing the development of the self concept theory, it was found that early writers and philosophers who studied the self had some legitimate answers to the question of effective behavior centuries ago.

According to Gergen (35), the early Greek writings of Socrates, Aristotle, and the French philosopher René Descartes reflected an awareness of the effect of non-observable entities on human behavior. Socrates (35) studied the relationship between the self and behavior. His dictum, "Know thyself," succinctly expressed his theoretical position. Continuing along the same lines established by Socrates, Aristotle concerned himself with the "physical and non-physical" aspects of behavior (35). Over 2,000 years after Aristotle, Descartes expressed knowledge of the relationship between the body and the mind. Descartes believed that a person is what he thinks he is. His beliefs were depicted in his tenet, "I think, therefore, I am" (35). The relationship of the I-thinking-knowing-behaving entity constitutes the germ from which developed the self concept theory in psychology. It is this theory of the self which forms the basis of perceptual psychology and for research into teacher effectiveness.
Historical Development of the Self Concept Theory

The concept of the self as put forth in early psychology tended to be narrow and restricted. The intropectionists, led by Wilhelm Wundt (6, 35), were content to view the concept of self only as a person's awareness of his own body and his internal processes. However, at the turn of the twentieth century, William James (25, 35) assumed a more expanded view of self. James theorized that the self could be subdivided into three categories: "a material self," "a social self," and "a spiritual self" (35, 25, 28). The material self consists of one's own body, family, and possessions; the social self includes how one's self is viewed by others; the spiritual self consists of one's emotions and desires (28). James, in his Principles of Psychology, wrote,

In its widest possible sense, a man's self is the sum total of all that he can call his, not only his body and his psychic powers, but his clothes, and his house, his wife and children, his ancestors and friends, his reputation and works, his lands and horses, and yacht and bank account (67).

The self theorized by James in the early 1900s is defined in similar terms by today's self psychologists.

During the early 1920s, behaviorism and Gestalt psychology emerged in American psychology (35). The growth and stability of Gestalt psychology would have provided a firm theoretical base for the concepts proposed by James and other self psychologists. However, the growth of Gestalt psychology
and self psychology was temporarily repressed by other psychologists who were interested in a theory which could be "measured objectively, described in terms of definite mechanical sequences or quantities, and reported statistically" (6, p. 52).

Self psychology was particularly vulnerable to the attacks of those advocating a more scientific direction for psychology (35). Self psychology was based on the theory that behavior was largely determined by nonobservable influences which could not be objectively measured. The evidence produced by this theory could not be publicly observed and verified. Constructs such as love, hate, joy, thought, and self could not be experimentally controlled and tested (6, 35). The behaviorist view was based on observable, external behavioral influences which could be measured. The behaviorist view prevailed, and for the next fifteen or twenty years the self, as a significant determinant of behavior, received relatively little notable emphasis (25).

Diggory (25), Patterson (56), and Stanford and Roark (68), in outlining the psychological foundations of education, have noted that the behaviorist views man as a reactive being whose behavior is controlled by external stimuli. Man's behavior can be determined by his past experiences. His present and future behavior can be conditioned through systematic application of rewards and punishment. The
behaviorist view had its greatest effect on education during the 1920s and 1930s. During this period, behaviorism proved effective in solving educational problems (19).

Following World War I, the psychoanalytic movement emerged as the second significant contributor to the development of the self concept theory (35). This movement was stimulated by Sigmund Freud (35) and his followers. The psychoanalytic theory represents an extension of the theory of behaviorism. Patterson (56) has assessed both of these viewpoints as objective and mechanistic ways of describing human behavior. Man's behavior is viewed as largely determined by past life experiences and unconscious stimuli (56, 68).

According to Diggory (25), the psychoanalytic theory dealt with the self in context of the ego which was interpreted as "... the basis for self-evaluation, self-criticism, conscience, and the feeling of guilt" (25, p. 26). Diggory maintained that psychoanalysis was always an "ego psychology" and that Freud's notion of the self was very similar to James' view of the self (25). Freud recognized the "... rational conscious control in human behavior . . ." as well as the "... irrational unconscious determiners of behavior . . ." (25, p. 27). Diggory (25) noted that Freud's recognition of the conscious self was overshadowed by his emphasis on the unconscious influences on behavior.
Over a period of many years, the self progressed from being considered one of the most significant determiners of behavior by James and earlier writers and philosophers to a role of insignificance in the psychoanalytic movement. In between these two extremes, the Behaviorist movement completely excluded the self as a determiner of behavior. Behaviorism and psychoanalysis have been recognized as two major movements in American psychology. The application of selected principles from each of these psychological theories has affected various facets of education.

During the late 1930s and the early 1940s several factors occurred which resulted in acceptance of self psychology as a recognized psychological theory. The literature reveals conflicting reasons for this turn of events. Combs and others (19) surmised that American education began advancing toward a more humanistic view which called for a more positive, flexible, and less mechanistic view of human behavior. The traditional theories were no longer felt to be relevant in solving human problems. Goble (36) suggested that the philosophical change was a by-product of the Great Depression and World War II. According to Goble, society called for a psychology of human behavior based on a more positive and uplifting view of man (36). Goble has suggested also that during this time Maslow, Combs, and Snygg may have affected the philosophical change (36). These self
psychologists began at that time formulating their own theories of human behavior which were based on man's strengths and potentials rather than his weaknesses (36).

In addition to the reasons proposed by Combs (19) and Goble (36), Gergen (35) has proposed that the position of the self psychologists was strengthened by weaknesses found in the theoretical positions of the traditional psychologists. Gergen contended that the position once assumed by the traditional psychologies began to weaken following the results of several experiments which could only be explained by referring to "nonobservable constructs" (35). The theorists were forced to consider certain internal concepts which were thought to be related to external behavior (35). Experimental study of the self concept was approved.

In 1961, Gergen noted that more than 2,000 self concept studies had accumulated since the 1940s (35). Diggory (25) observed in 1966 that the most productive group of researchers were those who studied the self concept. Diggory (25) suggested that the position of the self psychologists was solidified mainly because of the controlled experimentation conducted in the study of the self.

The factors contributing to the emergence of self psychology as a third view of human behavior were innumerable. It was evident that changes had occurred which made the idea of a new Third Force in American psychology
acceptable. The new philosophical view of human nature was not intended to completely engulf the traditional philosophies but to offer alternative means of viewing human behavior.

Perceptual Psychology

Since the inception of Third Force Psychology, it has been referred to as a phenomenological, perceptual, interactional, and an existential approach (3). The proponents of this movement have been referred to as personalists, humanists, self psychologists, phenomenologists, perceptual psychologists, transactionalists, and existentialists (17). For the purposes of this study, the term perceptual psychology will refer to the theory. Perceptual psychologists will refer to the proponents of the theory. The advocates of this theory have all taken a slightly different position on the approach, but according to Combs (17, p. 13), all have in common "a deep concern with questions of man's being and becoming."

The theoretical principles of the perceptual approach have been applied by practitioners involved in the people-related professions. According to Combs (17), it has sometimes been called the "practitioner's" psychology. The theory of perceptual psychology is based on principles of behavior which are consistent with the stated goals and objectives of education. The theory is also highly consistent with findings resulting from teacher effectiveness
research. Perceptual psychology, therefore, has particular significance for the teaching profession.

**Principles of perceptual psychology.**—Perceptual psychology is based on the positive and healthy aspects of human behavior. Confidence is professed in man's ability to direct his own life. A central assumption which permeates perceptual psychology is that man's potential behavior and direction of growth are assumed to be good (68, 56). To make any other assumption would be counter to the entire theory.

In perceptual psychology, man is viewed as proactive. He is able to act upon his environment as well as to react to it. The external and internal influences on behavior are acknowledged, but man is viewed as the ultimate determiner of the direction his behavior will take. Man is not manipulated and controlled by his environment (68, 56, 17). He is free to make choices and is thought to be responsible for his behavior.

Man's behavior is determined by his perceptual field, and therefore the organization of the perceptual field is important. In order to avoid being manipulated and controlled, man must be capable of adequately perceiving "what is" (68, 56).

The objectives of perceptual psychology are realized if man is helped to improve his relations with self and
others. Perceptual psychology is concerned with people's feelings, attitudes, beliefs, desires, loves, hates, and values and all other human qualities (17, 68, 56). These principles of perceptual psychology are reflected in the perceptual view of teacher effectiveness.

The perceptual view of teacher effectiveness.—Adequate perceptions are basic to teacher effectiveness in the realm of perceptual psychology. The assumption is that the behavior of the teacher is determined "by his private world of perceptions" (17, p. 19). A person's behavior is "the direct result of how he sees himself, how he views the situations in which he is involved, and the interrelations of these two" (17, p. 12). Therefore, in order to change one's behavior, it is necessary to change his perceptions. Teacher education programs based on the perceptual approach are concerned with the pre-service teacher's perceptions about his teaching fields, perceptions about others, perceptions of self, perceptions about the purpose and process of learning, perceptions about appropriate teaching methods (17).

The most important of all perceptions existing for an individual are those he has of himself (66, 19, 7). Perceptual psychology views teacher effectiveness as a personal expression of the self. The effective teacher is able to use his self as an instrument in enhancing the teaching-learning process (19). The "self-as-instrument" approach,
as defined by Combs (19), involves combining one's knowledge and personal sensitivity in realizing the goals and purposes of education. The teacher's self concept is an important entity in this approach. Combs (17, p. 17) has stated that "the individual's self is the center of his world, the point of origin for all behavior. What he believes about himself affects every aspect of his life." Research has shown that in-service and pre-service teachers with positive self concepts perform successfully in a variety of teaching situations.

Garvey (33) explored the relationship between student teaching grades and the self concept. Student teachers were divided into a low group and a high group based on letter grades received during student teaching. Those students receiving two A's in student teaching were designated as the High Group; the Low Group consisted of those students who received grades lower than two B's. This group designation resulted in twenty-eight students in the High Group and twelve students in the Low Group. All twenty-nine major scores of the Clinical and Research Form of the Tennessee Self Concept Scale (TSCS) were used to make comparisons. The TSCS was administered four months prior to the student teaching experience. Results showed that the High Group reported higher self concepts and evidenced less variability, conflict, and uncertainty in self perceptions. The difference between the groups was statistically significant at the .05 level or better on thirteen of the twenty-nine scores.
In a study similar to Garvey's study, Hatfield (43) investigated the relationship between elementary education student teachers' reported self concept and overall student teaching performance. In contrast to Garvey's study, Hatfield's study was not hampered by the shortcomings inherent in using letter grades as the only measure of success in student teaching. Hatfield used an average of four performance ratings as the criterion of success. The performance ratings were collected over a period of two quarters. The degree of congruence between "My Self" and "My Ideal Self" constituted the measure of self acceptance. Hatfield found that those student teachers who were rated as successful student teachers also had positive self concepts.

Crane (21) has shown that not only does the self concept affect success in student teaching but that the self concept affects adjustment to preparation for teaching. Crane investigated the relationship of acceptance of self and others to adjustment to teaching. The study developed out of a concern for the increasing number of students who withdrew voluntarily from education courses giving the reason that they no longer wished to teach. Three groups of students were identified: students who appeared to be well adjusted to the course and to teaching; students who were less well adjusted; students who were unable to adjust. Crane reported a significant relationship between attitudes
towards self and others and adjustment to teaching. The students who were unable to adjust had significantly worse opinions of themselves and others than the other two groups. Crane's research suggests that the self concept may be used to identify students early in the teacher education program who would not be likely to adjust to teaching or preparation for teaching.

The effect of the self concept extends beyond its effect on skills and performance. A study by Aspy and Buhler (2) involved investigating the relationship of the teacher's self concept and the students' academic achievement. Six third grade teachers and one hundred and twenty third grade students were the participants in this study. A selection of twenty students was made from each teacher's class. Pre-test data were collected by means of The Stanford Achievement Test and was used to select five boys and five girls with the highest IQ's and five boys and five girls with the lowest IQ's. IQ differences within each of the groups were non-significant. On the basis of measurements resulting from Parker's Self Concept Checklist and Fielder's Q-Sort procedure for teachers, the six teachers were grouped into a high self concept group and a low self concept group. Post-test data were collected from the students by means of the Stanford Achievement Test. The results revealed that the mean gain by students of the high self concept teachers on
four subtests was substantially more than the students of the lower self concept teachers. It was shown that the students of the high self concept teachers made greater total gain than students of the lower self concept teachers.

Boy and Pine (9) have made observations which validate Aspy and Buhler's findings.

We submit that when a student learns something, it is because he has responded to the teacher as a person, a person who relates to students with a core attitude of acceptance, empathy, concreteness, transparency and personal genuineness (9, p. ix).

These findings by Garvey (33), Hatfield (43), Crane (21), Aspy and Buhler (2), and Boy and Pine (9) revealed that the adequacy of a teacher's self concept can affect his ability to perform effectively as a teacher. The pre-service teacher who has a positive self concept is able to adjust to preparation for teaching and to perform successfully during student teaching. The achievement of students also is affected by the adequacy of the teacher's self concept.

In addition to having an adequate self concept, the effective teacher, according to the principles of perceptual psychology, has accurate perceptions about people and their behavior. Gazda (34) has commented,

If a student is to learn from a teacher he must be valued by that teacher; he must be understood by that teacher; and teacher must be able to communicate with him and present a good model for him to imitate (34, p. 50).
As Combs (19) has stated, "If a teacher believes his students have the capacity to learn, he will behave differently from the teacher who has serious doubts about the capacities of his charges" (19, p. 23). Rosenthal and Jacobson (42) found that students taught by teachers who were led to expect greater intellectual gains showed significantly greater gain in intelligence over an eight-month period than other students in the school. In the Florida Studies, Combs (19) studied the effects of the values, beliefs, and purposes of teachers on students in the classroom. Combs found that when teachers see students in genuine and positive ways, he interacts with them in open, democratic, and free ways. In the presence of these teachers, students are able to attain their goals with purpose and meaning.

Webb (73) has observed that a teacher's behavior and the way a teacher relates to his students is an important basis for a student's attitude toward learning. Webb compared the effect of sensitive and less sensitive teachers on eighth grade students' identified as insecure, school problems, and problem-free. The results indicated that more positive student attitudes tend to be associated with the more sensitive teacher. The problem-free students did not respond significantly to either the sensitive or insensitive teachers. The low ability, insecure students who were considered school problems were more negatively affected by the
insensitive teachers than any other group of students. Webb contended,

The lack of teacher sensitivity to students who are shy and insecure or to those who have poor opinions about school and themselves have a marked negative effect on their self-esteem and consequent learning attitudes (73, p. 458).

Davidson and Lang (23) have shown that teachers influence the personality development of their students. The interaction-effect of the child's perception of his teacher's feelings toward him on the child's self concept, school achievement, and classroom behavior also was investigated. The Checklist of Trait Names was administered twice to the students. During the first administration, the students were asked to respond in terms of "My teacher thinks I am" to arrive at a measure of perceived teacher feelings. The second test, the "I think I am" scale was used to measure self perception. Two hundred and three elementary students who were above average in reading ability were selected for the study. Ten teachers also were selected. The teachers provided academic achievement ratings for each of their students. Findings showed that the adequacy of a child's self concept is significantly related to the child's perception of his teacher's feelings toward him. The results revealed that there were positive and significant relationships between a child's perception of his teacher's feelings toward him, his classroom behavior, and academic achievement.
The effective teacher has adequate perceptions of his students. Because the self concept is formed in interactions with significant others, the teacher, as a significant other, must accept himself and be able to convey an attitude of acceptance to students. Students need to feel confirmed by those people most important to them (1). According to Mixer and Milson (52), "the expectations of others (such as parents and teachers) are internalized into self perceptions. The child becomes the way he is treated" (52, p. 347). The student's perception of his teacher's perception of him is related to his behavior, his self concept, and his achievement.

The effective teacher has adequate perceptions of the purposes of learning and uses appropriate teaching methods and interaction styles (19). Combs has emphasized that "whatever we do is always determined by the purposes we have in mind at the time of our behaving or misbehaving" (19, p. 25). The teacher's perceptions of his purposes and objectives affect his behavior as indicated in reports by Flanders (30), Barr (41), Hamachek (41), and Fitts (31).

Flanders (41) found that the achievement and attitudes of students taught by teachers who used a variety of interaction styles were superior to students taught by teachers who used only one or two styles. Barr (41) discovered that poor teachers made more homework assignments and daily textbook assignments than good teachers. Supplementary books
and project assignments were used by the majority of the good teachers.

Fitts (31) reported the results of a study from Project Impact, an investigation conducted by the Polk County Board of Education in Des Moines, Iowa. An attempt was made to determine the relationship between the teacher's self concept and student use of Divergent, Evaluative, Memory, Convergent, and Routine levels of thinking. The Tennessee Self Concept Scale was administered to 208 elementary and secondary education teachers. The Total Positive Score, an overall measure of self-esteem, was correlated with each of the levels of thinking. Results indicated that teachers with more positive self concepts stimulated students to use Divergent and Evaluative levels of thinking and to spend less time in routine, memory, or Convergent thinking activities.

Hamachek (41) concluded after reviewing research related to the instructional methods and interaction styles of good and poor teachers that good teachers tend to be flexible, sensitive to the perceptions of others. The good teacher is willing to experiment with new approaches; he is skillful in asking questions, and knowledgeable of subject matter. In addition, the good teacher uses well-established testing procedures, facilitative interpersonal skills, and is able to personalize teaching (41, p. 342).
The self concept theory represents a positive, forward-looking view of human nature. It provides the basis for what is today a new Third Force in American psychology, perceptual psychology. In contrast to earlier psychological theories, perceptual psychology is more congruent with the stated goals and objectives of education, and it has provided a solid theoretical basis for teacher effectiveness research.

Teacher effectiveness research based on the principles of perceptual psychology makes it clear that the effective teacher is first and foremost a person, "a unique personality" (41). He is well informed; he has accurate perceptions of self and others; he is able to combine his knowledge and personal sensitivity in enhancing teaching and learning.

The perceptual approach calls for a new kind of education which will help the prospective teacher "to become the best that he is able to become" (36, p. 67). The approach does not call for creating a "society of conforming, uniform adults . . ." (13, p. 84). The personal qualities proposed by the perceptual approach can be developed in pre-service teachers by providing experiences in which they can encounter themselves and others in a facilitative environment. Will (75) has stated,

What is called for is a shift in emphasis from a curriculum characterized by prescription to one characterized by self-discovery. From a curriculum characterized by a reliance on external responsibility for growth, and from a curriculum characterized
by talking about ideas, values, and qualities through personal involvement in real and open relationships and experiences (75, p. 474).

In the 1962 Association for Supervision and Curriculum Development Yearbook, *Perceiving, Behaving, Becoming* (3), it was stated that prospective teachers need experiences which will help them develop understanding and acceptance of self and others. "For a teacher to teach for adequacy in others, there must be some feeling of adequacy in the teacher himself" (3, p. 114). The concerns reflected by these writers and other perceptual psychologists have stimulated interest in purposely designed experiences which will help pre-service teachers develop adequate perceptions of self and others.

The Self Concept and Interpersonal Relations

Many authorities (76, 35, 11, 62) have emphasized that there is a clear relationship between the self concept and interpersonal relations. Harry S. Sullivan (69) has been credited as the most significant contributor to modern investigations into interpersonal relationship (69, 25). Sullivan lectured and published articles on this topic for over twenty-five years. His efforts in the field of interpersonal relations stimulated social and behavioral scientists to engage in empirical testing of the theoretical basis of interpersonal relationship (69). In 1961 Wylie (76) noted that there was an obvious lack of empirical evidence to
support the theory of self-other relations. However, in recent years, researchers have begun to investigate the relationship between perceptions of self and others (60).

An individual's personality is developed primarily in social interactions (35). Sullivan (69) theorized that the self concept grows out of relationships with "significant others." The self concept was viewed as interwoven with interpersonal relations. According to Sullivan, people come to like or dislike themselves from the way they are treated by those people who are important to them (28, 69, 35). As explained by Combs and others (19, p. 48), "... from interactions with such people, each of us learns that he is liked or unliked, acceptable or unacceptable, a success or failure, respectable or of no account." The authors of the 1962 ASCD Yearbook stated that an individual's self concept also is influenced by the quality of his relationships with family members, peers, and teachers.

The people around the individual form the climate and the soil in which the self grows. If the soil is fertile and the climate is wholesome, there is vigorous and healthy growth. If the climate is unwholesome and unkind, growth is stunted or stopped, and illness occurs (3, p. 93).

The significance of the relationship between the self concept and interpersonal relations is reflected in an observation by Jersild (46). Jersild contended that the adequacy of one's interpersonal relations can be used to evaluate one's self concept. Jersild stated,
If one would know what he thinks about himself and how he feels about himself, let his glance turn to others, for the kinds of thoughts and feelings he has with regard to others are likely in one way or another to reflect his attitudes toward himself (46, p. 46).

Recently, studies by Richmond, Mason, and Padgett (60) and Thompson (70) have presented empirical evidence in support of theories of the relationship between attitudes toward oneself and others. In a study by Richmond, Mason, and Padgett (60), 150 education students were asked to respond to their feelings about themselves and others. The Counseling Form of the Tennessee Self Concept Scale (TSCS) and Wrightsman Philosophy of Human Nature Scale (WPHNS) were administered. The WPHNS was used as a measure of beliefs which one holds about other people and their behavior. Correlations showed that total perceptions of others reported by the students positively correlated with Identity, Behavior, Personal Self, and the Family Self subscores of the TSCS. The investigators found that when the students viewed others in a positive way, they also tended to evaluate themselves as having a positive identity, desirable behaviors, and as accepting of themselves as individuals and as group members.

Thompson (70) correlated data resulting from administration of the TSCS and the Fundamental Interpersonal Relations Orientation–Behavior Scale (FIRO–B). Fitts reported that overall a majority of the self concept scores correlated
significantly with the Expressed Affection, Expressed Control, and Expressed Inclusion subscores of the FIRO-B. Thompson (70, p. 72) explained that "subjects with better integrated self concepts are more active in behaviors which entail asserting themselves or expressing their own feelings and needs to others." Significant correlations were reported between the self concept and the Wanted Control and Wanted Inclusion subscores of the FIRO-B. However, in general these correlations were lower than the correlations between the self concept and Expressed Inclusion and Expressed Control. There were few correlations between Wanted Affection and the self concept, and the correlations tended to be lower than those for Expressed Affection. Thompson has conjectured that the Wanted and Expressed Affection correlations may be low because "the people who need a lot of affection sometimes disguise this need in their own behavior" (70, p. 70). The need for affection is one of man's most basic and strongest needs. It is also a need which few people will admit to wanting from others or expressing toward others. The overall analysis of the correlations between the TSCS and FIRO-B led Thompson to conclude that one's interpersonal behavior is related to his self concept.

Gergen (35) and Brownfain (11) have found that the feelings one has about himself are reflected in his feelings toward others. Conversely, one's perceptions of others are
indicative of his own self-perceptions. Gergen (35, p. 65) commented that "persons may love or hate each other for a variety of reasons, but fundamental to the feelings we have for others are the feelings we have for ourselves." Brownfain (11) has noted the interrelation between perceptions of self and others. According to Brownfain, an individual's attitude toward himself influences the attitude that others will have toward him. The attitudes which others have toward him will inevitably affect his self concept. Thus, it appears that development of the self concept may be positively or negatively affected by the quality of interpersonal relations.

The self-image projected at any moment in interactions with others is determined by the identity and behavior of those involved in the interaction (11, 35). William James (35) has said that an individual has "as many different social selves as there are distinct groups of persons about whose opinion he cares" (35, p. 82). Brownfain (11) explained that in interpersonal relationships an individual may represent "the self that he really believes he is, the self he realistically aspires to be, the self which he believes is perceived by others, the self he hopes he is now, and the self he fears he is now" (11, p. 270).

Gergen (35) has explained that significant others may affect these "social selves" in different ways. The image
which a person has of another individual determines how the individual will be treated and the role he is expected to play. The positive reinforcement received from others when this role is assumed influences the self image. Gergen stated that people tend to be forced into certain roles by significant others. People learn to "shift public identities" (35) in the presence of particular people. Shifting roles in this manner is not considered dishonest because people tend to believe that the role being played is accurate for that moment. However, Gergen has explained that when a role is performed in order to collect certain social benefits and rewards the sincerity of the process becomes question-able (35, p. 82).

Rogers (62), Schutz (63), and Maslow (32) have found that people have basic needs which can only be satisfied in interpersonal relationships. Rogers explained his theory of the relationship between perceptions of self and others as man's basic need for self-regard. Rogers believed that this need leads one to seek the approval and the respect of others. Rogers contended that there is a tendency for individuals to be attracted to people who evaluate them in a positive direction and to avoid those who appraise them negatively. Individuals tend to feel better about themselves and will identify with positive appraisals received from others. However, Gergen (35) has noted that individuals
who are the subjects of inaccurate appraisals tend to reject the appraiser.

According to Rogers (62), regard received from others may be either conditional regard or unconditional regard. When acceptance by others depends on meeting one's criteria of evaluation, the regard is conditional. And according to Rogers, "... when regard is conditional, the person begins to evaluate himself conditionally--finding himself acceptable only if he meets certain criteria." Unconditional regard is not based on another's evaluation criteria. One is valued as a fellow human being. When an individual is valued unconditionally, he is able to accept himself and maintain facilitative relations with others.

Using a developmental approach which involved tracing the developing individual through a series of typical interpersonal situations, Schutz (63) has identified three interpersonal needs which every individual has. Schutz contended that individuals experience the need for inclusion, control, and affection. Schutz's interpersonal relations theory was developed around a basic tenet, "people need people" (63, p. 1). Schutz has contended that just as man has biological needs which must be satisfied, he also has interpersonal needs which must be satisfied. The needs for inclusion, control, and affection are expressed toward others and wanted from others. According to Schutz, the objective is
to "find a comfortable behavioral relation with others with regard to the exchange of interaction, power, and love" (63, p. 20).

Maslow's theory (32) of self-actualization is an interpersonal theory. Maslow maintained that individuals have basic needs which can only be satisfied in interaction with other people. Individuals need to be "well regarded, respected, valued or esteemed" (32, p. 4) in relationships with others. Self-actualization can only be accomplished after these basic needs are satisfied. Interpersonal and personal competence are necessary prerequisites for attaining self-actualization. However, as one progresses toward self-actualization, self respect and self acceptance become more important than esteem from others (32, p. 5). Competence in interpersonal relationships is a critical factor in realizing one of the ultimate objectives of education, self-actualization.

The relationship between interpersonal relationships and the self concept was first depicted in the writings of early essayists and philosophers. Since these very early beginnings, interpersonal relations has become a recognized theory of human behavior as a result of the efforts of Harry Sullivan. As a result of his efforts, interpersonal relationship has become recognized as a basic component of human relations. The literature supports the legitimacy of several points:
(1) there is a direct relationship between the self concept and interpersonal relations; (2) the self concept is developed and is influenced through effective and faulty interactions with significant others; (3) the self concept is multi-dimensional and represents "many selves" which may be called forth in the presence of significant others. The teacher, in his important role as a significant other, must protect and nurture the emerging self concept of his students. Students may be helped to form feelings of self acceptance by being treated by the teacher as a well-liked, wanted, acceptable, and able human being. However, because of the interactive effect of the self concept and interpersonal relations, teachers must first accept themselves before being able to help students. In order to prepare pre-service teachers to function effectively in this role, self concept enhancement strategies and techniques may be incorporated into teacher education programs.

Enhancing the Self Concept and Interpersonal Relations: Strategies and Techniques

In recent years, there has been a growing awareness that content-learning alone may constitute insufficient preparation for effective teachers. Investigations by Couch (20) and Murad (53) have shown that teacher education programs usually do not prepare pre-service teachers along personal dimensions
which are basic to teacher effectiveness. Couch (20) used the TSCS to collect pre-test and post-test data on pre-service teachers enrolled in three different phases of a teacher education program. Couch reported that no significant changes in the self concept occurred from the beginning to the end of the undergraduate teacher education sequence. By the end of the teacher education block and student teaching, pre-service teachers' self-perceptions tended to be more stable.

Murad (53) also used cross-sectional samples of three groups of pre-service teachers at different sequential points in a teacher education program. The investigator sought to determine if a teacher education program could affect pre-service teacher's pupil control ideology, their attitudes of human relations, and their values of educational practice in a more conservative direction. Murad (53) reported that there were differences in attitudes toward pupil control ideology and attitudes toward human relations of students entering the program and those completing the professional education sequence. Students furthest along in the program were more conservative in pupil control ideology and human relations attitudes. These studies revealed that knowledge of subject matter alone may not be sufficient preparation for teachers who must prepare young people today.

Pine and Boy have stated that teachers and students need "positive enabling experiences to develop fully as persons"
(9, p. 3). Because teaching is a personal expression of self, teachers need to work toward their potential as fully-functioning individuals (3). Combs has stated, "People learn that they are liked, wanted, acceptable, and able from experiences of having been treated that way by the people around them and from successful experiences that teach them they are able" (19, p. 92).

The self concept and interpersonal behavior are highly stable variables (11, 67). It has been shown that selected strategies and instructional techniques can be used to effect changes along these personal dimensions (49, 24, 48). It has been contended that since the self concept is formed through interaction with others, structured group experiences may be most effective in enhancing the self concept and interpersonal relations (19, 44, 1, 9).

In a correlational study by Lieberman, Yalom, and Miles (50) and an experimental study by Levin and Kurtz (49), it has been shown that structured group experiences are favored by participants and produces desired results. Lieberman, Yalom, and Miles labeled the groups as high-exercise (structured) or low-exercise (nonstructured) groups. The results of their study revealed that the participants favored the structured group. Reactions by the participants in the structured group indicated that their group was more cohesive and constructive. The participants felt that they learned
more and perceived their group leader as more competent than the participants in the nonstructured group.

The results of the Lieberman, Yalom, and Miles study (50) were validated by Levin and Kurtz (49) in an experimental study. Levin and Kurtz found that the participants in the structured groups reported higher levels of ego-involvement in their groups, greater self-perceived personality changes, and greater perceived group unity than the participants in the nonstructured groups. Structured group experiences are usually designed so that all group members are provided an opportunity to participate in group interaction, to experiment with new behaviors, and to share ideas with other group members. Such structuring ensures that group objectives will be attained and increases the possibility that personality variables will be affected (49, 50).

Padgett (55) investigated the effect of group guidance and group counseling procedures on the self concept and professional attitudes of pre-service teachers. The subjects were selected from an introductory education course at the University of Georgia. Pre- and post-test measures were collected by means of the TSCS, the TERP Attitude Scale, and the Vocational Decision Questionnaire. Participant-feedback was gathered by means of an Attitudinal Questionnaire. The experimental group participated in group guidance and group counseling experiences. The control group was exposed to a regular classroom experience only. Results revealed
significant and directional changes for the group participants on measures of the TSCS. Significantly greater gains were reported for the experimental group on the Identity, Distribution, and Self Criticism scores of the TSCS. Overall, the group guidance and counseling students tended to be more confident of their self-perceptions, more positive, and less defensive, as evidenced by higher Self Criticism scores than the regular classroom group. The results of this study indicated that dimensions of the personality can be affected when the learner is personally involved in the learning process. The authors encouraged further research on the use of groups to facilitate personal development of pre-service teachers (59).

Axelberd (4) found that a twelve-hour growth group could effect self concept change in thirty-nine participants. Comparative data were collected from a control group of twenty-one students who were enrolled in a mental hygiene course. Pre-test scores on the TSCS showed that the control group exhibited a higher positive self concept than the growth group. However, post-test administration of the TSCS indicated that the experimental group had improved on an average of three times as much as the control group. The consistent improvement made by the experimental group attests to the legitimacy of the use of growth groups in enhancing self-perceptions.
Self-growth in a group setting tends to be encouraged by several facilitating conditions. Appell and Appell (1, p. 40) have found that the "nonjudgmental," "nonthreatening," "accepting," group climate frees the participants to be less defensive, more expressive, open, and trustful of the group. This type of atmosphere encourages sharing within the group. Participants come to value their own contributions and those of others regardless of how appropriate, agreeable, or divergent. As stated in the 1962 ASCD Yearbook,

An individual is free to change his values only when he is free to hold them. When he is free to hold them he is not forced to defend them. When he feels that his values are not condemned or categorized as "bad," he can then allow them to be explored (explored, not judged) by himself and by others. Out of exploration can come change and the development of new values based upon facts and upon new ways of seeing or perceiving (3, p. 96).

A circle-seating arrangement provides for face-to-face communication and encourages listening to verbal and nonverbal communication cues. In addition to these facilitating conditions, participants should be free to choose to participate or not to participate in any phase of the group experience. Appell and Appell (1, p. 40) have commented that "there are times when 'listening' participation can be especially meaningful to some. The absence of pressure permits each person to belong in the way appropriate for that person."
Whenever possible, the source of group discussions should be the concerns and questions raised by individual students. Films and thought-provoking readings may be used to stimulate discussions which may lead to the exploration of ideas, attitudes, and feelings. Appell and Appell (1) also recommended the use of resource persons, tape recordings, and roleplaying exercises.

Gowan (38) has found that working within a group can serve as a powerful stimulus to self concept change. By interacting in a group situation, participants may realize that their problems are not unique, that others share similar problems and have made similar mistakes in life. Gowan stated, "Nothing does so much harm as to feel that we are uniquely bad and have a problem totally unlike anyone else's" (38, p. 104). The group provides opportunities for problem-sharing and the sharing of solutions employed in resolving difficulties.

The basis for a positive self concept is "objective feedback from one's peers" (38, p. 105). An individual who does have a negative self attitude will strive to protect himself from feedback because of fear that this information will be negative. In a group situation, this individual can be helped to "emerge from social isolation" (38, p. 105) by helping him to view himself as others see him. In a facilitative group environment, group members are able to help each other
to feel that they are good, worthy, capable, and valued as human beings.

Values clarification, problem solving, roleplaying, and transactional analysis are approaches and techniques which have been used individually and in combination to enhance the self concept. These strategies are designed to be used by groups or individuals and are based on criteria for self concept enhancement. The values clarification strategy has been used effectively to help individuals discover themselves and what they value. The approach deals with the process used to obtain values. By employing values clarification strategies, an individual can be helped to gain more control over his life force by means of an intelligent process of (1) choosing freely from alternatives after thoughtful consideration of the consequences of each alternative; (2) cherishing, being happy with the choice, willing to affirm the choice publicly; and (3) doing something with the choice repeatedly in some pattern of life (59, p. 30). Collectively, this process is called valuing.

The characteristics of one who does have a clear set of values closely parallel the traits of an effective teacher. Raths, Harmin, and Simon (59) have found that the individual who possesses a clear system of values is "more purposeful, more enthusiastic, more positive, and more aware of what is worth striving for" (59, p. 4). He is reasonably consistent
in his daily life and "relates to the forces and events and persons around him with considerable verve, purpose, and pride" (59, p. 4). The person who is not clear concerning his relationship with others seems to be personally confused and insecure. He is only able to cope with daily living because he has "learned a pattern of behavior that compensates for his not knowing how to deal with the dynamics of the surrounding world" (59, p. 6).

Simon and deSherbinin (65) and Wilgoren (74) have found that the group strategies employed in values clarification provide for interpersonal sharing and are effective for enhancing the self concept. Simon and deSherbinin stated that one of the specific aims of values clarification is to help people improve their relations with each other.

When people know what they want, believe strongly, and follow up on commitments, they are nicer people to have around. You can count on them. And, indeed, when conflict arises, they know how to work it through. Because they are purposeful and creative, they're better able to share and give warmly and consistently of themselves (65, p. 681).

Findings by Wilgoren (74) revealed that the self concept of pre-service teachers can be influenced by values clarification strategies. The purpose of Wilgoren's study was to compare the effects of values clarification strategies by Simon and Oliver on the self concept. Results indicated that students receiving either the Simon or the Oliver values clarification treatment evidenced improved self concepts.
Transactional analysis is also a method which is "concerned with discovering and fostering awareness, self-responsibility, and genuineness" (45, p. ix). The ultimate objective of transactional analysis is to help individuals direct and gain control of their environment. Transactional analysis is basically a group approach. James and Jongeward (45) stated that "the group serves as a setting in which people can become more aware of themselves, the structure of their individual personality, how they transact with others, the games they play, and the scripts they act out" (45, p. 11).

Transactional analysis is based on the concept of confluence. Experiences which focus on both the affective and intellectual components of the personality are used (5). The self concept is enhanced as a result of gaining knowledge of the various "selves" and using this knowledge to facilitate interactions with others. As with the values clarification approach, individuals develop positive self perceptions as a result of feeling in control of their environment.

Tallon Brown (10) examined the effect of transactional analysis on positive self concept change. The treatment consisted of nineteen sessions of transactional analysis group therapy over a period of eight months. Self understanding was the major objective of the group activities.
The TSCS was used to measure changes in the self concept. Significant differences were found between the experimental and the control groups on measures of Self Esteem and Self Satisfaction. Further examination of the TSCS profile sheet revealed that the transactional analysis group made improvements on each of the nine scales used from the TSCS.

Roleplaying and problem solving techniques may be used with either values clarification or transactional analysis approaches. These approaches and techniques may be used in combination. Roleplaying and problem solving are most effectively used in group situations where participants give and receive feedback and share ideas. Both of these techniques facilitate personality improvement. Problem solving is most effective when an orderly sequence of steps is followed which results in a solution to a problem. Problem solving approaches are usually elaborate and systematic. Phillips and Erickson (58) have proposed that a less structured problem solving model may be more desirable when the objective is appreciation and understanding of self and others. Phillips and Erickson commented that when the focus is on the individual, examination of one's personal behavior, or on helping individuals better understand a problem, the process might be described as the use of a problem solving model to share ideas. The authors stated that "the problem the group is really attacking is the sharing of ideas and the heightening
of perceptions, both of which are individual matters" (58, pp. 12-13). It was suggested that a problem solving model which includes identifying the problem or problems, generating multiple solutions, selecting the best solution to the problem is sufficient to generate group interaction.

In a study by Gross and Schwebel (40), it was shown that the effective problem solver is reflective. He has confidence in himself and his abilities and maintains adequate interpersonal relations. Gross and Schwebel used the Personal Orientation Inventory (POI) to evaluate the effect of a problem solving approach used in an undergraduate psychology course. Pre- and post-test measures were collected on the ninety-six students enrolled in the ten-week course. The experimental group made significant improvements in Inner Directedness, Existentiality, Spontaneity, Self Acceptance, Synergy, and the Capacity for Intimate Contact. Problem solving is an effective technique for changing perceptions of self and others. It "... requires that personal feelings, attitudes, ideas, questions and concerns be brought to light and examined openly" (9, p. 116).

Roleplaying is a technique which has been referred to as "an important value-eliciting strategy" (59, p. 121). Roleplaying allows one to assume a new identity for a limited period of time in a protected environment (22). The technique has the effect of causing real feelings and values to
surface (59). The post roleplay allows the participants and
observers an opportunity to explore the effect of values,
attitudes, and beliefs on behaviors. Roleplaying can change
attitudes, contribute to behavioral changes, and enhance
learning (35, 16). Roleplaying also has the effect of
narrowing the gap between knowing and doing which is a prob-
lem faced by beginning teachers. Kenworthy observed,

Many prospective and in-service teachers . . . gain
a better understanding of themselves through role-
playing and the subsequent analysis, in class or in
private conferences, of the sociodramas in which
they have taken part. Often they gain security
through successful experiences the first time they
play a role, or through reenactment of a role after
their initial failure has been discussed by their
peers. Very often they learn to anticipate diffi-
culties they will encounter in their own classes.
Frequently they discover their own fears and short-
comings and begin to work on them (47, p. 243).

Kenworthy (47), Chesler and Fox (16) have found that
roleplay can add variety to a classroom which can have the
effect of enhancing teaching and learning. The use of role-
playing in teacher education provides pre-service teachers
with knowledge of roleplaying as an instructional technique.
The use of roleplaying also can lead to discussions of how
the role of the teacher is affected by the use of different
instructional strategies.

Kenworthy, Chesler and Fox have found that satisfactory
use of roleplaying best proceeds in a classroom climate
which is characterized by frankness, openness, and genuine
acceptance. The problem selected for roleplay may be based
on real-life situations (16). It was recommended that the roleplay situation be realistic enough for students to see its relevance to their future roles as teachers (16). The problem situation selected should be challenging but not too complex for the ability of the students. According to Chesler and Fox, the problem selected should be one which "can be handled, solved, or investigated by the group members without making them feel inadequate" (16, p. 426).

Gottlieb (37) has found that the use of a combination of experiences such as values clarification, transactional analysis, problem solving, and roleplaying can have the effect of enhancing perceptions of self and others. Gottlieb conducted two different investigations in an effort to test the effect of two approaches on self concept change. The TSCS was used to measure the effect of the treatment. The results indicated that the use of only one kind of activity as the treatment variable seldom produced the hypothesized results. Gottlieb (37) surmised that the variety provided by using several experiences may be effective in enhancing the self concept and interpersonal relations.

In recent years, human relations training has become a broad, descriptive term for group experiences designed to help participants understand themselves and others. Human relations training has been broadly applied to include group experiences which include objectives for interpersonal
development, personal development, and intergroup development. Human relations training is based on the use of experiences which encourage self-discovery. It has become a natural strategy for enhancing perceptions of self and others (1, 44).

Rinne (61) has suggested six criteria which should be considered in designing effective human relations curriculum materials. Rinne believed that effective human relations training should cause people to change. The human relations experiences should involve the participant in an activity which allows him to experience the consequence of his behavior. The participants should be able to apply the group experiences to daily interactions with others. In order to develop confidence in the performance of skills, the human relations program should provide for duplication of any activity. Activities which may be repeated allow participants to practice skills and to teach these skills to others.

Rinne (61) believed that a successful human relations program which is designed for classroom use should include ways to protect the participants from potentially harmful situations. He recommended that confrontation be avoided when the purpose is to involve group members in "mild forms of interaction skills development" (61, p. 39). Rinne stressed that effective human relations materials should include an option to participate, not to participate, or to withdraw from participation at any stage of an activity.
Human relations training is the epitome of suggested strategies and techniques for enhancing perceptions of self and others. It is a group experience. It is an integrated method which may include a variety of experiences. It is an effective means of enhancing the self concept and interpersonal relations. The value of human relations training was first recognized in business and industry. It has become recognized in education as a viable tool for enhancing personality dimensions which contribute to teacher effectiveness.

Human Relations Training in Teacher Education

An examination of the literature related to human relations training revealed that there is a trend in teacher education toward the inclusion of human relations components in traditional education courses. However, there is a paucity of empirical studies concerning the effectiveness of these course methods. The vast majority of the research reveals that the effect of the human relations component is being tested by isolating it from the regular course activities. Therefore, an abundance of information is available on the effectiveness of human relations training. There is a lack of research attesting to the effect of human relations training when integrated into regular course activities. The following literature review will reflect this prevailing trend.
Thirteen studies have been selected to be reviewed. These studies were selected in order to present an overview of the types of human relations experiences utilized in teacher education within the past nine years. Studies were selected which used structured group experiences similar to the human relations activities used in this study. The selection also was limited to studies which were evaluated in terms of personal and interpersonal growth. In addition, preference was given to those studies which utilized the TSCS or the FIRO-B in collecting data for evaluation of the experience. The selection was limited to studies which utilized undergraduate pre-service teachers. These restrictions were imposed in order to select studies which would be related to each other and similar to this study.

The studies selected for review have been organized into four different sections. The first three studies by Buchanan (12), Dinkmeyer (26), and Borke and Burstyn (8) are representative of human relations programs developed by teacher educators for use in their classes. These programs have not been empirically tested. The studies by DeMarte and Sorgman (24), Waites (72), and Finkbeiner (29) represent programs which have been empirically tested. The human relations experiences used by Waites and Finkbeiner were separated from the regular course activities for empirical testing. The three humanistic education courses used by DeMarte and
Sorgman were also strictly human relations experiences. The human relations programs described by Peterson, Calvin, and Yutzy (57) and Newman (54) are part of a block of learning experiences in a teacher education course. It should be noted that Newman tested the effect of the human relations component itself rather than the block of experiences. Peterson, Calvin, and Yutzy's report represents the type of integrated course methodology advocated in this study. However, this course has been evaluated only on the basis of student-feedback. The last four studies by Thorman (71), McWilliams (51), Calliotte (15), and Cabianca (14) explored the relative effectiveness of various human relations approaches used in teacher education. These comparative studies should reflect an overview of the vast array of approaches which have been utilized in teacher education.

The studies selected for this review should reflect the current state of human relations training in teacher education. The studies reviewed should also support the theoretical basis of this study.

Reports by Buchanan (12), Dinkmeyer (26), and Borke and Burstyn (8) are examples of programs developed by teacher educators for pre-service teachers enrolled in their classes. Buchanan takes what is considered a "revolutionary step toward change in the American public school classroom" (12, p. 616) by modeling and using affective techniques as
a curricular approach in a teacher education course.
Buchanan's curriculum of affect begins by attempting to "break down the traditional role of a teacher" (12, p. 616): the chairs are moved out of the rows; the teacher's dress is casual; the teacher gives only her first name; the teacher tries not to speak as an authority figure but as a person. The course meets once a week for two hours. For the first five weeks of the course, a portion of each class period is spent participating in a series of twenty structured non-verbal human relations activities. Each activity is followed by a fifteen or twenty minute discussion period. Buchanan has found that by using a planned series of exercises, a conscious effort is being made to develop a classroom atmosphere of trust. Buchanan reported that students who usually are slow to contribute to class discussion have been helped to feel free enough to participate in discussions. According to Buchanan, "every student is reached to some degree" (12, p. 617). Buchanan has not tested the effect of this approach empirically, but it has been evaluated on the basis of student feedback and observations. Students who participated in Buchanan's exercises reported that they became more aware of themselves and "what teaching requires in the way of affective competency" (12, p. 617).

Dinkmeyer's C-Group model is similar to the approach used by Buchanan. It is a structured model which can be used
to help pre-service teachers become more fully-functioning persons. The C-Group model restricts itself to a group of five or six members. Each group begins with a series of sharing experiences before beginning the C-Group model. Dinkmeyer advocated a circular-seating arrangement. A relaxed, facilitative atmosphere is encouraged. The participants proceed by utilizing the C-Group model which involves advancing from the first stage of Collaboration where the group works together on mutual concerns to the last stage of Commitment. During the Commitment stage, the group becomes committed to change and formulates a plan of action to solve the problem. The approach utilizes "a combination of the didactic and experiential approaches, which enables the teacher to understand what is preventing effective functioning" (26, p. 618). Dinkmeyer's model has been piloted using student teachers at Northeastern College in Chicago. Self-report feedback suggests that the C-Group "can be a useful tool in facilitating teacher development" (26, p. 619).

Using a slightly less structured approach than Dinkmeyer's, Borke and Burstyn (8) have utilized a human relations seminar in conjunction with the student teaching experience. The human relations seminar is an integrated approach which has been used to effect personality dimensions which underlie and determine behavior. The seminar
accents the use of individual diaries, video-tapes, problem sharing experiences, and focused exercises. In addition, four lecture-discussions relating to interpersonal behavior were presented to the student teachers. Class discussions allowed the student teachers an opportunity to receive ideas from other seminar members on techniques to be used in solving problems faced during student teaching. This approach also has not been empirically tested, but Borke and Burstyn have observed that the approach is effective in preparing pre-service teachers to establish helping relationships and to develop understanding of groups of students and individual students. Student teachers reported that they did experience attitudinal changes as a result of the seminar. It was noted that the change in attitudes affected the student teachers' behavior in the classroom as well as outside of the class.

A noticeable paucity of empirical data on the effect of humanistic education on the perceptions led DeMarte and Sorgman (24) to test the effect of humanistic courses on the self perceptions of pre-service teachers. Students who were enrolled in three humanistic education courses, Values Clarification, Discovering Your Teaching Self, and Transactional Analysis formed the experimental group of seventy-two students. Two reference populations were selected from among students enrolled in student teaching and from among students enrolled in the liberal arts program. A semantic
differential was used to rate "My Self," "My Real Self," and "My Teaching Self." The results indicated that those students enrolled in the humanistic education courses revealed Real Self perceptions which were lower in self-esteem and personal well-being in comparison with students not enrolled in the humanistic education courses. However, students enrolled in the humanistic education courses reported more positive Ideal Self perceptions than students in the reference population. Additionally, students in the humanistic education courses perceived their Teaching Self as better adjusted to their environment and more capable of coping with it than students in the reference population.

Waites (72) and Finkbeiner (29) continued the experimental testing of affective experiences initiated by DeMarte and Sorgman. The abundance of affective experiences which are available in numerous publications led Waites and Finkbeiner to test the effect of some of these experiences on personality variables. Waites sought to determine if personality variables could be acquired through a formal teacher education course. Students enrolled in an introduction to education course were randomly assigned to four groups of ten students each. This assignment resulted in two experimental groups and two control groups. The students were informed that personal growth was a major objective of the course. Seven hours, extended over a period of seven weeks,
was provided to accomplish the objective. Waites investigated the effect of the personal growth experiences on the development of acceptance of self and others. He also sought to determine the relationship of self-acceptance and acceptance of others and to correlate these variables with the instructor's ratings of the potential success of the trainees as teachers.

Pre-test and post-test data were collected by means of the Self-Acceptance Scale. Waites reported that post-test scores for self-acceptance and acceptance of others were significantly greater for the experimental group than for the control groups. According to Waites, the relationship between the post-test scores for acceptance of self and others was highly significant. There was a positive but insignificant relationship between the instructor's ratings and post-test scores for self-acceptance and acceptance of others. The Personal Growth activities were developed by the investigator and represented an effort to develop materials to enhance perceptions of self and others. The author recommended that further research utilizing materials similar to the Personal Growth Materials be conducted.

As if in response to Waites' recommendations, Finkbeiner (29) utilized affective growth experiences to initiate interpersonal behavior change in a group of thirty-six pre-service teachers. The affective training program
lasted for a period of four weeks or 160 hours. Pre-test and post-test data were collected by means of the Personal Orientation Inventory, the Fundamental Interpersonal Relations Orientation-Behavior Scale (FIRO-B), and the Minnesota Teacher Attitude Inventory. Findings indicated that the participants who received the affective training experiences moved toward self-actualization and developed positive attitudes toward children and teaching. The results proved mixed with regard to the inclusion, control, and affection dimensions of the FIRO-B. There was no significant difference between mean scores in the need for control and inclusion. However, the participants made significant gains in the need for affection. Finkbeiner recommended that additional study be made of the effect of affective experiences on the interpersonal behavior of pre-service teachers.

The descriptive report by Peterson, Calvin, and Yutzy (57) and the experimental study by Newman (54) suggest that there is a trend in teacher education toward combining two or three courses into blocks of learning experiences. At the University of Indiana at South Bend, the Introduction to Teaching Course and the Human Development and Learning Course were combined to form a seven-hour sophomore-level educational foundations course. According to Peterson, Calvin, and Yutzy (57), the new course consists of three components: human relations training, contracting, field
experiences. The course begins with the instructors providing the pre-service teachers with an overview of the course and assigning them to an area school for an eighty-hour per semester field experience. The class is subdivided into reference groups which serve as the focal points for human relations training and content study. The course is characterized by the use of lectures, demonstrations, video-tapes, films, textbooks, and learning modules.

The human relations training activities focused on "developing trust, empathy training, listening and decision-making skills and expressing and understanding emotions and values" (57, p. 270). The course methodology has not been empirically tested for its effect on the perceptions of pre-service teachers. Student feedback indicated that affective objectives were realized. According to Peterson, Calvin, and Yutzy, students have generally reported that they understand themselves better and are more empathic in interacting with others.

Newman (54) investigated the effectiveness of an eight-week human relations training block which was one component in a required beginning education course, Career Seminar. Thirty-five students were randomly assigned to the Career Seminar class which was the experimental group. An equal number of students were assigned to a control group which was a more conventional education course. Using a pre-test-post-test experimental design, the subjects were tested
using the Doctratism Scale, the Relationship Inventory, and the Interpersonal Check List. The human relations training group (HRT Group) became less dogmatic during training, but the change was not significantly greater than that of the control group. The human relations training group made significantly higher scores than the control group on both pre- and post-test measures of the Relationship Inventory. However, the HRT Group failed to make significantly greater interpersonal gains than the control group. Newman reported that the gains made by the HRT Group in the areas of personal adjustment and self-satisfaction were not significantly greater when compared to the control group. Newman's findings showed that the human relations training group continued to grow toward greater personal and interpersonal adjustment during training. This factor indicated that eight weeks may not have been sufficient time to realize the predicted results.

The diversity and number of human relations training approaches have led investigators to study the relative effectiveness of various kinds of human relations programs. Thorman (71), McWilliams (51), Calliotte (15), and Cabianca (14) have sought to determine which approaches are most effective in enhancing the self concept and interpersonal relations. Thorman compared four methods of training pre-service teachers in interpersonal skills: the academic
study of interpersonal relations, laboratory training in human relations, a pre-student teaching laboratory experience which placed students with groups of high school students in social-type situations, and a control group which was assigned a term paper on a topic other than interpersonal skills. The subjects were enrolled in an introductory education course. A battery of instruments were used to collect data for the study. The instruments used included the Minnesota Teacher Attitude Inventory (MTAI), the Behavior Inventory of Interpersonal Skills (BIIS), a Self Report Questionnaire (SRQ), and the Fundamental Interpersonal Relations Orientation–Behavior Scale (FIRO-B). There were no significant differences between the experimental and control groups on the MTAI, the BIIS, and the Wanted Inclusion, Wanted Control, Wanted Affection, and Expressed Affection dimensions of the FIRO-B. Thorman reported significant differences between the experimental and control groups in analysis of the Expressed Inclusion and Expressed Control dimensions of the FIRO-B and six of the eight categories of the SRQ. Significantly more favorable scores on the Expressed Inclusion dimension of the FIRO-B were reported for those groups receiving some form of interpersonal skills training than for the control group. Thorman's study revealed that different types of interpersonal skills approaches have an equal effect on the attitudinal and
behavioral characteristics of pre-service teachers. However, the results from the SRQ indicated that activities which involve pre-service teachers in interactions with others tend to be more valuable than academic experiences.

In a study similar to Thorman's, McWilliams (51) compared the effect of a structured group laboratory experience, a nonstructured group counseling experience, and a regular classroom lecture experience on personality variables of pre-service teachers. The subjects were sixty-four pre-service teachers who were enrolled in an introductory education course. All experiences lasted for eleven weeks. The Tennessee Self Concept Scale (TSCS), Fundamental Interpersonal Relations Orientation-Behavior Scale (FIRO-B), Rokeach Dogmatism Scale, and the Omnibus Personality Inventory were used to collect pre-test and post-test data.

McWilliams reported that there were no significant differences between each of the human relations approaches on selected personality variables of pre-service teachers. The results indicated that the students in the structured laboratory experience and the unstructured group counseling experience increased their Expressed Affection scores of the FIRO-B. The implication is that these two experiences contributed to the pre-service teachers' "desire to become close to people and manifest friendly and affectionate feelings toward others" (69, p. 85).
In another comparative study, Cabianca (14) tested the effect of a T-Group laboratory experience on student teachers' level of self-esteem, personal needs, and attitudes toward students. Twenty-eight student teachers were divided into an experimental group and a control group of equal size. The experimental group participated in a T-Group laboratory experience which consisted of a combination of unstructured T-Group experiences and structured human relations skills. The control group student teachers continued to attend class with increased opportunities for individual contact with their professors. Data were collected by means of the Tennessee Self Concept Scale which measured change in self-esteem, the Adjective Check List which measured change in personal needs, and the Minnesota Teacher Attitude Inventory which measured the attitudes of the student teachers toward pupils. The instruments were administered at three different intervals. A pre-test was administered prior to student teaching and the T-Group experience; post-test₁ was administered six weeks later following the T-Group experience; and post-test₂ was administered three months after post-test₁ and following student teaching.

The results indicated that there were no significant differences between the experimental and control groups except for post-test₁ comparisons on the personal needs scale of the Adjective Check List. Cabianca reported that
the experimental group and the control group made significant changes between pre-test and post-test scores on all the instruments used. The experimental group made significant pre-post gains on the Total Positive Score and on five of the eight subscore variables of the TSCS. The control group changed on only one of the nine variables. Both groups showed significant changes on the Total Positive Score on the pre-post-test\textsubscript{2} comparisons.

Although the T-Group treatment did not result in a significant difference for the experimental group, the T-Group participants evaluated the experience as valuable in developing positive attitudes toward self and others. The findings resulting from a comparison of post-test\textsubscript{1} and post-test\textsubscript{2} are typical of the findings of other studies which have shown that there are factors in the student teaching experience which contribute to personal growth (43, 33, 27). Therefore, the growth made by the control group between post-test\textsubscript{1} and post-test\textsubscript{2} has to be viewed in light of these findings.

Thorman (71), McWilliams (51), and Cabianca (14) investigated the differences between various human relations approaches. Calliotte (15) has examined the content within the various approaches in attempting to develop an effective human relations model. Calliotte experimented with four different approaches in an attempt to develop a human
relations program to be incorporated into a teacher education program. A Basic Encounter Model, a Cognitive Model, and a Programmed Unit were tested before finally employing an Integrated Model which represented a combination of the three previously used separate models. The Integrated Model emphasized the use of films, video-tape analysis, demonstrations, roleplaying, and small group discussions. This model was found most effective when compared with each of the other models which stressed only one type of technique.

The integrated human relations model was implemented as a five-week unit in a junior level principles of education course. Data resulting from pre- and post-test administration of the Personal Orientations Inventory revealed that the students in the course developed greater sensitivity of themselves, greater capacity for warm and genuine understanding of others, and improved their ability to verbalize their feelings. Calliotte's efforts are significant in that the results of his study yielded empirical support for the superiority of the human relations experience that is based on the integrated approach.

Research related to human relations training in teacher education mainly concerns testing the effect of short intensive programs on personality variables of students selected from education courses. The human relations activities are usually isolated from the regular activities of the course.
Many of the courses which have integrated human relations experiences into the course activities have not been evaluated empirically. Studies which have investigated the relative effectiveness of various human relations approaches have yielded no significant differences. However, participant feedback has revealed that programs in which students are actively involved in group experiences are more valuable than academic experiences. Investigations of the effect of human relations training have shown that the approach can be effective in enhancing personality variables. Experimental investigation of the effect of courses which contain human relations components remains to be conducted.

Chapter Summary

The theory of the self has concerned man since early historical times. Thought on the interrelationship of self-knowledge and behavior can be traced to Socrates, Aristotle, and Descartes (35, 25). Early self theorists realized the centrality of man's self concept as a major influence on man's behavior. However, for many years, American psychology was dominated by two psychological theories, behaviorism and psychoanalysis (35, 25, 6). Study of the self as a determiner of human behavior was relegated to a role of insignificance.

The emergence and recognition of the self concept theory occurred after the traditional psychological theories. The
literature revealed several reasons for the philosophical change: society's need for a more uplifting view of humanity following the Great Depression and World War I (36), the need in education for a view of behavior consistent with the practices and experiences of superior teachers (19), the need for experimental study of nonobservable behavioral influences (33). It does seem clear that the position of self psychology was solidified by empirical study of the self concept (25, 35).

Today, the self concept theory is manifested as a new Third Force in American psychology or perceptual psychology. The principles of this theory, in contrast to the traditional theoretical views, takes a more optimistic view of man and his potentiality. It is advocated by authorities such as Maslow (36), Combs (17, 18, 19), Rogers (62), and practitioners involved in the helping professions (19).

The theory of perceptual psychology has particular relevance for teacher education. According to proponents of perceptual psychology, the effective teacher has learned to utilize himself as a "tool" in the teaching-learning process (19, 36, 3, 41). He is flexible, perceptive, and openminded and has perceptions of self and others which facilitate learning and the development of an adequate self concept. The effective teacher is also well-informed. He has accurate perceptions of the purposes of education and is able to use appropriate methods of teaching (19, 41).
Research has shown that in-service and pre-service teachers who have positive self concepts tend to function with success in student teaching (41, 33, 43) and adjustment to teaching and preparation for teaching (21). Studies also have revealed that a teacher's self concept affects the student's self concept (23), achievement (2, 23), and attitude toward learning (73, 42). Teachers who view themselves as adequate tend to have positive views of the goals and purposes of teaching (19). These teachers are able to use interaction styles and instructional methods which help students function successfully in school (30, 31, 41, 19).

The relationship between the self concept and interpersonal relations has been explored thoroughly. Rogers (62), Schutz (63), and Maslow (36) have theorized that man has personal needs which can only be satisfied in interpersonal relationships. An individual's self concept develops through interactions with significant others (25, 35, 69, 28, 55). The adequacy of one's self concept is determined by the quality of his relations with others, how he acts toward others and how others act toward him (19, 35). The relationship is highly interrelated. Studies by Thompson (70) and Richmond, Mason, and Padgett (60) are two of the few empirical investigations of the self-other relationship. These studies support the theory that the self concept is related to interpersonal relations. These studies are correlational; no cause-effect relationship is implied.
The self concept and interpersonal relations are highly stable variables (25, 35, 37, 11). However, research has shown that there are specific strategies and techniques which contribute to enhancing the self concept and interpersonal relations:

1. The structured group experience is the most successful approach for enhancing the self concept and interpersonal relations (19, 49, 50, 38).

2. Self growth in a group setting is facilitated by a nonjudgmental, nonthreatening atmosphere of total acceptance (1, 3, 38, 62).

3. A circle-seating arrangement encourages face-to-face communication (38, 45, 9).

4. Participants should always have the option of choosing to participate, choosing not to participate, or choosing to withdraw from an activity at any stage of involvement (1, 38, 61).

5. Whenever possible, the topic of discussion should emerge from the group (1, 38).

6. Values clarification and transactional analysis are group strategies which will help group members gain control over their behavior and environment and will contribute to an enhancement of the self concept and interpersonal relations (59, 65, 64, 74, 10).

7. Roleplaying and problem solving techniques are effectively used in group situations to stimulate group
interaction and the interchange of ideas among group participants. Roleplaying and problem solving may be effectively used to enhance the self concept and interpersonal relations (58, 40, 59, 22, 35, 16).

8. An integrated approach is superior to any single approach (37, 15, 8). The experience provides for cognitive and experiential learning.

9. The group activities should help a group member learn interpersonal skills which may be used in daily interactions with individuals outside of the group (61).

Human relations training is based on objectives which contribute to the enhancement of the self concept and interpersonal relations (8, 14, 15, 24, 44, 37, 61). In teacher education programs, the approach has taken a variety of forms (12, 24, 57, 71). Human relations training has been integrated into teacher education courses in order to provide pre-service teachers with opportunities for personal development (12, 26, 8, 57). These approaches have been evaluated only on the basis of participant-feedback. Much of the research related to human relations in teacher education has concerned testing the effect of human relations training as a separate component in education courses (72, 29, 54). The results of these studies have shown that human relations training is an effective technique for enhancing the self concept and interpersonal relations. Comparisons of the
relative effectiveness of various human relations approaches have produced mixed and inconclusive results (71, 51, 15, 14, 39). The effect of human relations experiences as a method of realizing course objectives in personal and interpersonal development remains to be thoroughly investigated.
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CHAPTER III

METHODS AND PROCEDURES

Introduction

The purposes of this study were (1) to develop a human relations component to be used in an introduction to education course; (2) to utilize the component in an actual teaching situation; and (3) to examine the effects of the course on the self concept and interpersonal relations of secondary pre-service teachers.

The emphasis of this chapter is directed toward a description of the methods and procedures used in this study. The presentation includes a description of the subjects, an overview of the experimental and control group courses, and an explanation of the procedures for collection and treatment of the data.

Description of the Subjects

The experimental and control group subjects for this study were forty-four pre-service teachers who were enrolled in a beginning secondary education course at a large state-supported university during the Spring semester, 1976. The subjects had a minimum of sixty hours of college course work and a minimum C grade-point average. Thirty-six of the
subjects were working toward teacher certification in secondary education. Only four of the subjects were non-certifying.

The group consisted of twenty-one males and twenty-three females. The age range for thirty-five of the subjects was from 20 to 25. Four subjects were in the age range of 25 to 30. Three subjects were less than 20 years of age and two subjects were over 30 years of age.

The study originally consisted of forty-seven subjects. Two subjects from the experimental group and one student from the control group withdrew from school during the semester. The loss of these three students did not constitute grounds for discontinuing the study. A minimum of fifteen students in the experimental and control groups had been established as the least number of subjects needed to conduct the study.

A third group of sixty-five subjects was used as a second control group \((C_2)\) in this study. These subjects also were enrolled in a beginning secondary education course at a large state-supported university during the Spring semester, 1976. The subjects had a minimum of sixty hours of college course work and a minimum C grade-point average. Fifty-five of the subjects were working toward teacher certification in secondary education.

The group consisted of forty-four males and twenty-one female subjects. The age range for forty-eight of the subjects
was from 20 to 25. Ten of the subjects were in the 25 to 30 age range. There were three subjects who were less than 20 years of age while four of the subjects were over 30 years of age.

Originally consisted of eighty-seven students. However, because of drops, withdrawals, and absences during the administration of the pre-test and the post-test, only sixty-five subjects were used in the study.

The Experimental Group Course

The experimental group was comprised of two sections of The American Secondary School (N = 26). Both sections met for three hours per week for fifteen weeks. One group of fourteen students met for fifty minutes on Monday, Wednesday, and Friday from 8:00 A.M. to 8:50 A.M. There were eight males and six females in this group. The second group consisted of twelve students. This group met for fifty minutes on Monday, Wednesday, and Friday from 1:00 P.M. to 1:50 P.M. There were five males and seven females in this group. Both of these classes were taught by the investigator. Throughout the duration of the semester, comparable class sections were held for each group. Small and large group discussion was used and, therefore, the groups did not receive the same "word for word" information. However, an intentional effort was made to insure that all experimental group subjects received the same content and participated in the same human
relations activities. The activities and the specific procedures for each activity were followed as outlined in the Human Relations Component (see Appendix A).

The experimental group course consisted of the regular course activities for The American Secondary School as well as the activities from the Human Relations Component. The regular course activities were based on information pertaining to the organization and administration of schools, teacher supply and demand, salaries and teacher retirement, teacher organization, legal aspects of the profession, the history of education and related aspects of education and the teaching profession. Information relative to these areas was presented by means of lecture-discussions, group and individual reports, and film presentations. Students were involved in library research and out-of-class projects. Students were also responsible for written and oral reports on aspects of the teaching profession. The time factor was diligently controlled so that all objectives were accomplished.

In order to accomplish the guidance objective of the course, the activities from the Human Relations Component were systematically blended with the regular course activities. For approximately one hour per week, the subjects in the experimental group participated in activities from the Component (see Appendix A). The objective was to determine how effective values clarification, transactional
analysis, roleplaying, and problem solving could be in helping pre-service teachers develop understanding of self and others. The emphasis was to provide activities which would assist pre-service teachers in evaluating themselves and their resources for success in teaching.

The Development of the Human Relations Component

The development of the Human Relations Component was based on criteria for self concept enhancement recommended by Gowan (16) and Rinne's guidelines for the evaluation of human relations curriculum materials (23). Suggestions by Gowan and Rinne were followed in writing the procedures for conducting each of the activities in the Component (see Appendix A). Recommendations by Gowan and Rinne also were followed in selecting the activities for the Component.

A thorough review of the literature pertaining to self concept enhancement strategies and human relations programs resulted in a list of problems encountered by Combs (9), Gottlieb (15), and Calliotte (6) in preparing and using human relations activities with pre-service teachers. These problems are reflected in the criteria formulated for the human relations program used in this study:

1. The activities and techniques must provide the variety needed for use in the classroom for an extended period of time. The use of any one activity or technique
for an extended period of time tends to bore the participants (4, 15). The variety also is needed in order to effect the multi-dimensional self concept (15).

2. Most of the activities must be based on situations relevant to the teaching profession. The participants may come to feel that they are wasting time and not adhering to the purposes of the course if the activities are not perceived as relevant (9, 6).

3. The activities must provide opportunities for self-analysis by means of group interaction (16).

4. The activities must include specific opportunities which require direct reference to personal development (16, 6).

5. The activities must be suitable for use in the non-therapeutic classroom situation (15, 9).

There are many commercial human relations programs which could have been used for this study; however, after reviewing five of the most popular and well-known human relations programs (8, 14, 21, 26), it was found that no one program met all of the criteria established.

All fifteen of the activities in the Component were included on the basis of whether or not they met the criteria outlined. The activities were chosen from among those presented by Berne (2), James and Jongeward (18), Thiokol (26), Raths, Harmin, and Simon (22), Metropolitan
Public Schools (1), McRae (20), Fuhrmann, Cooper, and Ryan (14), and Simon, Howe, and Kirschenbaum (25). The specific activities included in the Component may be classified as either values clarification, transactional analysis, problem solving, or roleplaying activities. Research has shown that these activities and techniques are able to effect change in perceptions (3, 19, 27, 22, 25).

The fifteen activities in the Component were categorized according to their content and purposes into four basic elements which have been found to promote orderly development of human relations program objectives (26): Basic Communication Skills, Interpersonal Development, Personal Development, and Professional Problems.

The first three activities in the Component serve to facilitate communication and interaction between subjects. These activities also help to create a non-threatening classroom atmosphere and to illustrate how non-facilitative human relations skills can serve as a barrier to interpersonal communication. Small group problem solving and roleplaying techniques represent the approaches used in this section.

Activities four, five, six, and seven emphasize the development of interpersonal skills in the improvement of interpersonal relations. Activities four and five stress development of specific skills in active listening and transactional analysis while activities six and seven
provide opportunities for the use of skills learned. Role-playing, problem solving, and small group approaches are employed to achieve understanding of others.

Personal development or self understanding is emphasized in activities eight, nine, ten, eleven, twelve, and thirteen. Values Clarification strategies and activities which require the participants to focus on the individual self are included in this section. Small group activities are used but only after the participants have made their decisions independent of the group. Introspection is the overall aim of the activities in this section.

The last two activities in the Component deal with Professional Problems. Realistic, school-related situations were included in this section to acquaint the pre-service teachers with the human relations skills needed by teachers. This section includes a "What Would You Do?" exercise and roleplaying situations between a student and the teacher.

The Group Evaluation Sheets conclude the exercises in the Component. The evaluation sheets serve as a source of feedback for the teacher concerning the effectiveness of the sessions.

The experimental course represented an effective integration of cognitive and affective experiences. The Component provided students with an opportunity to analyze their values, beliefs, and attitudes and those of their
peers. The use of the activities provided pre-service teachers with examples of various teaching styles and strategies. The regular course activities provided students with facts related to the teaching profession.

The Control Group Course

The control group course was comprised of one section of The American Secondary School (N = 18) and was taught by the investigator. This section met for one hour and twenty minutes on Tuesday and Thursday from 12:20 P.M. to 1:50 P.M. There were eight males and ten females in this section. Initially, there were nineteen students in the control course. However, one student withdrew from school after a long period of absence from class.

The absence of the Human Relations Component, which was used in the experimental group, constituted the major difference between the control group course and the experimental group course. The minimal objectives of both courses were identical (see Appendix B). In the control group course, the objectives were accomplished by means of library research, out-of-class projects, lecture-discussions, and examinations based on the textbook. These approaches were used to explore teacher supply and demand, teacher salaries, teacher retirement, teacher organizations, the legal aspects of the teaching profession, and curriculum and teaching innovations. The out-of-class project involved the students
in conducting interviews of high school teachers, students, and administrators. Some students attended school board meetings and others observed classroom situations.

Activities similar to those in the Human Relations Component were not totally excluded from the control group course. During the course two values clarification exercises were presented by students in connection with their reports. Two students presented reviews of books which were based on the humanistic philosophy. The students in the control course participated in human relations experiences only as they occurred by chance in the course.

Basically, the following approach was used in the control course: the text was read. Facts from the text were discussed by means of lecture-discussions. Students were tested for retention of factual information. The emphasis was to accomplish the guidance objective of the course by organizing a series of activities which involved students in exploring and learning about various aspects of education and the teaching profession.

Procedures for the Collection of Data

Research Design

This study consisted of one experimental group and one control group. The experimental group and control group constituted intact sections of secondary education students enrolled in the American Secondary School. The experimental group and the control group were taught by the investigator.
Campbell and Stanley's nonequivalent control group design was used in this study (7). Pre-test and post-test data were collected from the experimental and control groups. The treatment, the Human Relations Component, was used only with the experimental group. This design is represented symbolically as (7):

<table>
<thead>
<tr>
<th></th>
<th>Pre-test</th>
<th>Treatment</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>0</td>
<td>x</td>
<td>0</td>
</tr>
<tr>
<td>Control</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

A second control group was employed to serve as a check on investigator bias. All sections of The American Secondary School were selected to comprise the second control group (C₂) except two sections which were involved in experiences which could have had an erroneous effect on the outcome of the study. C₂ consisted of three intact sections (N = 65) of The American Secondary School and were taught by three college teacher educators.

**Instrumentation**

During the last week in January, 1976, the pre-tests were administered to each of the six sections selected for the study. The students were requested to complete two questionnaires, the Tennessee Self Concept Scale (TSCS) and the Fundamental Interpersonal Relations Orientation—Behavior Scale (FIRO-B). The students were informed that the data
would be used for research purposes and that the results of both instruments would be interpreted for them later in the semester. The students were requested to print the last four digits of their student identification numbers on each instrument. Class rolls were checked prior to the pre-test administration in order to insure that there were no duplications of identification numbers.

Class time was conserved by administering both of the instruments during one class period. Both of the instruments were distributed simultaneously. The students were requested to complete the TSCS first and then the FIRO-B. To control testing-order, in three of the classes, the students were asked to complete the FIRO-B prior to completing the TSCS. Directions were read for each instrument. Approximately thirty minutes were used for the administration of both instruments.

The TSCS by William H. Pitts (see Appendix C) and the FIRO-B by William C. Schutz (see Appendix D) were used in this study to measure changes in the self concept and interpersonal relations as a result of the experimental course and the control course.

The TSCS is a measure of how one views himself, how one feels about himself, and how one appraises his actions. The scale was constructed in order to obtain a "scale which is simple for the subject, widely applicable, well-standardized,
and multi-dimensional in its description of the self-concept" (12, p. 1). The scale is widely used for counseling, clinical assessment and research study. The instrument is suitable for subjects age twelve and older who have at least a sixth grade reading level (5).

There are two forms of the TSCS, the Counseling Form and the Clinical and Research Form. Both of these forms employ a five point Likert-type scale and require a subject to respond to 100 self-descriptive items which a subject uses to portray himself. There is one basic difference between these two scales. According to Bentler (5), the Counseling Form of the scale is appropriate for self-interpretation while the Clinical and Research Form is "appropriate for research and clinical assessment" (5, p. 366). The Counseling Form was used in this study in order to provide feedback to the subjects concerning their self-concept profile.

A total of fifteen scores may be derived from the design of the Counseling Form: one Self Criticism score, nine self-esteem scores, three variability of response scores, one distribution score, and one time score (5, p. 364). For the purpose of this study, only ten scores were used: the Self Criticism score and the nine self-esteem scores. These scores were selected because the ten scores entail the use of all 100 items of the TSCS in
arriving at an accurate portrayal of a subject's self concept. The nine self-esteem scores provide a description of the self concept by using ninety items from the TSCS. The Self Criticism score uses the remaining ten items as a measure of a subject's honesty in responding to the self-report items. The nine self-esteem scores and the Self Criticism score are described in the manual as follows:

1. **Total Positive (TP) Score.**—This score is a measure of one's overall level of self-esteem. People with high scores tend to like themselves and value themselves as worthy and confident individuals. People with low scores view themselves as undesirable, unworthy, and unsure of themselves.

2. **The Self Criticism Score.**—This score tests an individual's ability to be candid and open in evaluating his strengths and weaknesses. A relatively high score which falls around the 50th percentile indicates a normal and healthy attitude toward self criticism. Extremely high scores indicate an overly self-critical attitude. A low score indicates defensiveness.

3. **Row 1 P Score—Identity.**—This score reflects an individual's perception of "what he is as he sees himself." The individual's basic identity is described.

4. **Row 2 P Score—Self Satisfaction.**—This score reflects how an individual feels about the self he perceives. It is a measure of self acceptance and self satisfaction.
5. **Row 3 Score—Behavior.**—This score reflects an individual's perception of what he does and how he acts.

6. **Column A—Physical Self.**—This score reflects an individual's perception of his body, health, physical appearance, skills, and sexuality.

7. **Column B—Moral-Ethical Self.**—This score is a measure of one's perception of himself as a "good" or "bad" person. It is a reflection of one's view of his moral worth and relationship to God.

8. **Column C—Personal Self.**—This score reflects an individual's perception of himself as a worthy and adequate person.

9. **Column D—Family Self.**—This score reflects one's adequacy, worth, and value as a family member.

10. **Column E—Social Self.**—This score reflects one's perception of how he is perceived by others. Test items in this area measure one's view of his adequacy and worth in relations with others.

Available data attest to the reliability and validity of the TSCS. According to Fitts, test-retest reliability coefficients for the major constructs of the TSCS range from .60 to .91. Correlations with the various Minnesota Multiphasic Personality Inventory scales are frequently in the .50's and .60's (5, pp. 366-367). This test also correlates on all its profiles very closely with Edward's Personal
Preference Schedule and other personality measures (12). Content and construct validity are also reported in the test manual (12).

A broad sample of 626 people constituted the standardization group from which the norms were developed. Fitts has found that samples of seventy-five or more from other populations do not differ significantly from the norms. He has found also that the effects of demographic variables such as sex, race, age, education, and intelligence on the scale's subscores are "quite negligible" (12).

The TSCS ranks among the better measures of self concept (10). Crites (10) stated that the data on the scale's psychometric attributes indicate that it meets traditional criteria.

The Fundamental Interpersonal Relations Orientation—Behavior Scale (FIRO-B) is a cumulative Guttman-type scale which consists of fifty-four items (24). There are six FIRO scales designed for use with high school through adult ages. The FIRO-B is the only one of the six scales which is recommended for use in research on the subject of interpersonal needs. The other five scales should be regarded as experimental (24). The FIRO-B was used in this study as a measure of change in interpersonal relations as opposed to personal growth.
The FIRO-B produces six scores in the areas of Expressed and Wanted Inclusion, Control, and Affection. The FIRO-B is based on the tenet that "people need people." According to Schutz, people have three basic interpersonal needs: the need for Inclusion, Control, and Affection. These needs are both expressed toward other people and wanted from other people. The FIRO-B measures the expression of interpersonal relations orientations by the degree to which one joins and includes others, controls and leads others, and is friendly and personal with others. It also measures the desire for friendly, personal behavior from others. This need is determined by the extent to which one wants others to express friendly and affectionate feelings toward him, include him, and control him (24). The six FIRO-B scores are described as follows:

1. **Expressed Inclusion.**—I make efforts to include other people in my activities and to get them to include me in theirs. I try to belong, to join social groups, to be with people as much as possible.

2. **Expressed Control.**—I try to exert control and influence over things. I take charge of things and tell other people what to do.

3. **Expressed Affection.**—I make efforts to become close to people. I express friendly and affectionate feelings and try to be personal and intimate.
4. **Wanted Inclusion.**—I want other people to include me in their activities and to invite me to belong, even if I do not make an effort to be included.

5. **Wanted Control.**—I want others to control and influence me. I want other people to tell me what to do.

6. **Wanted Affection.**—I want others to express friendly and affectionate feelings toward me and to try to become close to me (24, p. 5).

The **FIRO-B** scale is a well-developed and thoroughly researched instrument. The scales were developed using 150 subjects from several Eastern colleges. The scales were cross-validated with a population of 1,500 other college students. Split-half reliability on the **FIRO-B** is reported at .94; test-re-test reliability on the **FIRO-B** ranges from .71 to .82. According to Bloxom (5), validity studies on the **FIRO-B** suggest that its subscales have been correlated with nontest interpersonal behavior and other personality measures. Validity studies on the **FIRO-B** have shown that the scale does have content, concurrent, construct, as well as predictive validity (5).

The **FIRO-B** has proven to be a more than adequate measure of change in interpersonal relations orientation. It has been used in many research studies to measure change in interpersonal relations following human relations programs and workshops (24).
During the last week in April, 1976, approximately fourteen weeks following the administration of the pre-test, the post-test of the TSCS and FIRO-B was administered to all six sections of The American Secondary School. The procedures followed during administration of the pre-test were followed during the post-test.

Validation of the Human Relations Component

The validation of the Human Relations Component was a three-fold process. The Component was validated by three panel judges (see Appendix F). The Component was validated on the basis of relevant literature. The Component was used for two semesters in beginning secondary education classes.

The three panel judges were selected from a list of potential judges. The list resulted from recommendations made by two human relations experts: Wayman T. Dever, Professor of Secondary Education at North Texas State University, and Troy Sparks, the Associate Superintendent in Charge of Intercultural Affairs of the Fort Worth Independent School District. It was considered vital that each of the three judges selected be human relations experts and involved in some aspect of education. It was also necessary that the judges had conducted human relations training programs and used human relations curriculum materials. On the basis of these criteria, the three judges selected included
one college teacher educator from a department of secondary education who utilized a human relations program in teacher education courses; one secondary public school teacher who regularly conducted human relations training workshops for administrators, teachers, and students; and one public school administrator who also had experience in conducting human relations training workshops for administrators, teachers, and students (see Appendix F).

Each of the three selected judges were contacted by telephone and requested to participate in the validation of the Human Relations Component. The purpose and process of the validity study were discussed. Each judge agreed to participate. An appointment was made with each of the judges to meet and discuss the instructions for evaluating the Component.

Each judge was furnished a copy of the Component, a copy of Rinne's "Criteria for Evaluating Curriculum Materials in Human Relations" (see Appendix E), and a letter of instructions. The judges were instructed to evaluate each of the fifteen human relations activities on each of the six criteria. A validation response scale was provided in the upper left margin of each activity. The numbers one through six represented each of the six criteria and were listed in a single column. The letters "a," "b," "c," were listed to the right of each number. The judges were asked to respond
by circling "a" if the activity met the criteria. If the judge was uncertain, "b" was circled. If the judge determined that the activity did not meet the criteria, "c" was circled. Each judge also was asked to evaluate the appropriateness of the sequence of the activities in the Component.

At the end of each activity, space was provided for additions and corrections. Each judge was requested to certify the acceptance of the Component with the exceptions noted. The inclusion of an activity into the Component was based on agreement by two of the three judges that an activity met at least three of the six criteria.

The activities included in the Component also were validated on the basis of relevant literature. Studies by Brown (3), Kenworthy (19), Wilgoren (27), Gross (17), and James and Jongeward (18) have found that values clarification, transactional analysis, roleplaying, and problem solving can contribute to the improvement of the self concept and interpersonal relations. The positions taken by each of these authorities were presented in Chapter II.

The third form of validation of the Component was based on student feedback which resulted from using the activities from the Component during the 1975 Fall and Spring semesters. The activities were used in beginning secondary education classes. As a result of using the Component in these classes,
several changes were made. Clarifications were made in the procedures followed in conducting activities two, three, five, six, and seven. An interpersonal problem solving model was included in activity six, and activity eight was changed to activity thirteen. It was believed that this activity would be more effective if it was presented after the students were involved in a number of less threatening activities.

Students' written and verbal evaluations of the Component were favorable. Students reported that the human relations activities helped them to become more aware of themselves as individuals. Students also reported that the activities were valuable experiences for prospective teachers. Initially, some students admitted that they were not accustomed to participating in human relations activities in class. The students suggested that explaining the purpose of each activity before initiating the activity may help to remedy uneasy feelings concerning the relevance of the activities. This suggestion was incorporated into the procedures of the Component. All of these changes were made in the Component before submitting it to the panel of judges.

Construction of the Final Human Relations Component

The results of the validity study determined the content of the final Human Relations Component. All three
judges felt that seven of the fifteen activities met at least five of Rinne's six criteria for evaluating human relations materials. These seven activities were numbers one, five, seven, ten, eleven, twelve, and fourteen. The remaining activities met at least three of the six criteria. The sequence of the activities in the Component was accepted. No additions or deletions were recommended. Therefore, all fifteen activities were included in the Component.

Procedures for Analysis of Data

The following statistical methods were used to analyze the data of the study.

The research hypotheses were stated in the null form for statistical treatment. Each testing involved a total of sixteen scores. These scores were obtained from the criterion measures selected for this study: ten from the Tennessee Self Concept Scale and six from the Fundamental Interpersonal Relations Orientation-Behavior Scale.

Fisher's t-test (11) was used to examine the significance of initial differences between the pre-test mean scores of the experimental group and the control group.

Testing Hypothesis I and Hypothesis II required the use of one-way analysis of variance (11) to test for the significance of differences between the post-test means of the experimental group and the control group. Testing Hypothesis
III and Hypothesis IV required the use of the correlated $t$-test to test for the significance of differences between pre- and post-test measures of the experimental group.

Fisher's $t$-test was used to examine the significance of initial differences between the pre-test means of control group_1 (C_1) and control group_2 (C_2). The one-way analysis of variance was used to test for the significance of differences between the post-test means of C_1 and C_2.

Chapter Summary

This study involved the use of one experimental group and one control group of forty-four students who were enrolled in three sections of the American Secondary School. Campbell and Stanley's nonequivalent control group design was used. The effect of a human relations component in an introduction to education course on the self concept and interpersonal relations was tested by means of four hypotheses. Three different methods were employed to validate the Human Relations Component which is comprised of values clarification, transactional analysis, problem solving, and role-playing exercises. The experimental course consisted of a combination of activities from the Human Relations Component and activities normally used in The American Secondary School. The control group course consisted only of the regular expository-types of activities used in The American Secondary
School. Both of these groups were taught by the investigator. A second control group of sixty-five students who were enrolled in three sections of The American Secondary School was used to monitor investigator-bias. The TSCS and FIRO-B were used to collect pre-test and post-test data. A description of these instruments indicated that these instruments were suitable for gathering the data necessary to test the four hypotheses of the study. Pre-test data were analyzed by means of Fisher's t-test. The one-way analysis of variance was used to analyze the significance of difference between post-test means. The correlated t-test was used to determine the significance of gains made by the experimental group.
CHAPTER BIBLIOGRAPHY


CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

One of the purposes of this study was to examine the effects of an introduction to education course which consisted of a fourteen-week human relations component on the self concept and interpersonal relations of secondary pre-service teachers. The theoretical rationale and need for this investigation were presented in Chapter I and in Chapter II. Chapter III contained a detailed description of the procedures for collecting and analyzing the data for this study. The major thrust of Chapter IV is to present and analyze findings related to the purposes and hypotheses which were detailed in Chapter III. The findings which are presented have been organized into four major sections: Pre-test Characteristics of the Subjects, the Testing of the Hypotheses, Control Group_1 (C_1) and Control Group_2 (C_2) Comparisons, and Discussion.

Pre-test Characteristics of the Subjects

The experimental and control group subjects for this study shared several similarities. All subjects were college students. All of the subjects had at least sixty hours of
college education with a minimum overall C grade-point average. The subjects were a somewhat homogeneous group of college students in that they were all enrolled in a beginning introduction to education course for secondary pre-service teachers. Although the experimental and control groups shared many similarities, the subjects constituted intact groups and lacked "pre-experimental sampling equivalence" (1, p. 47). Because of this factor, a preliminary statistical step preceded the analysis of the experimental results of the study. This step involved determining if students in the experimental group and students in the control group differed significantly from one another on the pre-test criterion measures of the Tennessee Self Concept Scale (TSCS) and the Fundamental Interpersonal Relations Orientation-Behavior Scale (FIRO-B). Fisher's t-test (2) was used to test for the significance of difference between pre-test means of the experimental and control groups. The results of the analyses are presented in Table I and in Table II.

In Table I, the mean scores, standard deviations, and t-test results from the pre-test administration of the TSCS are summarized. Results are reported for the experimental group and the control group on each of the ten subscores from the TSCS.

In Table I, the means and standard deviations for the Total Positive Score are presented. A difference of 2.72
TABLE I

SUMMARY OF PRE-TEST MEANS, STANDARD DEVIATIONS, AND t SCORES FOR EXPERIMENTAL AND CONTROL GROUPS ON THE TSCS

<table>
<thead>
<tr>
<th>Criterion Measure</th>
<th>Experimental N = 26</th>
<th>Control N = 18</th>
<th>Fisher's t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD*</td>
<td>Mean</td>
<td>SD*</td>
</tr>
<tr>
<td>Total Positive Score</td>
<td>351.961</td>
<td>27.84</td>
<td>348.888</td>
<td>38.318</td>
</tr>
<tr>
<td>Self Criticism</td>
<td>34.807</td>
<td>5.09</td>
<td>34.22</td>
<td>5.816</td>
</tr>
<tr>
<td>Identity</td>
<td>128.615</td>
<td>9.44</td>
<td>128.388</td>
<td>11.209</td>
</tr>
<tr>
<td>Self-Satisfaction</td>
<td>108.4615</td>
<td>12.44</td>
<td>108.777</td>
<td>17.49</td>
</tr>
<tr>
<td>Behavior</td>
<td>114.88</td>
<td>10.05</td>
<td>111.72</td>
<td>11.989</td>
</tr>
<tr>
<td>Physical Self</td>
<td>71.69</td>
<td>8.17</td>
<td>71.50</td>
<td>9.205</td>
</tr>
<tr>
<td>Moral-Ethical Self</td>
<td>70.346</td>
<td>7.91</td>
<td>70.166</td>
<td>9.076</td>
</tr>
<tr>
<td>Personal Self</td>
<td>67.65</td>
<td>6.59</td>
<td>66.166</td>
<td>8.089</td>
</tr>
<tr>
<td>Family Self</td>
<td>72.96</td>
<td>8.00</td>
<td>73.11</td>
<td>6.884</td>
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<tr>
<td>Social Self</td>
<td>69.307</td>
<td>6.619</td>
<td>67.94</td>
<td>9.019</td>
</tr>
</tbody>
</table>

*SD = Standard Deviation
was observed between the means of the experimental and control groups on this measure. The experimental group had the larger pre-test mean score; however, the standard deviation of the control group exceeded the standard deviation of the experimental group. The results of the t-test of significance between means indicated that the observed difference between the pre-test means was not significant at the .05 level of significance. The null hypothesis of no difference between pre-test means for the Total Positive Score was retained.

The means and standard deviations for the Self Criticism Score were observed to be similar. There was a difference of 0.59 between the groups' level of openness in responding to the TSCS. The experimental group had the larger pre-test mean and the control group had the larger standard deviation. The computed t-value was too small to be significant at the .05 level of significance. Therefore, the null hypothesis of no difference between pre-test mean Self Criticism scores was retained.

For the Identity measure of the TSCS, the means and standard deviations were slightly different. There was an observed difference of 0.23 between the pre-test means. The larger pre-test mean resulted from the experimental group. The control group yielded the larger standard deviation. The results of the t-test analysis revealed that the observed
differences were not significant at the prescribed level of significance. The null was retained.

The means and standard deviations for the Self-Satisfaction dimension of the TSCS were observed to be similar. The difference between the means was 0.32. The larger pre-test mean and standard deviation were in the control group. The $t$-value yielded from the statistical analysis of the differences between the means was not significant. The null hypothesis was accepted.

The pre-test results presented in Table I revealed that there were few observed differences between the means and standard deviations for the Behavior dimension. There was a difference of 3.16 between the pre-test means. The larger pre-test mean was in the experimental group while the control group had the higher standard deviation. The differences between the pre-test means yielded a $t$-value of only 0.9481. As in previous instances, the $t$ was not statistically significant at the .05 level of significance. The null hypothesis of no difference between the experimental and control groups was accepted.

The concept of Physical Self yielded means and standard deviations which continued to substantiate the expected homogeneity of the experimental and control groups. There was an observed difference of 0.19 between the pre-test means. The experimental group had a slightly larger pre-test mean.
score. The standard deviation of the control group was also larger than that of the experimental group. The computed t-value of 0.07 confirmed the expectation of no difference between the experimental and control groups for the Physical Self. The null hypothesis was retained.

The pre-test results for the Moral-Ethical Self are presented in Table I. Observed differences between the experimental and control groups were minimal. A difference of 0.18 was noted between the pre-test means. As in previous analyses, the experimental group had the larger pre-test mean and the control group had the larger standard deviation. The observed differences yielded a t-value which failed to meet the .05 level of significance. The null hypothesis was accepted.

The pre-test results for the Personal Self were also similar. A difference of 1.49 existed between the means of the experimental and control groups. The experimental group had the larger pre-test mean. Statistical analysis of the differences revealed that there were no significant differences. The computed t-value was smaller than the critical t-value required for the rejection of the null hypothesis. Therefore, the null was retained.

Analysis of the Family Self pre-tests results revealed that there were minimal and statistically nonsignificant differences between the pre-test means. Consistent with the
Self-Satisfaction criterion measure of the TSCS, the larger pre-test mean for the Family Self was in the control group. The experimental group had the higher standard deviation. The t-value of 0.06 was clearly not significant at the prescribed level of significance. The null hypothesis was accepted.

The Social Self dimension of the TSCS yielded pre-test results which were quite similar. There was a difference of 1.37 between the means. The experimental group had the larger mean and the control group had the larger standard deviation. The observed differences yielded a t-value of 0.5788 which was too small to reach the prescribed .05 level of significance. The null hypothesis was retained.

As seen in Table I, the pre-test results for the experimental group and the control group were comparable. The experimental group had higher pre-test means on all the criterion measures of the TSCS except for the measures of Self-Satisfaction and Family Self. The standard deviations for both groups were similar. However, the standard deviations of the control group were larger than those of the experimental group except for the standard deviation for the Family Self criterion measure.

The computed t-values did not equal the critical value at the .05 level of significance on any of the ten criterion measures of the TSCS for either the experimental or control
groups. The null hypothesis that the experimental and control groups did not differ on the criterion measures selected from the TSCS was accepted.

In Table II, pre-test data resulting from the administration of the FIRO-B are presented. The mean scores, standard deviations, and t-test results are reported for the experimental group and the control groups on each of the six subscores of the FIRO-B.

The means and standard deviations for the Expressed Inclusion dimension of the FIRO-B appeared to be equivalent. The differences between the means of the experimental and control groups were minimal. The experimental group had the smaller mean score and the larger standard deviation. The differences yielded a t-value which was not significant at the .05 level of significance. The null hypothesis was accepted.

Examination of the pre-test results for the Expressed Control dimension of the FIRO-B revealed that there were small but nonsignificant differences between the pre-test means. The pre-test mean of the experimental group was larger than the mean of the control group. The control group, however, had the larger standard deviation. Results of the t-test analysis indicated that there were no significant differences between the pre-test means for the Expressed Control dimension of the FIRO-B. The null hypothesis was accepted.
<table>
<thead>
<tr>
<th>Criterion Measures</th>
<th>Experimental N = 26</th>
<th>Control N = 18</th>
<th>Fisher's t</th>
<th>S or NS</th>
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<tr>
<td></td>
<td>Mean</td>
<td>SD*</td>
<td>Mean</td>
<td>SD*</td>
</tr>
<tr>
<td>Expressed Inclusion</td>
<td>5.038</td>
<td>1.928</td>
<td>5.055</td>
<td>1.89</td>
</tr>
<tr>
<td>Expressed Control</td>
<td>2.615</td>
<td>1.877</td>
<td>2.61</td>
<td>2.637</td>
</tr>
<tr>
<td>Expressed Affection</td>
<td>4.269</td>
<td>3.50</td>
<td>4.22</td>
<td>3.317</td>
</tr>
<tr>
<td>Wanted Control</td>
<td>3.076</td>
<td>1.62</td>
<td>3.22</td>
<td>2.289</td>
</tr>
<tr>
<td>Wanted Affection</td>
<td>4.73</td>
<td>2.72</td>
<td>5.33</td>
<td>2.63</td>
</tr>
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</table>

*SD = Standard Deviation
The pre-test results for the Expressed Affection dimension of the FIRO-B yielded similar means and standard deviations. The difference between the means was observed to be 0.23. The pre-test mean and standard deviation of the experimental group were larger than those of the control group. The homogeneity of the groups was maintained. Statistical analysis of the observed differences revealed that there were no significant differences between the pre-test means. The null hypothesis was retained.

The Wanted Inclusion dimension of the FIRO-B revealed pre-test results which provided additional support for the similarity of the experimental and control groups. The observed difference between the pre-test means was minimal. The experimental group had the higher pre-test mean and standard deviation. However, the observed differences were not statistically significant. The differences yielded a small t-value which failed to reach the level of significance required to reject the null. Therefore, the null hypothesis was accepted.

On the criterion of Wanted Control, the control group had the larger pre-test mean and standard deviation. Minimal differences were observed between the means and standard deviations of the experimental and control groups. The computed t did not meet the critical value required for significance. The null hypothesis of no difference between means was accepted.
The pre-test results for the Wanted Affection dimension of the FIRO-B are presented in Table II. Examination of the pre-test means indicated that a difference of 0.60 was evident between the means for the experimental and control groups. The control group had the higher mean and the smaller standard deviation. Statistical analysis of the data indicated that the observed differences were not significant. The computed \( t \)-value failed to reach the prescribed level of significant required for rejection of the null. The null was retained.

As seen in Table II, the pre-test results for the experimental group and the control group were relatively similar. The experimental group had higher pre-test means on all of the criterion measures except for the Expressed Inclusion and Wanted Affection measures. The experimental group had higher standard deviations on all measures of the FIRO-B except for the Expressed Control and Wanted Control dimensions.

The differences between the means of the experimental and control groups were not significant at the .05 level of significance as determined by Fisher's \( t \)-test. The null hypothesis of no significant differences between the experimental and control group means on the six criterion measures of the FIRO-B was accepted.

The findings indicated that there were no significant differences between the experimental and control groups on
any of the criterion measures of the FIRO-B or the TSCS. The similarity of the experimental and control groups was confirmed. The null hypothesis was retained for the sixteen measures of the TSCS and FIRO-B.

The Testing of the Hypotheses

This study involved the testing of four hypotheses. This section has been divided into two sub-sections in order to facilitate presentation of findings relative to the hypotheses. The results of Hypothesis I and Hypothesis II are presented in the sub-section, Experimental and Control Group Post-test Comparisons. The results of Hypothesis III and Hypothesis IV are presented in the second sub-section, Experimental Group Gains.

Hypothesis I and Hypothesis II were tested by the statistical technique of one-way analysis of variance. The t-test for correlated means was used to test Hypothesis III and Hypothesis IV. Hypothesis I and Hypothesis III involved the testing of ten subscores selected from the Tennessee Self Concept Scale (TSCS). Hypothesis II and Hypothesis IV involved the testing of the six subscores from the Fundamental Interpersonal Relations Orientation-Behavior Scale (FIRO-B). Each null hypothesis was rejected at the minimum .05 level of significance.
Experimental and Control Group
Post-test Comparisons

Hypothesis I and Hypothesis II were tested by the one-way analysis of variance statistical technique. The data generated for the subscores of the TSCS and FIRO-B are presented in thirty-two tables. There are two tables for each subscore. The pre-test and post-test means and standard deviations are presented first. This table of information is followed by another table which includes the degrees of freedom, sum of squares, variance estimates, F-ratio, and the level of significance.

Hypothesis I.—This hypothesis was restated in null form for statistical testing. In null form, Hypothesis I states that secondary pre-service teachers who participate in the experimental course will not differ from the control group on each of the following post-test measures of the TSCS: Total Positive Score, Self Criticism, Identity, Self Satisfaction, Behavior, Physical Self, Moral-Ethical Self, Personal Self, Family Self, and Social Self.

The data related to this hypothesis are presented in Table III through Table XXII.

In Table III the means and standard deviations for the Total Positive Score of the TSCS are presented. The score reflects the subjects' overall level of self-esteem. An examination of the data presented in Table III revealed that
TABLE III

SUMMARY OF PRE-TEST, POST-TEST MEANS AND STANDARD DEVIATIONS OF TOTAL POSITIVE SCORE ON THE TSCS

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Pre-test Means</th>
<th>SD*</th>
<th>Post-test Means</th>
<th>SD*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>26</td>
<td>351.961</td>
<td>27.84</td>
<td>356.538</td>
<td>26.52</td>
</tr>
<tr>
<td>Control</td>
<td>18</td>
<td>348.88</td>
<td>38.31</td>
<td>359.388</td>
<td>36.12</td>
</tr>
</tbody>
</table>

*SD = Standard Deviation

There was a difference of 2.850 between the post-test means of the experimental and control groups. The post-test mean of the control group was larger than the post-test mean of the experimental group. However, the variance between the control group's Total Positive means was greater than that of the experimental group as evidenced by the larger standard deviation.

The analysis of variance data for the Total Positive Score is presented in Table IV. The F-ratio of 0.0913 was not significant at the .05 level of significance. The associated probability level of 0.7641 exceeded the prescribed level of significance. The null hypothesis of no difference between the post-test means of the experimental and control groups was accepted for the Total Positive Score.
TABLE IV

SUMMARY OF ANALYSIS OF VARIANCE FOR THE TOTAL
POSITIVE SCORE ON THE TSCS

<table>
<thead>
<tr>
<th>Sources of Variation</th>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>Variance</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>1</td>
<td>86.4198</td>
<td>86.4198</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within</td>
<td>42</td>
<td>39770.7393</td>
<td>946.9224</td>
<td>0.0913</td>
<td>0.7641</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>39857.1591</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In reviewing the data in Table V, the mean scores and standard deviations revealed little difference between the Self Criticism scores of the experimental and control groups. There was a difference of 0.90 between the post-test means of the experimental and control groups. The experimental group post-test mean was larger than the post-test mean of the control group. However, the control group had the larger standard deviation.

TABLE V

SUMMARY OF PRE-TEST, POST-TEST MEANS AND STANDARD DEVIATIONS OF SELF CRITICISM SCORE ON THE TSCS

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Pre-test Means</th>
<th>SD*</th>
<th>Post-test Means</th>
<th>SD*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>26</td>
<td>34.807</td>
<td>5.09</td>
<td>35.346</td>
<td>4.62</td>
</tr>
<tr>
<td>Control</td>
<td>18</td>
<td>34.22</td>
<td>5.816</td>
<td>34.44</td>
<td>6.02</td>
</tr>
</tbody>
</table>

*SD = Standard Deviation
The analysis of variance data used to test the significance of difference between the Self Criticism post-test means of the experimental and control groups are revealed in Table VI. The F-ratio of 0.3158 did not reach the required level of significance. The magnitude of difference between the post-test means was not large enough to be statistically significant. The null hypothesis was retained for the Self Criticism subscore of Hypothesis I.

**TABLE VI**

**SUMMARY OF ANALYSIS OF VARIANCE FOR THE SELF CRITICISM SCORE ON THE TSCS**

<table>
<thead>
<tr>
<th>Sources of Variation</th>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>Variance</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>1</td>
<td>8.6482</td>
<td>8.6482</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within</td>
<td>42</td>
<td>1150.3291</td>
<td>27.3888</td>
<td>0.3158</td>
<td>0.5771</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>1158.9773</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Inspection of Table VII reveals the post-test means and standard deviations of the Identity Score of the TSCS. The observed differences between the post-test means of the experimental and control groups was only 0.63. The experimental group had the larger post-test mean and a small associated standard deviation in comparison to the standard deviation and pre-test mean of the control group.
In Table VIII, the analysis of variance data of the Identity Score are summarized. The F-ratio of 0.0434 was below the required level of significance. The null hypothesis of no significant differences between post-test means was accepted for the Identity portion of Hypothesis I.

**TABLE VIII**

**SUMMARY OF ANALYSIS OF VARIANCE FOR THE IDENTITY SCORE ON THE TSCS**

<table>
<thead>
<tr>
<th>Sources of Variation</th>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>Variance</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>1</td>
<td>4.2549</td>
<td>4.2549</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within</td>
<td>42</td>
<td>4120.2906</td>
<td>98.1022</td>
<td>0.0434</td>
<td>0.8360</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>4124.5455</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exposition of data related to the Self-Satisfaction Score is revealed in Table IX. The difference between the post-test
means of the experimental and control groups was small. There was a difference of only 2.81 between the post-test means. The larger mean was in the control group. The standard deviations for the post-test means of both groups decreased. The standard deviation of the control group remained considerably larger than that of the experimental group.

**TABLE IX**

**SUMMARY OF THE PRE-TEST, POST-TEST MEANS AND STANDARD DEVIATIONS OF SELF-SATISFACTION SCORE ON THE TSCS**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Pre-test Means</th>
<th>SD*</th>
<th>Post-test Means</th>
<th>SD*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>26</td>
<td>108.461</td>
<td>12.49</td>
<td>111.076</td>
<td>12.05</td>
</tr>
<tr>
<td>Control</td>
<td>18</td>
<td>108.777</td>
<td>17.49</td>
<td>113.888</td>
<td>14.776</td>
</tr>
</tbody>
</table>

*SD = Standard Deviation

The analysis of variance data shown in Table X resulted in an F-ratio of 0.4810 which was not large enough to be statistically significant at the .05 level of significance. The reported probability level exceeded the prescribed level of significance. The null hypothesis of no differences between post-test means was accepted for the Self-Satisfaction portion of Hypothesis I.

In Table XI, the observed post-test means and standard deviation for the Behavior dimension of the self concept are shown to be similar. The difference between the post-test
TABLE X

SUMMARY OF ANALYSIS OF VARIANCE FOR THE SELF-SATISFACTION SCORE ON THE TSCS

<table>
<thead>
<tr>
<th>Sources of Variation</th>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>Variance</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>1</td>
<td>84.1033</td>
<td>84.1033</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within</td>
<td>42</td>
<td>7343.6239</td>
<td>174.8482</td>
<td>0.4810</td>
<td>0.4918</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>7427.7273</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Means of the experimental and control groups was 0.67. The control group had the larger post-test mean. The size of the post-test standard deviations was similar. The standard deviation of the post-test mean for the control group was larger in comparison to the standard deviation of the experimental group.

TABLE XI

SUMMARY OF THE PRE-TEST, POST-TEST MEANS AND STANDARD DEVIATIONS OF BEHAVIOR SCORE ON THE TSCS

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Pre-test Means</th>
<th>SD*</th>
<th>Post-test Means</th>
<th>SD*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>26</td>
<td>114.88</td>
<td>10.05</td>
<td>115.384</td>
<td>10.78</td>
</tr>
<tr>
<td>Control</td>
<td>18</td>
<td>111.72</td>
<td>11.989</td>
<td>116.055</td>
<td>12.28</td>
</tr>
</tbody>
</table>

*SD = Standard Deviation

The analysis of variance data for the Behavior dimension of the self concept are reported in Table XII. The computed
F-ratio of 0.0368 failed to reach the level necessary to reject the null hypothesis. The observed differences between the post-test means of the experimental and control groups were not statistically significant. The null hypothesis was accepted for the Behavior portion of Hypothesis I.

TABLE XII

SUMMARY OF ANALYSIS OF VARIANCE FOR THE BEHAVIOR SCORE ON THE TSCS

<table>
<thead>
<tr>
<th>Sources of Variation</th>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>Variance</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>1</td>
<td>4.7881</td>
<td>4.7881</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within</td>
<td>42</td>
<td>5471.0983</td>
<td>130.2642</td>
<td>0.0368</td>
<td>0.8489</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>5475.8864</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In Table XIII, the means and standard deviations for the Physical Self concept are presented. The differences between the post-test scores of the experimental and control groups was only 0.21. The control group post-test mean was slightly larger than the post-test mean of the experimental group. The standard deviations for both groups were similar. The larger standard deviation occurred for the post-test mean of the control group.

As shown in Table XIV, the analysis of variance data resulted in an F-ratio of 0.0075. An F-ratio this small is not significant at the prescribed level. The difference noted
TABLE XIII
SUMMARY OF THE PRE-TEST, POST-TEST MEANS AND STANDARD
DEVIATIONS OF PHYSICAL SELF SCORE ON THE TSCS

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Pre-test Means</th>
<th>SD*</th>
<th>Post-test Means</th>
<th>SD*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>26</td>
<td>71.69</td>
<td>8.17</td>
<td>72.23</td>
<td>7.355</td>
</tr>
<tr>
<td>Control</td>
<td>18</td>
<td>71.50</td>
<td>9.205</td>
<td>72.44</td>
<td>8.965</td>
</tr>
</tbody>
</table>

*SD = Standard Deviation

noted between the post-test scores of the experimental and control groups was not significant. Therefore, the null hypothesis was accepted for the Physical Self concept of Hypothesis I.

TABLE XIV
SUMMARY OF ANALYSIS OF VARIANCE FOR THE PHYSICAL SELF SCORE ON THE TSCS

<table>
<thead>
<tr>
<th>Sources of Variation</th>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>Variance</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>1</td>
<td>0.4856</td>
<td>0.4856</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within</td>
<td>42</td>
<td>2719.0598</td>
<td>64.7395</td>
<td>0.0075</td>
<td>0.9314</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>2719.5455</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The means and standard deviations for the Moral-Ethical Self are summarized in Table XV. The difference between the post-test means of the experimental and control groups was 1.20. The larger post-test mean was reported for the control
### TABLE XV

**SUMMARY OF PRE-TEST, POST-TEST MEANS AND STANDARD DEVIATIONS OF MORAL-ETHICAL SELF ON THE TSCS**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Pre-test Means</th>
<th>SD*</th>
<th>Post-test Means</th>
<th>SD*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>26</td>
<td>70.346</td>
<td>7.91</td>
<td>71.576</td>
<td>6.747</td>
</tr>
<tr>
<td>Control</td>
<td>18</td>
<td>70.166</td>
<td>9.076</td>
<td>72.777</td>
<td>8.06</td>
</tr>
</tbody>
</table>

*SD = Standard Deviation

The post-test standard deviation for the control group was larger in comparison to the standard deviation for the experimental group.

In order to determine the significance of differences observed on the post-test measures for the Moral-Ethical Self, one-way analysis of variance was used. The data which resulted from this analysis are presented in Table XVI. The

### TABLE XVI

**SUMMARY OF ANALYSIS OF VARIANCE FOR THE MORAL-ETHICAL SELF ON THE TSCS**

<table>
<thead>
<tr>
<th>Sources of Variation</th>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>Variance</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>1</td>
<td>15.3382</td>
<td>15.3382</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within</td>
<td>42</td>
<td>2243.4573</td>
<td>53.4156</td>
<td>0.2871</td>
<td>0.5949</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>2258.7955</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
computed F-ratio was 0.2871. The associated probability level of 0.5540 exceeded the .05 level of significance necessary for rejection of the null. Therefore, the null hypothesis for the Moral-Ethical Self was accepted.

In Table XVII, the means and standard deviations for the Personal Self are reviewed. The observed differences between

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Pre-test Means</th>
<th>SD*</th>
<th>Post-test Means</th>
<th>SD*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>26</td>
<td>67.65</td>
<td>6.596</td>
<td>68.846</td>
<td>6.347</td>
</tr>
<tr>
<td>Control</td>
<td>18</td>
<td>66.166</td>
<td>8.089</td>
<td>70.055</td>
<td>6.98</td>
</tr>
</tbody>
</table>

*SD = Standard Deviation

the post-test results were minimal. A difference of 1.20 distinguished the post-test mean of the experimental group from the control group. The control group resulted in the larger post-test mean. Examination of the post-test results further revealed that the standard deviations for the experimental and control groups were comparable. Pre- to post-test comparisons of the standard deviations of the control group revealed that the standard deviation of the post-test mean decreased. The post-test standard deviation for the control group is larger than that of the experimental group.
The analysis of variance data for the Personal Self are revealed in Table XVIII. The F-ratio was 0.3558 and was not of sufficient magnitude necessary to reject the null hypothesis. The null hypothesis of no difference between the post-test means for the Personal Self was accepted.

TABLE XVIII

SUMMARY OF ANALYSIS OF VARIANCE FOR THE PERSONAL SELF ON THE TSCS

<table>
<thead>
<tr>
<th>Sources of Variation</th>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>Variance</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>1</td>
<td>15.5573</td>
<td>15.5573</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within</td>
<td>42</td>
<td>1836.3291</td>
<td>43.7221</td>
<td>0.3558</td>
<td>0.5540</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>1851.8864</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In Table XIX, the means and standard deviations for the Family Self are presented. The post-test means for the

TABLE XIX

SUMMARY OF THE PRE-TEST, POST-TEST MEANS AND STANDARD DEVIATIONS OF FAMILY SELF ON THE TSCS

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Pre-test Means</th>
<th>SD*</th>
<th>Post-test Means</th>
<th>SD*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>26</td>
<td>72.961</td>
<td>8.00</td>
<td>73.807</td>
<td>6.782</td>
</tr>
<tr>
<td>Control</td>
<td>18</td>
<td>73.11</td>
<td>6.88</td>
<td>73.44</td>
<td>8.45</td>
</tr>
</tbody>
</table>

*SD = Standard Deviation
experimental and control groups were similar. The difference between the post-test means for the two groups was observed to be 0.36. The larger post-test mean resulted from the experimental group. The control group had the higher standard deviation on the post-test.

As noted in Table XX, the analysis of variance data revealed that the observed differences between post-test means were not significant. The F-ratio was 0.0249, and the associated level of probability was 0.8753. This latter value clearly exceeded the .05 level required to reject the null hypothesis. The null hypothesis for the Family Self concept was retained.

### TABLE XX

**SUMMARY OF ANALYSIS OF VARIANCE FOR THE FAMILY SELF ON THE TSCS**

<table>
<thead>
<tr>
<th>Sources of Variation</th>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>Variance</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>1</td>
<td>1.4035</td>
<td>1.4035</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within</td>
<td>42</td>
<td>2364.4829</td>
<td>56.2972</td>
<td>0.0249</td>
<td>0.8753</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>2365.8864</td>
<td>56.2972</td>
<td>0.0249</td>
<td>0.8753</td>
</tr>
</tbody>
</table>

The means and standard deviations for the Social Self are revealed in Table XXI. As observed, the differences between the post-test means were small. A difference of 0.59 was noted between the post-test means of the experimental and
control groups. The control group had the larger post-test mean and standard deviation.

**TABLE XXI**

**SUMMARY OF THE PRE-TEST, POST-TEST MEANS AND STANDARD DEVIATIONS OF SOCIAL SELF ON THE TSCS**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Pre-test Means</th>
<th>SD*</th>
<th>Post-test Means</th>
<th>SD*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>26</td>
<td>69.307</td>
<td>6.619</td>
<td>70.076</td>
<td>6.775</td>
</tr>
<tr>
<td>Control</td>
<td>18</td>
<td>67.94</td>
<td>9.019</td>
<td>70.66</td>
<td>8.92</td>
</tr>
</tbody>
</table>

*SD = Standard Deviation

In Table XXII, an examination of the analysis of variance data for the Social Self revealed that the null hypothesis of no difference between post-test means was retained. The F-ratio failed to meet the critical value required to reject the null hypothesis.

**TABLE XXII**

**SUMMARY OF ANALYSIS OF VARIANCE FOR THE SOCIAL SELF ON THE TSCS**

<table>
<thead>
<tr>
<th>Sources of Variation</th>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>Variance</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>1</td>
<td>3.6993</td>
<td>3.6993</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within</td>
<td>42</td>
<td>2501.8462</td>
<td>59.5678</td>
<td>0.0621</td>
<td>0.8044</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>2505.5455</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The findings relative to Hypothesis I indicated that small but nonsignificant differences existed between the post-test scores of the experimental and control groups. It was noted that the post-test means of the experimental group exceeded those of the control group on three dimensions of the TSCS: the Self Criticism Score, the Identity concept, and the Family Self. On the remaining TSCS criterion measures, the post-test means of the control group were observed to be consistently higher than those of the experimental group. Under the conditions of this study, the experimental treatment did not effect significant changes in the self concept of the experimental group. Therefore, on the basis of these findings, the null hypothesis was retained for Hypothesis I.

Hypothesis II.—This hypothesis was restated in the null form for statistical testing. In the null form, Hypothesis II states that secondary pre-service teachers who participate in the experimental course will not differ from the control group on each of the following post-test measures of the FIRO-B: Expressed Inclusion, Expressed Control, Expressed Affection, Wanted Inclusion, Wanted Control, Wanted Affection.

The data related to this hypothesis are presented in Table XXIII through Table XXXIV.

An examination of the data in Table XXIII reveals that the post-test means and standard deviations of the Expressed
Inclusion dimension of the FIRO-B were fairly stable. A difference of 0.13 was noted between the post-test means of the experimental and control groups. The experimental group had the larger post-test mean and the smaller standard deviation.

TABLE XXIII

SUMMARY OF PRE-TEST, POST-TEST MEANS AND STANDARD DEVIATIONS FOR EXPRESSED INCLUSION OF FIRO-B

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Pre-test Means</th>
<th>SD*</th>
<th>Post-test Means</th>
<th>SD*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>26</td>
<td>5.038</td>
<td>1.928</td>
<td>4.96</td>
<td>2.009</td>
</tr>
<tr>
<td>Control</td>
<td>18</td>
<td>5.055</td>
<td>1.89</td>
<td>4.833</td>
<td>2.148</td>
</tr>
</tbody>
</table>

*SD = Standard Deviation

In Table XXIV, the analysis of variance data for Expressed Inclusion is summarized. The observed differences between the

TABLE XXIV

SUMMARY OF ANALYSIS OF VARIANCE FOR EXPRESSED INCLUSION OF FIRO-B

<table>
<thead>
<tr>
<th>Sources of Variation</th>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>Variance</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>1</td>
<td>0.1748</td>
<td>0.1748</td>
<td>0.0409</td>
<td>0.8407</td>
</tr>
<tr>
<td>Within</td>
<td>42</td>
<td>179.4615</td>
<td>4.2729</td>
<td>0.0409</td>
<td>0.8407</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>179.6364</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
post-test means of the experimental and control groups were not significant at the .05 level of significance. The F-ratio derived from the data was 0.0409. This value was not large enough to reject the null hypothesis. The null was accepted for the Expressed Inclusion portion of Hypothesis II.

An inspection of the means and standard deviations presented in Table XXV for the Expressed Control dimension of the FIRO-B scale revealed that the post-test means varied slightly. A difference of 0.70 was noted between the post-test means of the experimental and control groups. The control group had the larger post-test mean as well as the larger standard deviation.

### Table XXV

**Summary of the Pre-test, Post-test Means and Standard Deviations for Expressed Control of FIRO-B**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Pre-test Means</th>
<th>SD*</th>
<th>Post-test Means</th>
<th>SD*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>26</td>
<td>2.615</td>
<td>1.877</td>
<td>2.576</td>
<td>2.435</td>
</tr>
<tr>
<td>Control</td>
<td>18</td>
<td>2.611</td>
<td>2.637</td>
<td>3.277</td>
<td>2.49</td>
</tr>
</tbody>
</table>

*SD = Standard Deviation

In Table XXVI, the analysis of variance data for Expressed Control is summarized. The differences observed between the post-test means of the experimental and control
TABLE XXVI

SUMMARY OF ANALYSIS OF VARIANCE FOR EXPRESSED CONTROL OF FIRO-B

<table>
<thead>
<tr>
<th>Sources of Variation</th>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>Variance</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>1</td>
<td>5.2246</td>
<td>5.2246</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within</td>
<td>42</td>
<td>253.9573</td>
<td>6.0466</td>
<td>0.8640</td>
<td>0.3579</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>259.1818</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The groups were not significant. The F-ratio was 0.8640. The associated probability level was 0.3579. The probability value exceeded the .05 level of significance required to reject the null hypothesis. The null hypothesis for Expressed Control was retained.

In reviewing the data in Table XXVII for the Expressed Affection dimension of the FIRO-B scale, it was noted that there were only slight differences in the standard deviations.

TABLE XXVII

SUMMARY OF PRE-TEST, POST-TEST MEANS AND STANDARD DEVIATIONS FOR EXPRESSED AFFECTION OF FIRO-B

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Pre-test Means</th>
<th>SD*</th>
<th>Post-test Means</th>
<th>SD*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>26</td>
<td>4.00</td>
<td>2.40</td>
<td>3.96</td>
<td>2.986</td>
</tr>
<tr>
<td>Control</td>
<td>18</td>
<td>3.777</td>
<td>2.289</td>
<td>4.888</td>
<td>2.805</td>
</tr>
</tbody>
</table>

*SD = Standard Deviation
of the post-test scores. However, there was a difference of 0.92 between the post-test means of the experimental and control groups. The control group had the larger post-test mean and the smaller standard deviation.

The data which resulted from the statistical analysis of the observed differences between post-test results of Expressed Affection are presented in Table XXVIII. The differences yielded an F-ratio of 1.08. The associated level of probability of 0.30 exceeded the prescribed level of significance necessary to reject the null. The null hypothesis was retained for the Expressed Affection portion of Hypothesis II.

### TABLE XXVIII

<table>
<thead>
<tr>
<th>Sources of Variation</th>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>Variance</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>1</td>
<td>9.1470</td>
<td>9.1470</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within</td>
<td>42</td>
<td>356.7393</td>
<td>8.4938</td>
<td>1.0769</td>
<td>0.3053</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>365.8864</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In Table XXIX, the means and standard deviation for the Wanted Inclusion dimension of the FIRO-B scale are summarized. A difference of 1.19 was noted between the post-test means. The larger post-test mean and standard deviation resulted from the control group.
TABLE XXIX

SUMMARY OF PRE-TEST, POST-TEST MEANS AND STANDARD DEVIATIONS FOR WANTED INCLUSION OF FIRO-B

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Pre-test Means</th>
<th>SD*</th>
<th>Post-test Means</th>
<th>SD*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>26</td>
<td>4.269</td>
<td>3.50</td>
<td>3.19</td>
<td>3.16</td>
</tr>
<tr>
<td>Control</td>
<td>18</td>
<td>4.222</td>
<td>3.317</td>
<td>4.388</td>
<td>3.599</td>
</tr>
</tbody>
</table>

*SD = Standard Deviation

The analysis of variance data for Wanted Inclusion is presented in Table XXX. The computed F-ratio was 1.36 and the associated probability level was 0.2501. The probability value exceeded the .05 level of significance necessary for rejection of the null. The observed differences between the post-test means of the experimental and control groups were not statistically significant. Therefore, the null hypothesis

TABLE XXX

SUMMARY OF ANALYSIS OF VARIANCE FOR WANTED INCLUSION OF FIRO-B

<table>
<thead>
<tr>
<th>Sources of Variation</th>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>Variance</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>1</td>
<td>15.2292</td>
<td>15.2292</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within</td>
<td>42</td>
<td>470.3162</td>
<td>11.1980</td>
<td>1.36</td>
<td>0.2501</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>485.5455</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
of no significant differences was retained for the Wanted Inclusion subscore of Hypothesis II.

The means and standard deviations are presented in Table XXXI for the Wanted Control dimension of FIRO-B. The post-test means and standard deviations appeared to be comparable. There was an observed difference of 0.31 between the post-test means of the experimental and control groups. The control group had the larger post-test mean and standard deviation.

### TABLE XXXI

**SUMMARY OF PRE-TEST, POST-TEST MEANS AND STANDARD DEVIATIONS FOR WANTED CONTROL OF FIRO-B**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Pre-test Means</th>
<th>SD*</th>
<th>Post-test Means</th>
<th>SD*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>26</td>
<td>3.076</td>
<td>1.62</td>
<td>3.19</td>
<td>2.22</td>
</tr>
<tr>
<td>Control</td>
<td>18</td>
<td>3.222</td>
<td>2.289</td>
<td>3.500</td>
<td>2.479</td>
</tr>
</tbody>
</table>

*SD = Standard Deviation

Examination of Table XXXII, which summarizes the analysis of variance data for Wanted Control, revealed that the F-ratio did not reach the significance level required for rejection of the null hypothesis. The F-ratio was 0.1851 and the associated probability level was 0.6693. The latter value exceeded the .05 level of significance. Therefore, the null hypothesis was retained for the Wanted Control subscore of Hypothesis II.
TABLE XXXII

SUMMARY OF ANALYSIS OF VARIANCE FOR WANTED CONTROL OF FIRO-B

<table>
<thead>
<tr>
<th>Sources of Variation</th>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>Variance</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>1</td>
<td>1.0070</td>
<td>1.0070</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within</td>
<td>42</td>
<td>228.5385</td>
<td>5.4414</td>
<td>0.1851</td>
<td>0.6693</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>229.5455</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In Table XXXIII, the observed difference between the post-test means of the Wanted Affection dimension of the FIRO-B scale were notable. The difference between the post-test means of the experimental and control group was 1.51. The post-test mean for the control group was the largest mean observed on any previous measures of the FIRO-B. The experimental group had the larger post-test standard deviation.

TABLE XXXIII

SUMMARY OF PRE-TEST, POST-TEST MEANS AND STANDARD DEVIATIONS FOR WANTED AFFECTION OF FIRO-B

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Pre-test Means</th>
<th>SD*</th>
<th>Post-test Means</th>
<th>SD*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>26</td>
<td>4.73</td>
<td>2.72</td>
<td>4.769</td>
<td>2.87</td>
</tr>
<tr>
<td>Control</td>
<td>18</td>
<td>5.333</td>
<td>2.63</td>
<td>6.277</td>
<td>2.845</td>
</tr>
</tbody>
</table>

*SD = Standard Deviation
As noted in Table XXXIV, the analysis of variance for Wanted Affection yielded the largest F-ratio thus far observed on any of the subscores of the FIRO-B. The reported F-ratio was 2.95, and the associated level of probability was 0.09. The reported probability level exceeded the .05 level of significance necessary to reject the null hypothesis. The null hypothesis for the Wanted Affection subscore of Hypothesis II was accepted.

TABLE XXXIV
SUMMARY OF ANALYSIS OF VARIANCE FOR WANTED AFFECTION OF FIRO-B

<table>
<thead>
<tr>
<th>Sources of Variation</th>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>Variance</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>1</td>
<td>24.2053</td>
<td>24.2053</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within</td>
<td>42</td>
<td>344.2265</td>
<td>8.1959</td>
<td>2.9534</td>
<td>0.0931</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>368.4318</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The findings related to Hypothesis II revealed that none of the criterion measures of the FIRO-B reached the .05 level of significance. The comparisons of the FIRO-B post-test means for the experimental group exceeded the post-test means of the control on one criterion measure, Expressed Inclusion. The observed differences were not statistically significant. Based on these findings, the null hypothesis was retained.
Experimental Group Gains

Hypothesis III and Hypothesis IV were tested by the t-test for correlated means. The data generated for the ten criterion measures of the TSCS have been presented in Table XXXV. The data generated for the six criterion measures of the PIRO-B have been presented in Table XXXVI. Each table contains the mean gains, standard deviations, t-ratios, and the levels of probability. The pre-test and post-test means are presented as the results are analyzed.

Hypothesis III.—This hypothesis was restated in the null form for statistical testing. In the null form, Hypothesis III states that the pre-test scores of secondary pre-service teachers who participate in the experimental course will not differ from post-test scores resulting from the following measures of the TSCS: Total Positive Score, Self Criticism, Identity, Behavior, Self-Satisfaction, Physical Self, Moral-Ethical Self, Personal Self, Family Self, and Social Self.

The findings related to Hypothesis III are presented in Table XXXV. The pre-test mean for the Total Positive Score was 351.961, and the post-test mean was 356.538. As noted in Table XXXV, there was a mean gain of 4.58. A t-value of 1.33 was produced. This value yielded a level of probability which exceeded the .05 level of significance. The null hypothesis for the Total Positive Score was accepted.
### TABLE XXXV

**SUMMARY OF GAINS FOR EXPERIMENTAL GROUP ON TSCS**

<table>
<thead>
<tr>
<th>Criterion Measure</th>
<th>Mean Gain</th>
<th>SD*</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Positive</td>
<td>4.57692</td>
<td>17.5434</td>
<td>1.3302</td>
<td>0.1954</td>
</tr>
<tr>
<td>Self Criticism</td>
<td>0.53846</td>
<td>4.7009</td>
<td>0.584</td>
<td>0.5644</td>
</tr>
<tr>
<td>Identity</td>
<td>1.46154</td>
<td>6.7066</td>
<td>1.111</td>
<td>0.2770</td>
</tr>
<tr>
<td>Self-Satisfaction</td>
<td>2.61538</td>
<td>8.3238</td>
<td>1.60</td>
<td>0.1217</td>
</tr>
<tr>
<td>Behavior</td>
<td>0.50000</td>
<td>6.77791</td>
<td>0.37615</td>
<td>0.7100</td>
</tr>
<tr>
<td>Physical Self</td>
<td>0.53846</td>
<td>4.734</td>
<td>0.5798</td>
<td>0.5672</td>
</tr>
<tr>
<td>Moral-Ethical Self</td>
<td>1.23077</td>
<td>5.764</td>
<td>1.088</td>
<td>0.2866</td>
</tr>
<tr>
<td>Personal Self</td>
<td>1.19231</td>
<td>4.427</td>
<td>1.37</td>
<td>0.1819</td>
</tr>
<tr>
<td>Family Self</td>
<td>0.84615</td>
<td>4.888</td>
<td>0.8826</td>
<td>0.3858</td>
</tr>
<tr>
<td>Social Self</td>
<td>0.76923</td>
<td>4.827</td>
<td>0.8125</td>
<td>0.4242</td>
</tr>
</tbody>
</table>

*SD = Standard Deviation

In Table XXXV, the mean gain for the Self Criticism Score is presented. A mean gain of 0.58 resulted from a pre-test of 34.807 and a post-test mean of 35.346. The computed t-value indicated that the difference was not significant at the minimum .05 level of significance. The null hypothesis was retained.

An examination of Table XXXV indicates that the Identity Score resulted in a mean gain of 1.46. The findings indicated...
that the difference between the pre-test score of 128.62 and the post-test score of 130.076 was not significant at the .05 level of significance. The difference yielded a t-value which was slightly smaller than the critical t-value of 2.06. The null hypothesis was retained.

The Self-Satisfaction pre-test score for the experimental group was 108.461. The post-test score of 111.076 represented a mean gain of 2.62. As indicated in Table XXXV, the difference appeared to be significant; however, the computed t-value was not large enough to reach the .05 level of significance. The probability level of 0.12 exceeded the prescribed level of significance. Therefore, the null hypothesis was retained.

The experimental group experienced few gains between pre-test and post-test means on the Behavior dimension of the self concept. The experimental group produced a pre-test mean of 114.88 and a post-test mean of 115.38. Statistical analysis of the difference produced a t-value of 0.37 and an associated probability of 0.71. The latter value was greater than the prescribed .05 level of significance. The null hypothesis was accepted.

The results in Table XXXV indicated nonsignificant mean gains for the experimental group on the Physical Self criterion measure of the TSCS. The pre-test mean of 71.69 differed only slightly from the post-test mean of 72.23.
The computed $t$-value failed to meet the critical $t$-value of 2.06. The probability level produced by the statistical analysis exceeded the prescribed level of significance. The null hypothesis was accepted.

The pre-test mean for the Moral-Ethical Self for the experimental group was 70.35 and the post-test mean was 71.58. In Table XXXV, the mean gain of 1.27 was shown to be nonsignificant at the prescribed .05 level of significance. The $t$-value of 1.08 was smaller than the critical value of 2.06. The null hypothesis was retained.

In Table XXXV, a mean gain of 1.19 is presented for the Personal Self dimension of the self concept. The gain between the pre-test mean of 67.65 and the post-test mean of 68.85 was not significant. The $t$-value of 1.37 was lower than the critical $t$-value required for significance. The probability level of 0.18 exceeded the .05 level. Therefore, the null hypothesis could not be rejected.

The data derived from the statistical analysis of the experimental group's pre-test and post-test means on the Family Self criterion measure are presented in Table XXXV. The pre-test mean was 72.96 and the post-test mean was 73.81. There was a mean gain of 0.846. The computed $t$-value did not reach the required level of significance necessary to reject the null hypothesis. The null hypothesis was retained for the Family Self concept of Hypothesis III.
The gains between the pre-test and the post-test on the Social Self criterion measure for the experimental group were minimal. The pre-test mean was 69.31, and the post-test mean was 70.08. The computed $t$-value was 0.812, and the associated probability level was 0.42. The latter value exceeded the .05 level of significance. The null was retained for the Social Self concept of Hypothesis III.

Gains were reported for all of the criterion measures of the TSCS. All gains made were in the predicted direction. However, the gains were not statistically significant. The $t$-values resulting from the statistical analysis failed to meet the prescribed level of significance. The null hypothesis was accepted for the ten subscores of the TSCS.

Hypothesis IV.--This hypothesis was restated in the null form for statistical testing. In the null form, Hypothesis IV states that the pre-test scores of secondary pre-service teachers who participate in the experimental course will not differ from the post-test scores resulting from the following measures of the FIRO-B: Expressed Inclusion, Expressed Control, Expressed Affection, Wanted Inclusion, Wanted Control, and Wanted Affection.

The findings related to Hypothesis IV are presented in Table XXXVI. The mean gains, standard deviations, $t$-values, and probability levels for the FIRO-B are presented. An
analysis of the pre-test and post-test means from the Expressed Inclusion dimension of the FIRO-B revealed negative changes for the experimental group. The pre-test mean was 5.04 and the post-test mean was 4.96. The t-test analysis revealed that the results were not significant. The null hypothesis was accepted for the Expressed Inclusion portion of Hypothesis IV.

**TABLE XXXVI**

**SUMMARY OF GAINS FOR EXPERIMENTAL GROUP ON FIRO-B**

<table>
<thead>
<tr>
<th>Criterion Measure</th>
<th>Mean Gain</th>
<th>SD*</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressed Inclusion</td>
<td>-0.0769</td>
<td>1.76</td>
<td>-0.2222</td>
<td>0.8259</td>
</tr>
<tr>
<td>Expressed Control</td>
<td>-0.0384</td>
<td>2.009</td>
<td>-0.0975</td>
<td>0.9230</td>
</tr>
<tr>
<td>Expressed Affection</td>
<td>-0.0384</td>
<td>1.928</td>
<td>-0.1017</td>
<td>0.9198</td>
</tr>
<tr>
<td>Wanted Inclusion</td>
<td>-1.0769</td>
<td>3.00</td>
<td>-1.8269</td>
<td>0.0797</td>
</tr>
<tr>
<td>Wanted Control</td>
<td>0.1153</td>
<td>2.268</td>
<td>0.2593</td>
<td>0.7975</td>
</tr>
<tr>
<td>Wanted Affection</td>
<td>0.0384</td>
<td>1.969</td>
<td>0.0995</td>
<td>0.9215</td>
</tr>
</tbody>
</table>

*SD = Standard Deviation

There was a negative change between the pre-test and post-test means on the Expressed Control dimension of the FIRO-B. The pre-test mean was 2.62 and the post-test mean was 2.58. The t-test analysis yielded a t-value which was not significant at the prescribed level of significance. The null hypothesis was retained.
As noted in Table XXXVI, pre- and post-test means on the Expressed Affection dimension resulted in negative changes for the experimental group. The pre-test mean was 4.00 and the post-test mean was 3.96. The computed \( t \)-value was not significant at the .05 level of significance. The null hypothesis was accepted for the Expressed Affection portion of Hypothesis IV.

Pre- and post-test changes for the experimental group on the Wanted Inclusion dimension were in a negative direction. The pre-test mean was 4.27 and the post-test mean was 3.19. The results of the \( t \)-test analysis revealed that the changes were not significant at the prescribed level of significance. The null hypothesis was retained for the Wanted Inclusion dimension of FIRO-B.

The mean changes for the Wanted Control and Wanted Affection dimensions of the FIRO-B were in the predicted direction. The pre-test mean for Wanted Control was 3.08 while the post-test mean was 3.19. The gain yielded a \( t \)-value of 0.25 which did not reach the .05 level of significance. The null hypothesis was accepted for the Wanted Control dimension.

The pre-test mean on the Wanted Affection dimension was 4.73. Post-test results yielded a mean of 4.76. The \( t \)-test analysis revealed that the gains made were not statistically significant. The null hypothesis was retained.
The analysis of the pre- to post-test changes made by the experimental group revealed that gains were evidenced on the Wanted Control and Wanted Affection dimensions. Changes made on the remaining criterion measures of FIRO-B were in the negative direction. The reported changes yielded small \( t \)-values which did not meet the prescribed level of significance necessary to reject the null. The null hypothesis was retained for Hypothesis IV.

Control Group\(^1\) (C\(_1\)) and Control Group\(^2\) (C\(_2\)) Comparisons

The data presented in this section provide additional findings for this study. The data are presented as an ancillary part of the study and are not relevant to any of the hypotheses of the study. The null hypothesis is assumed in all instances and will be rejected at the minimum .05 level of significance.

The investigator was the instructor for the experimental course and the control group course. In an attempt to control investigator bias which might have an erroneous effect on the outcome of the study, a second control group (C\(_2\)) was used. Control group\(^1\) (C\(_1\)) was used in this study as a comparison group for the experimental group. In this ancillary analysis, C\(_1\) served as a comparison group for C\(_2\). The data presented in this section provide findings regarding pre-test and post-test comparisons between C\(_1\) and C\(_2\).
The pre-test characteristics of $C_1$ and $C_2$ were statistically tested by the t-test of significance between means. The findings are summarized in Table XXXVII and in Table XXXVIII. The one-way analysis of variance statistical technique was used to test for differences between post-test means. These findings are presented in Table XXXIX and in Table XL.

**Pre-test Characteristics of the Subjects**

The subjects who comprised $C_2$ ($N = 65$) were comparable to the subjects in $C_1$ ($N = 18$). Subjects in both groups were college students enrolled in The American Secondary School, an introductory education course. The subjects were at least juniors with a minimum of sixty hours of college credit. In order to determine if the groups were also similar on the pre-test criterion measures of the *Tennessee Self Concept Scale* (TSCS) and the *Fundamental Interpersonal Relations Orientation-Behavior Scale* (FIRO-B), Fisher's t-test was used.

In Table XXXVII, the mean scores, standard deviations, and t-test results from the TSCS are presented. Results are reported for $C_1$ and $C_2$ on each of the ten criterion measures of the TSCS. The pre-test data for both groups are similar.

An examination of the pre-test results for the Total Positive Score indicated minimal differences between the
TABLE XXXVII

SUMMARY OF PRE-TEST MEANS, STANDARD DEVIATIONS, AND t SCORES FOR CONTROL GROUP₁ AND CONTROL GROUP₂ ON THE TSCS

<table>
<thead>
<tr>
<th>Criterion Measures</th>
<th>Control₁ N=18</th>
<th>Control₂ N=65</th>
<th>Fisher's t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Positive Score</td>
<td>348.88</td>
<td>349.35</td>
<td>0.0513</td>
<td>NS</td>
</tr>
<tr>
<td>Self Criticism</td>
<td>34.22</td>
<td>33.369</td>
<td>0.4808</td>
<td>NS</td>
</tr>
<tr>
<td>Identity</td>
<td>128.38</td>
<td>126.63</td>
<td>0.5891</td>
<td>NS</td>
</tr>
<tr>
<td>Self-Satisfaction</td>
<td>108.77</td>
<td>108.29</td>
<td>0.1156</td>
<td>NS</td>
</tr>
<tr>
<td>Behavior</td>
<td>111.72</td>
<td>114.43</td>
<td>0.8722</td>
<td>NS</td>
</tr>
<tr>
<td>Physical Self</td>
<td>71.50</td>
<td>71.846</td>
<td>0.1620</td>
<td>NS</td>
</tr>
<tr>
<td>Moral-Ethical Self</td>
<td>70.166</td>
<td>70.40</td>
<td>0.1004</td>
<td>NS</td>
</tr>
<tr>
<td>Personal Self</td>
<td>66.166</td>
<td>67.615</td>
<td>0.7304</td>
<td>NS</td>
</tr>
<tr>
<td>Family Self</td>
<td>73.11</td>
<td>71.12</td>
<td>0.9943</td>
<td>NS</td>
</tr>
<tr>
<td>Social Self</td>
<td>67.94</td>
<td>68.369</td>
<td>0.1995</td>
<td>NS</td>
</tr>
</tbody>
</table>

*SD = Standard Deviation
groups on this measure. There was an observed difference of 0.47 between the groups' overall level of self-esteem. C2 had the larger pre-test Total Positive mean score and the smaller standard deviation. The results of the t-test analysis indicated that the observed differences were not significant at the .05 level of significance. The null hypothesis was retained for this measure.

The means and standard deviations for the Self Criticism Score were similar. There was a difference of 0.86 between the groups' pre-test Self Criticism scores. C1 had the larger pre-test mean and the smaller standard deviation. Fisher's t-test indicated that the observed differences were not significant. The t-test failed to produce a t-value large enough to reject the null hypothesis.

For the Identity dimension of the self concept, the means and standard deviations of C1 and C2 were similar. The difference occurring between the pre-test means was 1.75. The larger mean resulted from C1. The difference between the standard deviations was minimal. The results of the t-test analysis indicated that the observed difference between the pre-test means for the Identity criterion measure was not significant. The computed t-value was not large enough to reject the null at the .05 level of significance. The null hypothesis was retained.
The means and standard deviations for the Self-Satisfaction score were observed to be closely related. The difference between the pre-test means was only 0.48. C\textsubscript{1} had the larger pre-test mean and the larger standard deviation. The observed differences were not statistically significant. The computed t-value was not significant at the .05 level of significance. The null hypothesis was retained.

For the Behavior dimension of the TSCS, it was observed that C\textsubscript{2} had the larger mean. The standard deviations for each group were only slightly different. The observed differences were not statistically significant. The t-value did not reach the .05 level of significance. The null hypothesis was retained.

Inspection of the pre-test means and standard deviations of the Physical Self concept of the TSCS revealed that there were small differences between C\textsubscript{1} and C\textsubscript{2}. C\textsubscript{1} had the smaller mean and the larger standard deviation. The t-test analysis revealed that these differences were not significant at the .05 level. The null hypothesis of no difference between pre-test means for the Physical Self concept was accepted.

The concept of Moral-Ethical Self reflected minimal differences between the pre-test results for C\textsubscript{1} and C\textsubscript{2}. C\textsubscript{1} had the smaller mean score and the larger standard deviation. The homogeneity of the two groups was maintained. The computed t-value was not significant at the prescribed level.
Therefore, the null hypothesis was accepted for the Moral-Ethical concept of the TSCS.

The means for the Personal Self concept were observed to be lower for both groups in comparison to the means of the previous self-esteem scores. C₁ had a smaller mean and the larger standard deviation. The observed difference between the means was 1.45. The observed differences yielded a t-value of only 0.1620. As in previous instances, the t was not significant at the prescribed level of significance. The null hypothesis was accepted.

The concept of Family Self resulted in means and standard deviations for C₁ and C₂ which provided support for the similarity of the two groups. C₁ had the larger mean and the smaller standard deviation. However, the small and insignificant t-value of 0.99 confirmed the expectation of no difference between the pre-test results. The null was retained.

The pre-test results for the Social Self are presented in Table XXXVII. The means were observed to be similar. The difference between the means was 0.96. C₁ had the smaller mean and the larger standard deviation. The reported t-value was not significant at the prescribed level of significance. The null hypothesis was retained.

The findings indicated that there were differences between the pre-test means of C₁ and C₂. C₂ had the larger pre-test
means on all criterion measures except for Self Criticism, Self-Satisfaction, Identity, and Family Self scores. $C_2$ had the larger pre-test standard deviations on all of the TSCS criterion measures.

The pre-test means and standard deviations for $C_1$ and $C_2$ on the criterion measures of the FIRO-B scale are presented in Table XXXVIII.

The means and standard deviations for the Expressed Inclusion dimension of FIRO-B appeared to be consistent. The pre-test mean for $C_1$ was larger than that of $C_2$. The standard deviation of $C_1$ was small in comparison to the standard deviation of $C_2$. Results of the t-test analysis indicated that the observed differences were not significant at the .05 level. The null hypothesis was retained for the Expressed Inclusion dimension of FIRO-B.

The pre-test results of the Expressed Control dimension of the FIRO-B scale were noted. The $C_2$ group had the larger mean and $C_1$ had the larger standard deviation. The t-value was not large enough to be significant at the .05 level of significance. The observed differences between the groups were not statistically significant. The null hypothesis was accepted.

The pre-test means and standard deviations for the Expressed Affection dimension of the FIRO-B scale varied only slightly. $C_2$ had the larger pre-test mean and standard
<table>
<thead>
<tr>
<th>Criterion Measures</th>
<th>Control 1 (N=18)</th>
<th>Control 2 (N=65)</th>
<th>Fisher's t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD*</td>
<td>Mean</td>
<td>SD*</td>
</tr>
<tr>
<td>Expressed Inclusion</td>
<td>5.055</td>
<td>1.89</td>
<td>4.52</td>
<td>2.35</td>
</tr>
<tr>
<td>Expressed Control</td>
<td>2.61</td>
<td>2.637</td>
<td>3.09</td>
<td>2.13</td>
</tr>
<tr>
<td>Expressed Affection</td>
<td>3.777</td>
<td>2.289</td>
<td>3.98</td>
<td>2.328</td>
</tr>
<tr>
<td>Wanted Inclusion</td>
<td>4.22</td>
<td>3.317</td>
<td>4.338</td>
<td>3.265</td>
</tr>
<tr>
<td>Wanted Control</td>
<td>3.22</td>
<td>2.289</td>
<td>3.107</td>
<td>1.838</td>
</tr>
<tr>
<td>Wanted Affection</td>
<td>5.33</td>
<td>2.63</td>
<td>5.18</td>
<td>2.32</td>
</tr>
</tbody>
</table>

*SD = Standard Deviation
deviation. The differences observed for Expressed Affection yielded a small t-value. The differences were not statistically significant. The null hypothesis was retained.

The pre-test results for the Wanted Inclusion dimension of the FIRO-B indicated that there were small differences between the pre-test results of C₁ and C₂. C₂ had the larger pre-test mean, and C₁ had the larger standard deviation. The observed differences yielded a t-value which was not significant at the .05 level of significance. Therefore, the null hypothesis was accepted.

As noted in Table XXXVIII, the pre-test results for Wanted Control provided additional support for the expected similarity between C₁ and C₂. The differences between the means of both groups were small. C₁ had the larger pre-test mean and standard deviation. The insignificance of the observed differences was confirmed by the associated t-value. The t-value was not significant at the prescribed level of significance. The null hypothesis of no difference between pre-test results for Wanted Control was accepted.

Further examination of the pre-test results of C₁ and C₂ revealed that the pre-test means for Wanted Affection were higher than those on any other FIRO-B measure reported for C₁ and C₂. C₁ had the larger mean and standard deviation. The results of the t-test analysis indicated that the observed differences were not significant at the .05 level of significance. The null hypothesis was retained.
The analysis of the pre-test results of the FIRO-B criterion measures revealed that there were observed differences between $C_1$ and $C_2$. $C_1$ had higher pre-test means for the Expressed Inclusion, Wanted Control, and Wanted Affection dimensions. $C_1$ also had higher standard deviations for the Expressed Control, Wanted Inclusion, Wanted Control, and Wanted Affection dimensions. Statistical analysis revealed that the differences were not significant at the .05 level. Therefore, the null hypothesis of no significant differences between pre-test measures for $C_1$ and $C_2$ on the criterion measures of FIRO-B was accepted.

The Presentation and Analysis of Post-test Means of $C_1$ and $C_2$

The post-test means, standard deviations, F-ratios, and probability levels for $C_1$ and $C_2$ are summarized in Table XXXIX and Table XL. The analysis of variance statistical technique was used to analyze the post-test results of the criterion measures of the TSCS and FIRO-B.

In Table XXXIX, the Total Positive Score means and standard deviations for $C_1$ and $C_2$ are presented. It was observed that $C_1$ had the larger pre-test mean and the larger standard deviation. The analysis of variance yielded an F-ratio of 0.08. The associated probability of 0.77 exceeded the prescribed .05 level of significance and was not significant. Therefore, the null hypothesis of no difference was accepted for the Total Positive Score of the TSCS.
<table>
<thead>
<tr>
<th>Criterion Measures</th>
<th>Control 1</th>
<th>Control 2</th>
<th>F ratio</th>
<th>p level</th>
<th>.05 level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Positive Score</td>
<td>359.388</td>
<td>356.98</td>
<td>0.0808</td>
<td>0.7769</td>
<td>NS</td>
</tr>
<tr>
<td>Self Criticism</td>
<td>34.44</td>
<td>33.138</td>
<td>0.5995</td>
<td>0.4410</td>
<td>NS</td>
</tr>
<tr>
<td>Identity</td>
<td>129.44</td>
<td>129.015</td>
<td>0.0272</td>
<td>0.8695</td>
<td>NS</td>
</tr>
<tr>
<td>Self-Satisfaction</td>
<td>113.88</td>
<td>111.846</td>
<td>0.2753</td>
<td>0.6012</td>
<td>NS</td>
</tr>
<tr>
<td>Behavior</td>
<td>116.055</td>
<td>116.12</td>
<td>0.0005</td>
<td>0.9822</td>
<td>NS</td>
</tr>
<tr>
<td>Physical Self</td>
<td>72.44</td>
<td>72.52</td>
<td>0.0015</td>
<td>0.9696</td>
<td>NS</td>
</tr>
<tr>
<td>Moral-Ethical Self</td>
<td>72.77</td>
<td>72.415</td>
<td>0.0347</td>
<td>0.8527</td>
<td>NS</td>
</tr>
<tr>
<td>Personal Self</td>
<td>70.055</td>
<td>69.046</td>
<td>0.2822</td>
<td>0.5967</td>
<td>NS</td>
</tr>
<tr>
<td>Family Self</td>
<td>73.44</td>
<td>72.738</td>
<td>0.1221</td>
<td>0.7276</td>
<td>NS</td>
</tr>
<tr>
<td>Social Self</td>
<td>70.66</td>
<td>70.26</td>
<td>0.0418</td>
<td>0.8385</td>
<td>NS</td>
</tr>
</tbody>
</table>

*SD = Standard Deviation
In continuing the analysis and presentation of the post-test results revealed in Table XXXIX, it was noted that the means for the Identity concept differed only slightly. \( C_1 \) had the larger mean score and standard deviation. The F-ratio of 0.0272 was clearly not large enough to reach the .05 level of significance necessary to reject the null. The associated level of probability was 0.8695. This latter value exceeded the prescribed level of significance. Therefore, the null hypothesis for the Identity concept was retained.

Further inspection of Table XXXIX revealed that the means and standard deviations of the Self-Satisfaction concept varied only slightly. The mean and standard deviation of \( C_1 \) were larger in comparison to the mean and standard of \( C_2 \). The observed differences between \( C_1 \) and \( C_2 \) were found to be insignificant. The computed F-ratio of 0.2753 was found to be less than the critical F-value required to reject the null. The computed probability level of 0.6012 exceeded the prescribed .05 level of significance. The null hypothesis was retained.

The differences between the post-test results for the Behavior concept were minimal. The mean of \( C_2 \) was larger than the mean of \( C_1 \). \( C_1 \) had the larger standard deviation. The F-ratio revealed that the observed differences were not significant. The null hypothesis of no difference between post-test results for the Behavior concept was accepted.
For the Physical Self, the means and standard deviations presented in Table XXXIX revealed small differences. $C_1$ had the larger standard deviation and the smaller mean. The computed F-ratio was not large enough to reach the prescribed level of significance. The observed differences were not statistically significant. The null hypothesis was retained.

The post-test data for $C_1$ and $C_2$ on the Moral-Ethical Self reflected small differences. $C_1$ had the larger mean and standard deviation. As noted in Table XXXIX, the differences between the post-test results were not significant. The computed F-ratio confirmed the supposition that there were no significant differences between the groups on the post-test measures for the Moral-Ethical Self. The null hypothesis was retained.

The post-test results for the Personal Self are summarized in Table XXXIX. $C_1$ had the larger mean and the smaller standard deviation. The larger variation between means occurred in $C_2$. The observed differences yielded an F-ratio that indicated that the observed differences were not statistically significant. The null hypothesis was retained.

The post-test results for the Family Self are presented in Table XXXIX. The observed differences between the means and standard deviations of $C_1$ and $C_2$ were minimal. $C_1$ had the larger mean and standard deviation. Statistical analysis
of these results indicated that the F-ratio produced by the differences was not significant at the .05 level. The associated probability level was 0.7276. This latter value exceeded the prescribed level of significance. The results showed that the differences observed were not significant. The null hypothesis was retained for the Family Self.

The post-test results for the Social Self are presented in Table XXXIX. The means and standard deviations of $C_1$ and $C_2$ were observed to be similar. $C_1$ had the larger mean and standard deviation. When the observed differences were tested for statistical significance, the computed F-ratio was found to be 0.0418. An F-ratio this small is not capable of rejecting the null. The probability level associated with the F-ratio was 0.8385. This probability level clearly exceeded the .05 prescribed level of significance. The null hypothesis of no differences was retained.

The findings relative to the comparison of $C_1$ and $C_2$ on the criterion measures of the TSCS indicated that the post-test results were comparable. There were few observed differences. $C_1$ had the larger post-test means on all the criterion measures except the Behavior and Physical Self concepts. $C_1$ had larger standard deviations on all criterion measures except the Self Criticism Score and the Personal Self concept. The results of the one-way analysis of variance revealed that the observed differences between $C_1$
and C₂ on the ten criterion measures of the TSCS were not statistically significant. All F-ratios failed to meet the .05 level of significance. All probability levels exceeded the .05 level of significance. Therefore, the null hypothesis of no differences between C₁ and C₂ on the criterion measures of the TSCS was retained.

In Table XL, the FIRO-B post-test results for C₁ and C₂ are presented. An examination of the means and standard deviations of the Expressed Inclusion dimension indicated few differences. C₂ had the larger post-test mean and the smaller standard deviation. Statistical analysis of the differences yielded an F-ratio which was not significant at the prescribed level. The null hypothesis was retained.

The post-test results of the Expressed Control dimension show means and standard deviations which reflect stability. The results indicated small differences between C₁ and C₂. Examination of the data revealed that C₁ had the larger mean and standard deviation. The analysis of variance data produced an F-ratio which was not significant at the .05 level of significance. The null was accepted for the post-test results of C₁ and C₂ on the Expressed Control dimension of FIRO-B.

The means and standard deviations presented in Table XL for Expressed Affection indicated that there were differences between C₁ and C₂. C₁ had a larger mean and standard
TABLE XL

SUMMARY OF POST-TEST MEANS, F-RATIOS, AND PROBABILITY LEVELS FOR ANALYSIS OF VARIANCE OF MEASURES FROM FIRO-B FOR CONTROL GROUP₁ (n=18) AND CONTROL GROUP₂ (n=65)
df = 1, 82

<table>
<thead>
<tr>
<th>Criterion Measures</th>
<th>Control₁</th>
<th></th>
<th>Control₂</th>
<th></th>
<th>F</th>
<th>p level</th>
<th>.05 level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Post-test Mean</td>
<td>SD*</td>
<td>Post-test Mean</td>
<td>SD*</td>
<td>ratio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expressed Inclusion</td>
<td>4.83</td>
<td>2.148</td>
<td>4.846</td>
<td>1.88</td>
<td>0.0006</td>
<td>0.9803</td>
<td>NS</td>
</tr>
<tr>
<td>Expressed Control</td>
<td>3.277</td>
<td>2.49</td>
<td>30.15</td>
<td>2.29</td>
<td>0.1776</td>
<td>0.6745</td>
<td>NS</td>
</tr>
<tr>
<td>Expressed Affection</td>
<td>4.888</td>
<td>2.805</td>
<td>4.12</td>
<td>2.439</td>
<td>1.3008</td>
<td>0.2575</td>
<td>NS</td>
</tr>
<tr>
<td>Wanted Inclusion</td>
<td>4.388</td>
<td>3.599</td>
<td>4.09</td>
<td>3.565</td>
<td>0.9972</td>
<td>0.7561</td>
<td>NS</td>
</tr>
<tr>
<td>Wanted Control</td>
<td>3.50</td>
<td>2.479</td>
<td>2.66</td>
<td>1.62</td>
<td>2.9398</td>
<td>0.0902</td>
<td>NS</td>
</tr>
<tr>
<td>Wanted Affection</td>
<td>6.277</td>
<td>2.845</td>
<td>5.046</td>
<td>2.695</td>
<td>2.8748</td>
<td>0.0938</td>
<td>NS</td>
</tr>
</tbody>
</table>

*SD = Standard Deviation
deviation than C₂. The analysis of variance statistical test was used to determine the significance of the observed differences between the groups. This test yielded an F-ratio of 1.30. An F-ratio of this size is not significant at the .05 level. The level of probability was 0.2575. This value exceeded the prescribed level of significance. The apparent differences were not statistically significant. The null hypothesis was retained.

Further examination of the data presented in Table XL revealed that the post-test results for C₁ and C₂ on the Wanted Inclusion dimension of FIRO-B were comparable. C₁ had a higher mean score and a lower standard deviation than C₂. The analysis of variance test revealed that the differences between the groups were not statistically significant. The F-ratio of 0.0972 failed to reach the required level of significance. The reported probability level exceeded the .05 level of significance. The null hypothesis of no significant difference was retained.

The Wanted Control dimension of FIRO-B revealed means and standard deviations which indicated that C₁ and C₂ were similar on the post-test measures. The post-test mean and standard deviation of C₁ were clearly larger than the mean and standard deviation of C₂. The results yielded by the analysis of variance confirmed this observation. The F-ratio of 2.93 was larger than the previous FIRO-B F-ratios noted.
The computed F-ratio was not of sufficient magnitude to reject the null. The associated level of probability of 0.09 indicated that the differences observed could be attributed to chance factors only nine times in one hundred. This level of probability exceeded the .05 level prescribed for the rejection of the null. The null hypothesis of no differences between $C_1$ and $C_2$ was accepted for the Wanted Control dimension of FIRO-B.

The post-test results presented in Table XL for Wanted Affection indicated that the means and standard deviations were similar. The means for $C_1$ and $C_2$ on the Wanted Affection dimension were larger in comparison with the other FIRO-B post-test means presented in Table XL. $C_1$ had the larger mean and standard deviation. The analysis of variance yielded an F-ratio of 2.87 which was not significant at the .05 level of significance. The associated level of probability was 0.09. This value exceeded the prescribed level of significance. The larger post-test results yielded by $C_1$ were not significantly higher than those of $C_2$. The null hypothesis of no difference was retained for the Wanted Affection dimension of FIRO-B.

The findings indicated that $C_1$ consistently had the higher post-test means on five of the six criterion measures of the FIRO-B scale. Only on the Expressed Inclusion dimension did $C_2$ reflect a larger mean. $C_1$ had higher standard
deviations on all six of the criterion measures. The analysis of variance test revealed that the differences between $C_1$ and $C_2$ were not statistically significant. The null hypothesis of no differences between $C_1$ and $C_2$ was accepted for the six criterion measures of the FIRO-B scale.

Discussion

The statistical data resulting from this study revealed that the experimental course did not significantly affect the self concept and interpersonal relations of the experimental group. In addition, when the experimental group was compared to the control group, no statistically significant differences were found on the personality variables. The experimental group did develop positive perceptions and become more open in characterizing their physical self, moral-ethical self, personal self, family self, social self, identity, self-satisfaction, and behavior. The experimental subjects increased their level of affection and control wanted from others and their overall level of self-esteem. However, these gains were not statistically significant. The control group ($C_1$) gained significantly on the personality variables and yielded larger post-test scores on all criterion measures except the Self Criticism Score, Identity, Family Self, and Expressed Inclusion.

The direction of change made by each experimental and control group subject between the pre-test score and the
post-test score on each of the criterion measures of the FIRO-B and the TSCS was analyzed. The purpose of this non-statistical analysis was to compare and contrast the pattern of changes in the scores of the experimental and control groups with the theoretical description of an adequate and realistic personality. In this analysis, scores which decreased from the pre-test to the post-test were described as negative changes. Scores which increased from the pre-test to the post-test were noted as positive changes. Scores which remained the same from the pre-test to the post-test were noted as stable scores. In this analysis, the total number of negative changes, positive changes, and stable scores equaled the total possible directions of movement. The results of this analysis are presented in Table XLI through Table XLIV in the Appendix. Table XLI contains an analysis of the total possible changes on the TSCS. In Table XLII, an analysis of the total possible changes on the FIRO-B is presented. An analysis of the overall total possible change for all groups is presented in Table XLIII. An analysis of the changes made on the Self Criticism Score of the TSCS is presented in Table XLIV.

The analysis of the negative and positive changes and stable scores revealed a distinct pattern of changes in the scores of the experimental and control groups on the criterion measures of the TSCS and the FIRO-B. The post-test scores of
the experimental group reflected an equal number of adjustments in the predicted direction and in the negative direction. In contrast to the pattern of changes in the experimental group, the scores in the control group reflected a disproportional pattern of increases and decreases. On each criterion measure of the TSCS and the FIRO-B, a large number of the control group scores increased on the post-test.

The adequate personality does not reflect a totally negative nor positive self assessment. Fitts (3) has found that the individual who has an adequate personality realizes his strengths and weaknesses. According to Combs and Snygg (3), the adequate personality may openly express, "I am an intelligent person, but I am not good in math" (3, p. 67). The individual who has an adequate personality is able to be open in criticizing himself and recognizing his frailties and strengths.

An analysis of the total possible changes on the TSCS for the experimental and control groups provided support for the observation concerning the pattern of changes. As noted in Table XLI in the Appendix, there was a total of 260 possible changes for the experimental group on the TSCS. One hundred and forty-three changes or 55 per cent of the total changes moved in the predicted direction. Forty per cent or 103 changes were in the negative direction. Fourteen or 5 per cent of the possible changes were stable scores.
In the control group (C), a total of 180 changes was possible. It was noted that the number of positive changes was almost twice as large as the number of negative changes. One hundred and twelve or 62 per cent of the changes represented means which increased from the pre-test to the post-test. Thirty-four per cent or sixty of the total changes were in a negative direction. Four per cent or eight scores did not change between the pre- and post-test measures on the TSCS.

A summary of the total possible changes on the FIRO-B for the experimental and control groups is presented in Table XLII in the Appendix. A total of 156 negative and positive changes and stable scores was possible for the experimental group. Forty-nine changes or 31 per cent of the total possible changes represented scores which increased from the pre-test to the post-test. Thirty-eight per cent of the total changes or fifty-eight scores decreased. Forty-nine or 31 per cent of the total possible directions of movement represented stable scores.

Examination of the FIRO-B control group scores revealed that increases and decreases were made which were similar to those made by the control group on the TSCS (see Table XLII in the Appendix). The total possible changes on the FIRO-B for the control group were 108. Forty-seven per cent of the changes or fifty-one out of 108 changes represented
individual mean scores which increased from the pre-test to the post-test. Twenty-five per cent of the changes or twenty-seven changes represented decreased mean scores. Thirty scores or 28 per cent of the total changes were stable.

An analysis of the overall possible change on the TSCS and the FIRO-B is presented in Table XLIII in the Appendix. There was a total of 416 possible directions of movement for the experimental group. Forty-six per cent of this total or 192 responses by the experimental group were in the positive direction. Thirty-nine per cent or 161 of the responses reflected a pre- to post-test decrease. Sixty-three responses or 15 per cent of the total possible changes remained the same from the pre- to the post-test. The control group \(\left(C_1\right)\) had a total of 288 possible changes. Fifty-seven per cent or 163 of these changes reflected decreases. Thirty per cent of the total changes were decreases. Thirty-eight out of a total 288 possible changes remained stable.

Fitts (4, p. 5) has found that the self concept scores of individuals who have integrated personalities fall within certain normal ranges (see Appendix H). Self concept scores which exceed the normal limits are classified as deviant scores and are usually extremely high or extremely low scores. In the experimental group only 3 per cent of the changes on the TSCS exceeded the normal limits prescribed by Fitts (see Appendix H). Three per cent of the 143 possible
changes and only 4 per cent of the 103 negative changes were not within the range for the normal self concept. The fourteen stable scores for the experimental group on the TSCS were within the range for the normal self concept.

In the control group \( (C_1) \), 12 per cent of the total possible changes were considered deviant scores. Thirteen per cent of the positive changes exceeded the normal self concept limits while 10 per cent of the negative changes were outside these limits. One of the eight stable scores for the control group \( (C_1) \) on the TSCS exceeded the normal limits.

While the least overall positive change occurred in the experimental group, an analysis of the individual change scores indicated that the use of more sensitive instrumentation might have yielded more significant results for the experimental group. It appeared that in the experimental group the changes which were made were adjustments toward creating facilitative perceptions of self and others. The control group made increases which did not indicate the development of adequate and realistic perceptions. Individuals who are unsure of themselves tend to be defensive in portraying their personalities and will project high and inaccurate self images (3).

In Fitts' studies of the High Personality Integration (PI) person, he has found that the high PI group may be compared to the norm group or to a deviant group on the
basis of the Self Criticism Score, variances, and means (3). Fitts has found that the PI group does not score extremely above or below the norm Self Criticism score. The scores fall slightly above the mean. Fitts also has noted that high PI people show smaller standard deviations. The scores for the high PI group tend to fall within a limited range (3). The post-test means and standard deviations of the experimental group and the control group were analyzed in order to determine which group was more integrated on measures of the TSCS.

The Self Criticism score is a measure of the subject's openness, honesty, and capacity for self-criticism. Fitts (5, p. 2) has explained that a low Self Criticism score accompanied by high positive scores indicate defensiveness and "a deliberate effort to present a favorable picture" of oneself. A moderately high Self Criticism score implies "a normal capacity for openness" (3). An analysis of the pre-test and post-test Self Criticism scores for the experimental group indicated that during the experimental period the experimental group became more open and honest in assessing themselves (see Table V). The pre- and post-test scores for the control group indicated a very slight increase in openness. This observation becomes meaningful when it is recalled that the control group yielded consistently higher self-esteem scores than the experimental group.
As indicated in Table XLIV in the Appendix, almost half of the control group (C₁) became less honest and open in describing their self concepts. Seventeen students or 65 per cent of the experimental group became more open in criticizing themselves. Thirty-one per cent of the students in the experimental group decreased their Self Criticism scores during the experimental period. Forty-four per cent of the control group decreased on the Self Criticism score. Nine students or 50 per cent of the control group increased on this measure. The stable score for the control group (24.00) fell below the normal range while the stable score for the experimental group (39.00) was within the normal range (see Appendix H).

An examination of the standard deviations and the range of the individual scores for the experimental group and the control group showed that the experimental group became more homogeneous during the experimental period. In Table III through Table XXII the standard deviations from the TSCS are presented for the experimental and control groups. An examination of the standard deviations of the experimental group indicated that the variation between the mean scores consistently decreased from the pre-test to the post-test on all measures except the Behavior and Social Self measures. The size of the standard deviations for the control group
was consistently larger than the standard deviations of the experimental group on each of the TSCS measures.

An analysis of the range of the individual scores on the TSCS for the experimental group revealed that the magnitude of the range of scores for the experimental group decreased during the experimental period for the Total Positive Score, the Personal Self, Family Self, Social Self, Self Satisfaction, and Behavior concepts. The size of the range for the control group decreased on two measures of the TSCS, the Family Self and the Self Criticism Score.

The post-test means which are presented in Table III through Table XXII for the experimental and control groups also can be compared to the normative data for the TSCS (see Appendix I). The post-test mean scores of the experimental group tended to approximate the normative data for the TSCS. A comparison of the control group means to the norms indicated that all of the post-test means for the control group were above the norms except the Self Criticism Score. Fitts (3) and Thompson (6) have indicated that people who have adequate self concepts tend to score slightly above the mean on the Self Criticism score.

As noted in Table XL I and Table XL II, the pattern of changes in control group C₂ are similar to those made in the experimental group. The negative and positive changes appeared to be evenly distributed. However, there was a marked
difference between the experimental group and the control group when the Self Criticism scores were compared. As indicated in Table XXXVII and Table XXXIX, the Self Criticism score decreased during the experimental period. The subjects in \( C_2 \) became less open in accurately criticizing themselves.

\( C_1 \) and \( C_2 \) made less gains on the Self Criticism score than on any other criterion measures of the TSCS. In comparison with the experimental group, \( C_1 \) and \( C_2 \) had higher post-test means on most of the TSCS measures. However, the experimental group made the largest percentage of positive changes on the Self Criticism score and gained the most during the experimental period on this dimension. The summary of changes on the Self Criticism score (see Table XLIV in the Appendix) indicated that 42 per cent of the changes were in a positive direction. Forty-nine per cent of the changes were in a negative direction. Nine scores remained stable. Although the gains made by the experimental group on the Self Criticism score were not statistically significant, it was meaningful to note that the experimental group made the largest gains on the measure of openness in responding to the TSCS.

In comparison with \( C_1 \) and \( C_2 \), the experimental group yielded the smallest percentage of deviant scores on the TSCS. Seven per cent of the 344 positive changes on the TSCS resulted in scores which exceeded the normal limits for
an optimal self concept (see Table XLI in the Appendix). Twenty-five or 10 per cent of the negative changes were scores which exceeded the normal limits for a positive self concept. One out of forty stable scores was in the deviant score range. Overall, forty-nine or 8 per cent of the 650 possible changes for $C_2$ on the TSCS were considered deviant scores. Only 3 per cent of the experimental group's TSCS post-test scores were in the deviant range.

The post-test standard deviations for $C_2$ were larger than the standard deviations of the experimental group on all measures except the Physical Self measure. The range of the individual scores on the TSCS decreased on the Family Self, Moral-Ethical Self, and the Self Criticism scores. The post-test means for the Family Self, Self Satisfaction, and Self Criticism fell below the norms (see Appendix G).

These nonstatistical comparisons underscore the theory that the positive self concept is based on more than increased self concept scores. The positive self concept and interpersonal relations are represented by accurate and realistic perceptions. This may imply positive and negative adjustments in scores as well as no change from the pre-test to the post-test. The control groups resulted in high self-esteem scores and a minimal increase in the Self Criticism score (see Table V, p. 151). This strengthens the probability that the control groups, theoretically, lacked accurate self awareness.
The observed pattern of changes for the experimental group may be due to another factor. The activities in the Human Relations Component involved the experimental group in analyzing their beliefs, values, and attitudes. The students identified personality traits which they admired about themselves and others. The students also participated in activities which required them to assess the negative features of their personalities. As a result, the students in the experimental group were more likely to debate with themselves in responding to the post-test measures. This process may have resulted in more accurate perceptions but not necessarily in higher scores on the instruments. It is highly probable that instruments designed to measure acceptance of an attitude, commitment to an attitude, and the consistency of attitudes might have yielded more statistically significant results. This finding revealed implications for designing a more precise instrument for measuring the self concept and interpersonal relations.

Another possible explanation for the lack of more positive findings for the experimental group concerns the nature of the activities in the experimental course. The experimental course consisted of the usual expository types of activities and a Human Relations Component. The Component required that the students be actively and creatively involved in class. The course itself may have constituted a new
experience for the beginning education students. The activities in the Component involved the students in making decisions, behaving, and responding independent of the instructor's approval or disapproval. The students may have suffered a loss in self confidence because of what may have been the students' first encounter with affective experiences in a college class. It was observed that just as the students in the experimental group grew accustomed to the activities in the Component and to the course itself, the experimental period ended. It appeared that an extended experimental period may have yielded the predicted results.

The interpersonal behavior of the experimental group appears to have been least affected by the experimental treatment. The group moved in the predicted direction on only the Wanted Affection and Wanted Control dimensions. The lack of more positive findings may be attributed to the time factor and the lack of more activities which would have involved the students in analyzing their interpersonal behavior. It may have been more effective to replace the skill exercises with more activities which involved the students in examining their relations with others.

Chapter Summary

The statistical findings of this study were analyzed and presented in this chapter. The four hypotheses for this
study were restated in the null form for statistical analysis. Fisher's t-test was used to equate the experimental and control groups on the pre-test. The results of this analysis found that there were no significant initial differences between the groups.

Hypotheses I and II were tested by the one-way analysis of variance. This statistical technique was used to test for post-test differences between the experimental and control groups. No significant differences were found between the groups on the sixteen criterion measures of the TSCS and the FIRO-B. The experimental group was found to have higher post-test means on the TSCS measures of Self Criticism, Family Self, and Identity and on the FIRO-B measures of Expressed Inclusion and Expressed Control.

Hypotheses III and IV were tested by the correlated t-test. This technique was used to test for gains between pre-test and post-test measures of the experimental group. No significant gains were found on any of the FIRO-B or TSCS criterion measures. The experimental group experienced gains on all criterion measures except the Expressed Affection, Expressed Control, Expressed Inclusion, and Wanted Inclusion dimensions of the FIRO-B.

The nonhypothesized data relative to the pre-test and post-test comparisons of control group 1 (C₁) and control group 2 (C₂) revealed that there were no significant differences
between these two groups. Fisher's $t$-test was used to analyze pre-test differences while the one-way analysis of variance technique was used to determine post-test differences. The results of the pre-test analysis revealed that $C_1$ had higher means on all measures except the Total Positive, Behavior, Physical Self, Expressed Control, Expressed Affection, and Wanted Inclusion measures. Higher post-test means were reported for $C_1$ on all measures except the Behavior, Physical Self, and Expressed Inclusion measures.

Further summarizing of the proceedings of this study follow in Chapter V. In addition, the findings of the study are discussed and recommendations for future study are presented.


CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Adequate self-perceptions are basic to a number of aspects related to teacher effectiveness. How a teacher or a prospective teacher feels about himself affects his achievement, his students' achievement, his teaching performance, his attitude toward teaching, his acceptance of self, and his acceptance of others. The very quality of a teacher's interactions with others is largely determined by his self perceptions. Many of the problems faced by teachers today can be attributed to the inability to deal effectively with problems related to human relations. The providing of opportunities for prospective teachers to develop humanistic attitudes and adequate self perceptions is a vital aspect of preparing teachers to become human relations specialists. The human relations skills advocated by Carkhuff (1) and Gazda (2) are necessary, but this study was based on the contention that the development of facilitative attitudes should precede any efforts to teach human relations skills and behaviors.
The broad theoretical basis for this study was the theory of perceptual psychology which was developed by Snygg and Combs (3). This theory begins by accepting the tenet that one's behavior is determined by his attitudes and self perceptions.

The overall goal of this study was to create and test the effect of a technique for self concept enhancement. The design of this study consisted of the development of a human relations component which would serve as a self concept enhancement program for pre-service teachers. The Human Relations Component consisted of a selection of roleplaying, values clarification, problem solving, and transactional analysis activities which were integrated into the regular didactic activities of an education course for a period of fourteen weeks. The study further entailed testing and analyzing the effect of the course itself on the self concept and interpersonal behavior of secondary pre-service teachers.

The following hypotheses were formulated for the conduct of this study:

1. Secondary pre-service teachers who participate in the experimental course will show a significantly greater post-test mean than the control group on each of the following measures of the Tennessee Self Concept Scale: Identity, Self Satisfaction, Behavior, Physical Self, Moral-Ethical Self, Personal Self, Family Self, Social Self, Self Criticism Score, Total Positive Score.
2. Secondary pre-service teachers who participate in the experimental course will show a significantly greater post-test mean than the control group on each of the following measures of the *Fundamental Interpersonal Relations Orientation-Behavior Scale*: Expressed Inclusion, Expressed Control, Expressed Affection, Wanted Inclusion, Wanted Control, and Wanted Affection.

3. Secondary pre-service teachers who participate in the experimental course will show a significant mean gain between the pre-test and post-test on each of the following measures of the *Tennessee Self Concept Scale*: Identity, Self Satisfaction, Behavior, Physical Self, Moral-Ethical Self, Personal Self, Family Self, Social Self, Self Criticism Score, and Total Positive Score.

4. Secondary pre-service teachers who participate in the experimental course will show a significant mean gain between the pre-test and post-test on each of the following measures of the *Fundamental Interpersonal Relations Orientation-Behavior Scale*: Expressed Inclusion, Expressed Control, Expressed Affection, Wanted Inclusion, Wanted Control, and Wanted Affection.

Stanley and Campbell's nonequivalent control group design was used to test the four hypotheses for this study. This design consisted of a pre-test, a treatment, and a post-test for the experimental group, and a pre-test and a post-test for the control group.
The study consisted of six sections of the American Secondary School, an introductory education course. Two sections were selected as the experimental group (N = 26), and one section (N = 18) was selected as the control group. The experimental and control group courses were taught by the investigator. The three remaining sections (N = 65) were used as a second control group (C₂) which served as a control for investigator-bias. These three courses were taught by three college teacher educators. All sections of the American Secondary School were included in the study except two sections which were eliminated prior to the conduct of the study. These sections were involved in experiences which could have erroneously affected the outcome of the study.

The subjects included in this study were considered a homogeneous group in that they were all college students enrolled in a secondary education course. All of the students had at least sixty hours of college education and had a minimum C grade point average. The subjects also proved to be equivalent samples on the pre-test measures of the Tennessee Self Concept Scale (TSCS) and the Fundamental Interpersonal Relations Orientation-Behavior Scale (FIRO-B).

The data for this study were generated from pre- and post-test administrations of the TSCS and the FIRO-B. The TSCS was developed by William Fitts in 1964 and is a measure
of how one views himself, how one feels about oneself, and how one appraises his actions. The TSCS is a Likert-type scale which consists of 100 self-descriptive items which a subject uses to portray himself. The FIRO-B was developed by William Schutz in 1967 and is a measure of how people relate to each other, in terms of expressed and wanted inclusion, control, and affection. The FIRO-B is a cumulative Guttman-type scale which consists of fifty-four items. Pre-test data for both of these instruments were collected during the last week in January, 1976. Fifteen weeks later, during the last week in April, 1976, post-test data were collected.

In addition to the expository-type of activities characteristic of the American Secondary School, the experimental course consisted of a Human Relations Component. The Component consisted of values clarification, problem solving, role-playing, and transactional analysis activities which were interspersed with lectures, film presentations, tests based on the textbook, reports, out-of-class projects, and library research. The activities in the Component were utilized throughout the course for a period of one hour per week for fourteen weeks.

The Human Relations Component was validated by a panel of three human relations experts. The fifteen activities in the Component were validated as acceptable human relations materials. The sequence of the activities in the Component was also approved.
The control group (C\textsubscript{1}) course consisted of the regular activities for the American Secondary School. The major activities of the course consisted of lectures, film presentations, tests based on the textbook, reports, out-of-class projects, and library research related to various aspects of the teaching profession. The use of the activities from the Human Relations Component in the experimental group constituted the major difference between the experimental course and the control course. The investigator taught the experimental group course and the control group course. All groups received comparable instruction within the prescribed limits.

The activities of the second control group (C\textsubscript{2}) were expository and comparable to those of the main control group (C\textsubscript{1}). The course consisted of lectures, film presentations, tests based on the textbook, reports, projects, and library research related to various aspects of the teaching profession. The instructors for C\textsubscript{2} were college teacher educators.

Fisher's t-test was used to examine the significance of initial differences between pre-test means of all six groups included in this study.

The analysis of variance was used to examine the significance of differences between the post-test means of all six groups.
The correlated $t$-test was used to determine the significance of the mean gain resulting from pre-test and post-test comparisons in the experimental group.

The minimum .05 level of significance was prescribed as necessary to reject the null hypotheses.

Summary of Findings

The following findings were derived from an analysis of the statistical data presented in this study.

**Hypothesis I**

The first hypothesis stated that there would be a significant difference between the post-test scores of the experimental and control groups on the Identity, Self Satisfaction, Behavior, Physical Self, Moral-Ethical Self, Personal Self, Family Self, Social Self, Self Criticism, and Total Positive measures of the *Tennessee Self Concept Scale*. Data presented in Table III through Table XXII revealed that none of the F-ratios were statistically significant at the required level. The hypothesis was rejected. It was noted that the experimental group resulted in larger post-test means on the Self Criticism, Identity, and Family Self measures. The control group evidenced larger post-test means on the remaining seven measures of the *TSCS*. 
Hypothesis II

The second hypothesis stated that there would be a significant difference between the post-test scores of the experimental and control groups on the Expressed Inclusion, Expressed Control, Expressed Affection, Wanted Inclusion, Wanted Control, and Wanted Affection dimensions of the Fundamental Interpersonal Relations Orientation-Behavior Scale. Data presented in Table XXIII through Table XXXIV revealed that the observed differences were not statistically significant at the .05 level. The hypothesis was rejected. The control group had larger means for all the FIRO-B dimensions except the Expressed Inclusion dimension.

Hypothesis III

The third hypothesis stated that secondary pre-service teachers who participate in the experimental course would show significant mean gains between the pre-test and the post-test on the Identity, Self-Satisfaction, Behavior, Physical Self, Moral-Ethical Self, Personal Self, Family Self, Social Self, Self Criticism, and Total Positive measures of the Tennessee Self Concept Scale. Data presented in Table XXXV revealed that none of the t-values were statistically significant at the .05 level. The hypothesis was rejected; however, gains were reported for each of the ten TSCS measures.
Hypothesis IV

The fourth hypothesis stated that secondary pre-service teachers who participate in the experimental course would show significant mean gains between the pre-test and the post-test on the Expressed Inclusion, Expressed Control, Expressed Affection, Wanted Inclusion, Wanted Control, and Wanted Affection dimensions of the Fundamental Interpersonal Relations Orientation–Behavior Scale. Data presented revealed that none of the t-values were statistically significant at the .05 level of significance. The hypothesis was rejected. Gains were reported for the experimental group on the dimensions of Wanted Affection and Wanted Control.

Statistical analyses made in addition to those related to the hypotheses indicated that there were no significant differences between post-test measures for $C_1$ and $C_2$ (see Table XXXIX and Table XL). $C_1$ had higher means on all of the criterion measures of the TSCS except for the Physical Self and Behavior dimensions. Post-test comparisons on the measures of the FIRO–B indicated higher means on all measures for $C_1$ except for the Expressed Inclusion dimension.

Conclusions

Within the limits of this study, the following conclusions were formulated:
1. An introduction to education course which contains a human relations component is equally as effective as an introduction to education course without a human relations component in effecting the self concept of secondary pre-service teachers. Although increases in the self concept were associated with both approaches, neither course was superior in effecting the self concept as determined by results from the following measures of the **Tennessee Self Concept Scale**: Total Positive Score, Self Criticism, Identity, Self-Satisfaction, Behavior, Physical Self, Moral-Ethical Self, Personal Self, Family Self, and Social Self.

2. Either an introduction to education course which contains a human relations component or an introduction to education course which does not contain a human relations component may be used without significantly affecting the interpersonal behavior of secondary pre-service teachers as determined by results from the following measures of the **Fundamental Interpersonal Relations Orientation-Behavior Scale**: Expressed Inclusion, Expressed Control, Expressed Affection, Wanted Inclusion, Wanted Control, and Wanted Affection.

3. An introduction to education course which contains a human relations component cannot be expected to result in significant positive changes for the Total Positive Score, Self Criticism, Identity, Self-Satisfaction, Behavior, Physical
Self, Moral-Ethical Self, Personal Self, Family Self, Social Self as measured by the Tennessee Self Concept Scale.

4. An introduction to education course which contains a human relations component cannot be expected to result in significant positive changes for the Expressed Inclusion, Expressed Control, Expressed Affection, Wanted Inclusion, Wanted Control, and Wanted Affection dimensions of the Fundamental Interpersonal Relations Orientation-Behavior Scale.

The following conclusions were formulated on the basis of personal observations and nonstatistical findings:

1. An analysis of the negative and positive changes and stable scores did raise questions regarding the meaning of an enhanced self concept and interpersonal behavior. There were some indications that the experimental course may contribute to more accurate and realistic perceptions. These changes were not evidenced by higher scores on the instruments selected for this study.

2. The experimental course, similar to the one described in this study, may be more valuable in helping pre-service teachers develop skill in employing instructional strategies such as roleplaying, problem solving, values clarification, and transactional analysis than the regular classroom lecture course. The students in the experimental group expressed awareness of how they could use these strategies to enhance the teaching-learning process.
3. Pre-service teachers involved in education courses containing a human relations component, similar to the one described in this study, may be expected to derive more personal meaning from the more cognitive-oriented aspects of the course. The students in the experimental group seemed to be aware of themselves as future teachers and how they would be affected by aspects of the profession such as teacher organizations, teacher retirement, and school financing.

Recommendations

In view of the findings of the study, the following recommendations were made:

1. Research related to the effect of affective experiences on the self concept and interpersonal relations of beginning pre-service teachers should be continued. Future studies might include larger, more representative samples of pre-service teachers. A minimum of four sections of a course and two instructors would help to control variance between instructors. Each instructor would be able to teach one control course and one experimental course. In addition to this control for differences in personalities, the role of the teacher's personality in affecting the student's personality should be investigated. Instruments which are sensitive to the quality and direction of self concept change
also should be developed. Hypotheses related to the quality and direction of self concept change should be formulated.

2. In the present study, changes in the self concept and interpersonal relations were not evidenced by significantly increased scores. It was observed that the students became more aware of themselves and their relations with others. The students also were able to derive the personal meaning from exploration of various aspects of the teaching profession. Future research studies related to enhancement of the personality should include an awareness inventory which would indicate the effect of the experimental treatment on variables which cannot be measured by personality instruments.

3. Interpersonal relations was least affected by the experimental course. It is recommended that adjustments in activities four, five, six, and seven in the interpersonal skills development section of the Human Relations Component be made to include activities which will help the students consider how they relate to other people. The activities in the Component involve the students in solving the interpersonal problems of fictional characters. Activities which require consideration of such questions as how I relate to other people and how I can improve my relations with others should be included in this section of the Component. The inclusion of activities of this kind may
have a significant effect on interpersonal relations of the students.

4. In research similar to the present study, it is recommended that the experimental time period be extended. In this study, it was evident that the experimental period ended as the students became receptive to the experience. Combining two courses into a two-semester block would provide the time needed for the students to acclimate themselves to the experience.

5. Additional research should be conducted in which the experimental course begins with an intensive two or three week concentrated use of the experiences. This step will provide an opportunity for the students to become accustomed to the experiences early in the course. Using the human relations activities only once a week may have prevented the students from becoming accustomed to the activities as quickly as they would have if the activities had been used daily. The use of a pre-test, post-test, and follow-up design would facilitate evaluation of the intensive period and evaluation of the overall experience.

6. The experimental course in this study involved affective and cognitive objectives. In similar studies, the effect of the affective experiences of the course on the student's acquisition of the factual information provided in the course should be examined. This recommendation is
made because in the present study the effect of the human relations activities on the students' course grades was not determined. It would be interesting to determine if the students who evidenced improved self concepts and interpersonal relations also made high grades in the course.

7. The purpose of this study was to develop and test affective experiences designed to enhance the self concept and interpersonal relations of pre-service teachers. There is a need for the development and testing of other types of affective experiences which can be utilized in traditional education courses. Affective experiences such as Dinkmeyer's C-Group and courses based on the integrative approach have not been empirically tested. There is a plethora of affective activities which could be used in preparing components to be used in teacher education courses.

8. Behavior is a function of one's perceptions. Therefore, the ultimate goal of opportunities designed to develop adequate perceptions is to change one's behavior. A longitudinal study is suggested to determine the effect of courses containing affective experiences on the performance of students in other teacher education courses and during student teaching.

9. It is recommended that teacher educators become committed to providing opportunities for pre-service teachers to develop fully-functioning personalities.
Opportunities, similar to the ones developed for this study, should be provided throughout the teacher education sequence. The perceptions that a prospective teacher has about himself can affect his performance as a student and his ability to make each course in the teacher education sequence personally meaningful to him. It is important that these outcomes of teacher preparation courses not be left to chance factors alone. While the proposed hypotheses were not supported by the findings in this study, it is hoped that this study has stimulated interest in the importance of developing education courses which contain human relations activities. It is hoped that these courses will be evaluated in terms of their effect on two personality dimensions which are important in teacher effectiveness, the self concept and interpersonal relations.
CHAPTER BIBLIOGRAPHY


APPENDICES
APPENDIX A

HUMAN RELATIONS COMPONENT

Activity Checklist

Objective: To enhance each student's understanding of self and others.

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<th>Number</th>
<th>Activity</th>
<th>Materials</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Learning Classmates' Names</td>
<td>Copies of the class roll</td>
<td>1/2 hr.</td>
</tr>
<tr>
<td>#2</td>
<td>Introductory Exercise</td>
<td>Copies of Either-Or Forced Choice Ex.</td>
<td>1/2 hr.</td>
</tr>
<tr>
<td>#3</td>
<td>Communication Barriers</td>
<td>Copies of Problems A &amp; B; Group Evaluation Sheet</td>
<td>1 hr.</td>
</tr>
<tr>
<td>#4</td>
<td>Transactional Analysis</td>
<td>Copies of T.A. notes, T.A. Ex., Kambly Handout</td>
<td>1 hr.</td>
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<tr>
<td>#5</td>
<td>Listening and Showing Acceptance of Others' Feelings</td>
<td>Copies of dialogue sheets, Topics for Sharing, Focus Rules Role Playing Ex.</td>
<td>1-1/2 hr.</td>
</tr>
<tr>
<td>#6</td>
<td>Problem Solving Situations</td>
<td>Copies of Problem Situations I, II, III</td>
<td>1 hr.</td>
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<tr>
<td>#7</td>
<td>Role-Playing Exercise</td>
<td>Copies of Role Playing Ex. I, II</td>
<td>1 hr.</td>
</tr>
<tr>
<td>#8</td>
<td>Values Voting</td>
<td>Copies of Values Voting; Group Evaluation Sheet</td>
<td>1/2 hr.</td>
</tr>
<tr>
<td>#9</td>
<td>Rank Order</td>
<td>Copies of Rank Order Exercises A &amp; B</td>
<td>1 hr.</td>
</tr>
</tbody>
</table>
Number | Activity | Materials | Time  
--- | --- | --- | ---  
#10 | A Position Paper: Taking a Stand |  |  
#11 | Forced-Choice Game | Copies of the Forced Choice Ex. & Group Evaluation Sheet | 1/2 hr.  
#12 | Problem Sharing Exercise | Paper for each student | 1-1/2 hr.  
#13 | Seeing Myself as Others See Me | Paper for each student | 1-1/2 hr.  
#14 | What Would You Do? | Copies of What Would You Do Ex. | 1/2 hr.  
#15 | Teacher-Student Conferences | Copies of Role Play Situations A & B | 1/2 hr.  

Validation Scale

Criteria:
- #1 a b c
- 2 a b c
- 3 a b c
- 4 a b c
- 5 a b c
- 6 a b c

Activity #1: Learning Classmates' Names

Purposes:

1. to enhance student-student and teacher-student interaction

2. to assist in establishing rapport between students in order to facilitate small-group interaction

3. to promote the development of a non-threatening atmosphere where students will be free to express their feelings

4. to acquaint the students with a technique that they can effectively employ in quickly learning the names of students when they become teachers

5. to enhance listening and communication skills
Preparation:

Mimeographed copies of the class roll are needed for each student.

Procedure:

1. Arrange the seats in a circle, if possible.

2. "One of the objectives of this course is to provide opportunities for you to analyze your suitability for the teaching profession. Your involvement in a series of fifteen activities this semester will help to accomplish the objective. The first activity will help you to become acquainted with your classmates and your instructor. Specific purposes of this activity are as follows (Read the purposes of the activity which are outlined above). You are asked to pronounce your full name, state where you are from, name the high school you attended, your teaching fields, and two things which you have done which are unusual and interesting."

3. Distribute the copies of the class roll to the students.

4. Direct the student to:
   Divide the names of all students into two categories:
   A = all the common names with which the students are familiar. This will usually apply to most of the names.
   B = all the rarely heard names. Expect a small number of names here.

5. As the students introduce themselves, the names of students whose names do not appear on the roll should be added to the roll.

6. As each student introduces himself, the class is to locate the name of the student on the roll and try to associate facial features, personal traits, and mannerisms with acquaintances, media personalities, or images of certain fictional characters with whom they are familiar.

7. Students are to make the association quickly and listen for rare tid-bits of information about the student that would add to remembering his name.

8. Memorize the names of students in category B by listening for rare tid-bits of information as the students introduce themselves.
9. The instructor should begin by introducing himself first.

10. When all students have introduced themselves, give the students time to study the names and faces.

11. At the end of the time allotted for studying the names and faces, permit volunteers to name the classmates they can relate to by name and to discuss why these particular names were remembered instead of some others.

12. The Culminating questions are to be raised by the instructor.

*Culminating Discussion Questions:
A. Is it important for a teacher to relate to her students by name?
B. What are some possible purposes of an exercise of this nature?
C. How can remembering the names of people you meet help to improve interpersonal relationships?
D. What have you gained from this exercise?
E. Are there other techniques which may be used in remembering names?

*These questions might be raised only as thought-provoking questions; students should not be prodded to respond.

Activity #2: Introductory Exercise

Purposes:

1. to permit students to experience the situation of having to make a choice between two competing alternatives

2. to permit students to examine their feelings, values, and beliefs and those of others

3. to enhance student-student and teacher-student interaction

Preparation:

Mimeograph copies of the Either-Or Forced Choice Sheets are needed for each student.
Procedure:

1. Begin by reading and explaining the purposes of the exercise.

2. Distribute copies of the Either-Or Forced Choice Sheets A and B to the students.

3. Prior to beginning the exercise, the students should indicate their choices on the handout.

4. The following Procedures should be followed for exercise A:

   Line the chairs along the wall; space is needed in the center of the room.

   Students should be instructed to move to the center of the room. As the Either-Or Forced Choice questions are read and the sides of the room indicated for the two choices involved, students move to the side of the room which represents his choice. Each student finds a partner on the side he has chosen and discusses with him the reasons for his choice.

5. For exercise B, the students should group themselves in trios. The students should discuss their choices and the reasons for making those choices.

Culminating Discussion Questions:

A. What were some of the similarities in choices made within the groups?

B. What were some of the similar reasons given for choices made?

C. What is the value of an exercise of this nature?

D. What have you gained from this exercise?

EITHER-OR FORCED CHOICE*--A

Which do you identify with more?

Write either 1st or 2nd in the blank to correspond with either the first or second choice given:

*Values Clarification, p. 94.
ARE YOU...

_____1. More like a "stitch in time" or "better late than never"?
_____2. More like a fly swatter or fly paper?
_____3. More like a motorcycle or a bicycle?
_____4. More like a train or a bus?
_____5. More like summer or winter?
_____6. More like a teacher or a student?
_____7. More like a gourmet or a MacDonald's fan?
_____8. More like a Cadillac or a Volkswagen?

EITHER-OR FORCED CHOICE*--B

Which do you identify with more?

Write either 1st or 2nd in the blank to correspond with either the first or second choice given.

ARE YOU...

_____1. More of a leader or a follower?
_____2. More of an arguer or an agree-er?
_____3. More like a rock band or a baroque string quartet?
_____4. More like the country or the city?
_____5. More like a file cabinet or a liquor chest?
_____6. More like a mountain or a valley?
_____7. More likely to walk on thin ice or to tiptoe through the tulips?
_____8. More of a saver or a spender?

*Values Clarification, p. 94.
Activity #3: Communication Barriers

Purposes:

1. to identify and analyze human relation problems which result from misunderstanding of words and ideas in communicating with others.

2. to examine words and ideas in the English language which arouse emotions because of value undertones, and prejudices revealed

3. to facilitate improvement in interpersonal relations by means of small group interaction

4. to provide an opportunity for students to hear views expressed by others and to compare these views with their own views

5. to identify and express experiences, feelings, and reactions

6. to enhance intergroup understanding

Preparation:

Mimeograph copies of the problems to be examined for each member of the class.
Mimeographed copies of the Group Evaluation Sheets for each member of the class.

Procedure:

1. Initiate class discussion pertaining to how words and ideas can prevent effective communication.

2. Read the purposes of this exercise.

3. Distribute copies of Problem A to the class.

4. Ask for two volunteers for the roles of Mary and John.

5. After the roleplay exercise, discuss Questions for Problem A.

6. Distribute copies of Problem B to each student.

7. Each student should be instructed to read the problem and write a brief decision giving supporting reasons.
8. After formulating decisions individually, the students should be arranged in groups of four.

8. The groups should identify the problem and decide on the best decision or decisions to the problem.

9. Each group leader should report to the class the results of his group's experiences.

10. Distribute the Evaluation Sheets to each student.

Culminating Discussion Questions:

A. What implications do these problems have for the improvement of human relations-communication in the society at large?

B. What was the value of these exercises?

C. What are some other examples of how words and ideas can prevent effective communication?

PROBLEM A*

Mary Black and Joan White were close friends on the faculty of Suburban High. They were walking down the hall from the teachers' lounge after the lunch break. Mary had a grim expression on her face.

MARY: "If that Mrs. Smith talks about the culturally deprived 'nigras' in the school once more, I'm going to scream."

JOAN: "Well, you must know that culturally deprived is what they are. They've never been _______."

MARY: "Culturally deprived, I don't mind that term. That's not my point. It's nigra!"

JOAN: "But Mary, Mrs. Smith has tried so hard not to offend you. She thinks she's saying what you prefer hearing. She said, 'nigger' until a couple of years ago. She thinks she's improved."

MARY: "Nigger, nigra, doesn't she know they're both deadly poison?"

*Adapted from A Bridge of Understanding in Human Relations, Nashville, Tennessee, Metropolitan Public Schools, 1970.
JOAN: "It's difficult. I hardly know what to say myself. 'Colored' I know is not appropriate."

MARY: "It's old-fashioned, and to me, irritating. Call me Negro (Knee-Grow) to be accurate. I like to be called Black but that's not always good for some little kids and grandparents."

JOAN: "It isn't always a question of age. When the speech teacher described you to me as light complexioned, I had to think what she meant. I'm white, but actually not light."

THEY BOTH LAUGHED.

MARY: "Okay, Joan, you're a dark white and I'm a light Negro. Funny the difference that makes."

Questions for Problem A:

1. Identify the problem.

2. Given this situation, what would your immediate goal be if you were Mary Black? Joan White? Mrs. Smith? A fourth teacher?

3. Projecting yourself into the role of one of these teachers, select the course of action you would take and defend it. What would you do in strengthening the communication between Mary and Mrs. Smith?

4. Describe in writing exactly what you would say or do.

PROBLEM B*

DANCERS

Joan White had worked hard on a dance program that the Black students in her class were presenting. She spoke to the audience beforehand. "I am happy to present my class in a program of dances. Our Negro students have music in their feet, you know, and make wonderful dancers."

Although this remark was greeted with a patter of audience applause, a number of people frowned, and expressed their displeasure by mumbling. Joan White was surprised and dismayed.

*Adapted from A Bridge of Understanding in Human Relations, Nashville, Tennessee, Metropolitan Public Schools, 1970.
Discussion questions:

How can you help Joan?

What was the communication barrier involved?

Activity #4: Transactional Analysis (TA)

Purposes:

1. to facilitate interpersonal communication

2. to provide a thought-provoking perspective on human behavior

3. to facilitate intrapersonal and interpersonal understanding

4. "to establish the most open and authentic communication possible between the affective and intellectual components of the personality" (Berne)

5. to provide information on some of the basic elements of transactional analysis

6. to help students understand how to analyze transactions with others and to gain conscious control of how to interact with others

Preparation:

Mimeographed copies of the T.A. notes, exercises, and Kambly's Behavioral Clues and Ego States Sheets are needed for each student.

Procedures:

1. Begin with a general discussion of how individuals can become better communicators.

2. Read the purposes of this exercise.


4. Lecture-discussion of some of the basic principles of T.A. Utilize the notes on Transactional Analysis.
5. At the conclusion of the lecture, each student is to complete the T.A. Exercise. Each student is to identify the ego state represented by each of the statements.


Culminating Discussion Questions:

A. What does transactional analysis illustrate about communication?

B. How can T.A. help you to improve your interpersonal relations?

C. What does transactional analysis indicate about human behavior?

D. How are you better able to understand yourself and others?

BEHAVIORAL CLUES OF THE TYPE OF BEHAVIOR THAT GOES WITH EACH OF THE EGO STATES

<table>
<thead>
<tr>
<th>Ego States:</th>
<th>Behavioral Clues</th>
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<tbody>
<tr>
<td>Critical Parent</td>
<td></td>
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<tr>
<td>Don't You</td>
<td>Prowns</td>
</tr>
<tr>
<td>You Should</td>
<td>Points</td>
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<td></td>
<td>Finger</td>
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<tr>
<td>You Ought</td>
<td>Slaps</td>
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<tr>
<td>You Must</td>
<td>Hands on Hips</td>
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<td>You Always</td>
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<td>You Never</td>
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<td>You'd Better</td>
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<td>Be ...</td>
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<tr>
<td>Ridiculous</td>
<td></td>
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<tr>
<td>Nice-Bad</td>
<td></td>
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<tr>
<td>That's good, cute</td>
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<table>
<thead>
<tr>
<th>Ego States:</th>
<th>Vocabulary</th>
<th>Gestures</th>
<th>Attitude</th>
<th>Voice</th>
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<tr>
<td><strong>Nurturing</strong></td>
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<tr>
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<td><strong>Words that are:</strong></td>
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<tr>
<td>Consoling</td>
<td>Hugs,</td>
<td>Caring</td>
<td>Soft</td>
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<td>Holds,</td>
<td>Standing</td>
<td>Com-forting</td>
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<td>Kisses</td>
<td>Giving</td>
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<td></td>
<td>Arms Open</td>
<td>Giving</td>
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<td></td>
<td>Holds Hands</td>
<td>Loving</td>
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<tr>
<td><strong>Adult</strong></td>
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<td>Constructive</td>
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<td>Flexible</td>
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<td>Confident</td>
<td>Modulated</td>
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<td>Supportive</td>
<td>Corresponds</td>
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<td>What</td>
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<td>It seems to me</td>
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<td><strong>Natural Child</strong></td>
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<td>Wow</td>
<td>Spontaneous</td>
<td>Impulsive</td>
<td>Laugh</td>
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<td>Free</td>
<td>Uninhibited</td>
<td>Cry</td>
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<tr>
<td>I can't</td>
<td></td>
<td>Any Feeling</td>
<td>Rate</td>
<td></td>
</tr>
<tr>
<td>I won't</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>I want</td>
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<tr>
<td>I hope</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>I wish</td>
<td></td>
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<tr>
<td><strong>Adopted Child</strong></td>
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<td>Compliant Words</td>
<td>Pouting</td>
<td>Compliant</td>
<td>Repetitive</td>
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<td>Withdrawing</td>
<td>Jealous</td>
<td>Sweet</td>
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<td>Points</td>
<td>Revenge</td>
<td>Defiance</td>
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<td></td>
<td>Finger</td>
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<td>Rebellious</td>
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</table>
Transactional Analysis is concerned with four kinds of analyses:

1. Structural Analysis—the analysis of individual personality—offers answers to Who am I? How did I get this way?

2. Transactional Analysis—the analysis of what people do and say to one another.

3. Game Analysis—the analysis of ulterior transactions leading to a payoff

4. Script Analysis—the analysis of specific life dramas that persons compulsively play out

Within each of us, there are three unique beings or ego states: Parent, Adult, Child.

An adolescent may relate to you how—

a part of him wants to skip school and have fun—Child

another part says that this is something he should not do and it's silly and irresponsible—Parent

it's warm and sunny outside, a nice day to take off—Adult

These are the voices of his three ego states: P-A-C

Parent—consists of a set of thoughts, feelings, attitudes, and behavior patterns that resemble those of mother and father or older sisters and brothers. The Parent consists of the taught concepts of life, taken in from outside sources—a collection of moral and value judgments—rules for living.

These Parent tapes may be either NURTURING or CRITICAL:

The critical Parent contains prohibitions such as "you must," "you'd better," "you ought," "you should," "never," "don't."

The nurturing Parent contains messages which are reassuring, accepting, consoling, tolerant.

Look at Kambly's Behavior Clues and Ego States sheet.
Adult Ego State—appraises reality in the outer world, functions in a logical way without feelings, and processes the data fed into it.

Child Ego State—all the thoughts-feelings attitudes and behavior patterns that come naturally to an infant. When in this ego state, we tend to think, feel, and react as we did when we were kids.

The child is exhibited in three forms:

1. Adapted Child—that part of the child which has been programmed by the adult world.
2. The Little Professor—the emerging adult in the child—the adult in the child.
3. The Natural Child—or Free Child—the untrained infant in the child who wants what he wants when he wants it—the child in the child.

Transactions may be categorized as complementary, crossed, and ulterior.

Complementary transactions according to Berne are ones which are "appropriate and expected and follows the natural order of healthy human relationships."

```
P   1P
A   A
C  2  C
```

1. Student: If we work extra hard this week, do we have to do homework during the vacation?

2. Teacher: You have been working so hard, I think that you deserve some time off.

Crossed Transaction—The vectors cross and communication ceases—This transaction occurs when an "unexpected response is made to a stimulus." An unexpected ego state is activated and the lines of communication are crossed.

```
P   1P
A   A
C  2  C
```
1. Student: That was a good assignment we had last night.
2. Teacher: Well, it's about time you decided to do some work.

Ulterior or Covert Transaction—involves more than two ego states. In this type of transaction, what one says is not what he means. The transaction occurs on both a social level and a psychological level and it always involves more than two ego states.

1. Student: Here's my work.
2. Teacher: I'll check it.
3. Student: I failed but I tried hard—I'm blameless.
4. Teacher: Rules are Rules.

The student who is continually late with assignments, absent from class, or writes illegibly is attempting to provoke the equivalent of parental criticism.

Transactional Analysis Exercise

Identify the ego state represented by the nature of the statement:

To a student using four-letter words:

Using such expletives only shows a weak vocabulary.
I wish I dared to talk like that.
I wonder why he chooses those words to use and what their effect is on the other students.

Teachers at a Senior Prom respond after a crash of rock music:

That makes me want to dance.
That horrible stuff kids listen to today.
It's hard for me to think or talk when the music is so loud.

Teacher responds to a request for an office report:

No matter what I do, I can't please Mr. Brown.
I know that Mr. Brown really needs these by the end of school today.
Mr. Brown is not cut out to be a school principal.
A fellow co-worker's contract is not renewed for the next school year:

Say, is this ever exciting.

I wonder if she needs a reference or assistance in relocating.

It serves her right for being late for work and for violating the school's code of conduct.

Indicate the level of transaction:

<table>
<thead>
<tr>
<th>P</th>
<th>P</th>
<th>1. What is the yearly salary for this job?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A</td>
<td>2. It starts at $10,000.</td>
</tr>
<tr>
<td>C</td>
<td>C</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>P</th>
<th>P</th>
<th>1. Those children really miss their father.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A</td>
<td>2. Yes, let's take them to the park for a little fun.</td>
</tr>
<tr>
<td>C</td>
<td>C</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>P</th>
<th>P</th>
<th>1. I really like you.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A</td>
<td>2. I like you, too.</td>
</tr>
<tr>
<td>C</td>
<td>C</td>
<td></td>
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<table>
<thead>
<tr>
<th>P</th>
<th>P</th>
<th>1. I'm so worried about my son I can't concentrate on this report.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A</td>
<td>2. You can leave work early to go by the hospital and see him.</td>
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<tr>
<td>C</td>
<td>C</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>P</th>
<th>P</th>
<th>1. I'm so mad I could throw this typewriter out of the window.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A</td>
<td>2. Something made you so angry you'd like to throw the equipment around. Is that how it is?</td>
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<tr>
<td>C</td>
<td>C</td>
<td></td>
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<tr>
<th>P</th>
<th>P</th>
<th>1. Mrs. Moore, what are we doing in class today?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A</td>
<td>2. Don't ask me. Don't you see the daily lesson plans written on the chalkboard?</td>
</tr>
<tr>
<td>C</td>
<td>C</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>P</th>
<th>P</th>
<th>1. Mrs. Moore, what is today's date?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A</td>
<td>2. Jim, there are five calendars in this room.</td>
</tr>
<tr>
<td>C</td>
<td>C</td>
<td></td>
</tr>
</tbody>
</table>

Notes and Exercise from:

James, Muriel and Dorothy Jongeward, Born to Win: Transactional Analysis with Gestalt Experiments, Reading, Massachusetts, Addison-Wesley Publishing Company, 1975.

Activity #5: Listening and Showing Acceptance of Others' Feelings

Purposes:

1. to teach students the value of really "listening" and how this skill is important for teachers to have

2. to understand how difficult it is to listen to another person--especially on points of disagreement

3. to stimulate discussions as to how so much of conversation is "talking at" rather than "talking to."

4. to learn how to refer to a conveyed feeling by name

5. to understand how dealing with feelings first can facilitate solving a problem

Preparation:

Duplicate copies of the dialogue sheets, Topics for Sharing Exercise sheets, and Focus Rules for each class member; copies of the roleplaying exercises, Dialogues A and B (three copies only for roleplayers)

Procedure:

1. Class discussion--Can a person convey a certain type of emotion without referring to that feeling by name? How?

2. Begin by discussing feelings and how people can convey a certain type of emotion without ever referring to that feeling by name.

3. Stimulate further readiness and create an appropriate climate by asking the class to discuss what feelings might lie behind the following questions:

   a. You're out with a friend at a party; the friend says, "What time is it?"

   b. Is it safe to stand on that bench to change the light bulb? Wouldn't it be easier to go and get a step ladder?

   c. My boss said I did an exceptionally good job on that project. Do you think he could have meant it?
Why might it be important to recognize such hidden feelings in other people?

4. Read the purposes of this exercise to the class.

5. Select volunteers to roleplay Dialogue A; the two volunteers should sit facing each other and demonstrate the dialogue.

6. After the first situation, ask the class what was different about this conversation than other disagreements they've heard.

   What was the effect of the listener repeating and rewording what he heard the speaker say?

7. Roleplay Dialogue B; ask the class to compare the two. When a listener interrupts the speaker or cuts him off, what message might the listener be conveying?

   a. "What you're saying is not as important as what I have to say."
   b. "I'm not listening to you; you are not important."

8. Select two volunteers to roleplay Dialogue C—a dialogue between Jackie and her teacher who demonstrates listening and showing acceptance of others' feelings and helps Jackie solve her problem.

9. Solicit feedback from the class comparing Dialogue C and Dialogue A.

10. Distribute the Focus Rules; discuss each rule with the class.

11. Group the class in trios. The Topics for Sharing Exercise and the Problems for Roleplaying should be distributed.

12. Each member of the trio should select a topic for discussion from the list of Topics for Sharing, one of the Problems for Roleplaying, or any topic of his interest. This topic should be discussed with one member of the trio for a period of five minutes. The third member serves as monitor and makes sure that the discussants are listening to each other and are following the process of repeating, rewording, reflecting emotion.

13. Students should be reminded that they have the option to pass.
Culminating Discussion Questions:

A. Using a five-point scale, each student should assess how well his group was able to follow three focus rules. The rating should be discussed in each group.

B. Discuss the value of an activity of this nature for future teachers. How can the principles of listening and showing acceptance of others’ feelings be utilized in daily interactions.

Dialogue A

Role Players: Fred and Jerry

Fred: ... and that’s why I'm in favor of using letter grades in school.

Jerry: Okay. You’re saying that you favor giving letter grades because students as well as parents and college registrars know what they mean and because letter grades provide motivation, competition so that those who work hard get the A’s and B’s and those who are lazy and don’t do the work get D’s and F’s.

Fred: You got it.

Jerry: Okay. But grades are inhumane labels that say I’m good because I made A’s and he’s bad because he does not make A’s. Letter grades are also ambiguous in that they don’t spell out to parents, students, and registrars exactly what a student’s strong points and weak points are. A student ...

Dialogue B

Role Players: Jerry, Fred, and a Monitor

Fred: But that’s ridiculous. Why would...

Monitor: Hold it, Frank. Hold it. First of all, Jerry didn’t finish his point. Second of all, you didn’t restate Jerry’s point before responding.

Fred: Sorry.

Jerry: Well, my point was that students end up competing and being motivated to make a good letter grade first; learning becomes the least important objective. Thus, we have cheating, copying, suppression of creativity.
Fred: Well, he'll be motivated because...

Monitor: Holt it, again. What did Jerry say?

Fred: Oh, yeah. Jerry's worried this won't work. But I think...

Monitor: Wait a minute. Jerry, are you satisfied that Fred understands your argument?

Jerry: No.

Monitor: Fred, do you want to try it again? Or do you want Jerry to repeat his point?

Dialogue C

Role Players: The Teacher and Jackie

Teacher: Come and sit down, Jackie. What can we talk about?

Jackie: Well, it's my math test. I made a real poor grade.

Teacher: You feel badly about that.

Jackie: Yes, and I don't think I'll be able to pass any of the other math tests.

Teacher: You don't think it's worth even trying.

Jackie: That's right. Why study if you're going to fail anyway? Sometimes I study and pass, and sometimes I study and fail.

Teacher: You've really had some ups and downs in math.

Jackie: That's for sure. At times in math, I've done very well when I applied myself a little more. But then at other times I didn't do so well, and it just seemed like I hated it. And as a result, well I made mighty low marks. So, I know just about where I stand in math.

Teacher: Umhum...

Jackie: Well, on the other hand, maybe it wouldn't be a bad idea to go ahead and give it another try.

Teacher: You're a little undecided on that one, aren't you?
Jackie: Yes...but if I study a little more than I did last
time—I didn't really apply myself last time—maybe
I can make a good grade.

Teacher: So, you feel that this time you could do a lot
better if you applied yourself a little more.

Jackie: Yes, even though I still may not do very well--
I'll try.

Values Focus Rules*

I. The Rule of Focusing

1. Each group member is to be the focus person for a
period of five minutes.
2. Do not let the attention of the group shift from
the focus person until his time is up or until he
asks to stop.
3. Maintain eye contact with the focus person at a
comfortable level.
4. Questions may be asked of the focus person if they
do not shift the focus to another group member.

II. The Rule of Acceptance

1. Be warm, supportive, and accepting of the focus
person.
2. Nods, smiles, and expressions of understanding when
sincerely given help communicate acceptance.
3. If you do not agree with the focus person, do not
express disagreement or negative feelings during
the discussion part of the game.

III. The Rule of Drawing Out

1. Attempt to understand the focus person's position,
feelings, and beliefs.
2. Ask questions which will help clarify reasons for
the expressed feelings.
3. Be sure that the questions do not shift the focus
to yourself, or reveal negative feelings.

*Adapted from Simon, House, and Kirschenbaum, Values
Clarification, p. 172.
Topics for Sharing*

1. What are some things you do which you think are quite unconventional?
2. Tell about a turning point in your life.
3. Describe a time of your greatest despair.
4. Tell about the person who had the most tremendous impact upon your life.
5. Tell something about some political involvement which meant a great deal to you.
6. Tell some things that you would put in your will.
7. Describe a social evening which is the worst kind for you and tell what you do about it.
8. Tell where you stand on the topic of corporal punishment.
9. Share the most intense religious experience of your life.
10. Tell about a situation in which you felt very embarrassed.
11. Expound on your views about engagement rings.
12. Tell about some of the beautiful things your family does in the realm of ritual.
13. Tell how you feel and what you actually do about alcohol or pot.
14. Share a superstition you hold.
15. Disclose one area in your life where you have settled for less than you had once wanted.
16. Reveal who in your family brings you the greatest joy.

*Adapted from Simon, Howe, and Kirschenbaum, Values Clarification, p. 179.
Problems for Roleplaying*

A

This is your first year as a teacher. You are having some problems that are relatively different from your student teaching situation. You have one class in particular that literally will not listen to one word you say. They move about the room from one seat to another—even though they have assigned seats. They talk across the room during tests, and they act as if it weren't even important. Most of them have not bothered to bring a book to class since they were issued. A majority of the students do not know where their books are. Some days their interest level is very high, but usually it is not. They just don't seem to care. YOU ARE UPSET ABOUT THIS AND YOU ARE TELLING ANOTHER TEACHER ABOUT YOUR FEELINGS.

B

One of your colleagues said privately he would support the proposal you were going to present in a faculty meeting. When the time arrived for the meeting, your colleague did not support you. You are now confronting him with your FEELINGS.

*Adapted from Thiokol Chemical Corporation, 1971.

Activity #6: Problem Solving Situations

Purposes:

1. to provide an opportunity which will stimulate discussion and reveal individual differences.

2. to provide an opportunity for students to identify and verbalize experiences, feelings, and reactions.

3. to discuss the complex phenomenon of "equal treatment" and understand what it means.

4. to provide an opportunity for the students to become involved in group problem-solving of realistic school situations.

Preparation:

Mimeographed copies of the three problem situations are needed for each student.
Procedure:

1. Initiate class discussion concerning the role of the teacher in attempting to help her students understand cultural and religious differences.

   What responsibility does the teacher have to herself and her students to make sure that the school represents a democratic environment?

2. Read the purposes of the exercise.

3. The class should be divided into six groups.

4. Distribute copies of the three problem solving exercises to the six groups. Three groups will have the same problem.

5. Each group should use the following model in solving the problems:

   a. Identify the problem or problems.
   b. Identify multiple solutions.
   c. Select the best solution to the problem.

6. The groups should select a leader and discuss the situations and questions.

7. The leaders of the groups should report the results of their group's interaction and solutions reached.

8. It should be interesting to note the different solutions arrived at by groups having the same problems.

Culminating Discussion Questions:

A. What is the value of exercises of this nature?

B. What have you learned as a result of the problem solving situations?

C. Was it difficult to make a decision? If so, why?

D. What factors in your life influenced your decision?
Problem Situation I

Religious Difference*

Mrs. Edwards teaches social studies in an inner-city high school. Her substitute one day is elderly Mrs. Baumberg. The class assignment for that day in sociology concerns the major religions of the world. During the discussion period, one student, Jim Jenkins, asked Mrs. Baumberg her religious faith and she answers, "Jewish." The next class is one in American government. Jim is in this class also. Mrs. Baumberg notices much disorder in the class, particularly in Jim's corner of the room. He continues to disrupt the class in spite of repeated appeals for order from the teacher. Finally, in desperation, she asks Jim to go to the Principal's office. His reply, "I ain't taking orders from no dirty Jew." With assistance from a male teacher next door, Mrs. Baumberg escorts Jim to the office where he remains for the rest of the day.

The following day, Mrs. Edwards returns to her classes. She hears of the incident from the teacher next door and learns that Jim has been reprimanded by the assistant principal. Jim is back in class, smiling and talkative as if nothing has happened.

A. How can incidents which are charged with emotion best be handled in a school situation?

B. How would you evaluate Mrs. Baumberg's method of handling the situation?

C. If you were Mrs. Edwards, would you consider the incident closed?

D. Can Mrs. Edwards hope to change attitudes such as Jim's?

Problem Situation II

Cultural Differences*

The meeting of a recently desegregated faculty was having its regular, few-minutes-of-each meeting session in human relations. The principal had been attempting to help teachers deal with the matter of classroom discipline. The

*Adapted from Thiokol Chemical Corporation, 1971.
teachers were disagreeing among themselves as to what their attitudes concerning discipline should be.

Jane Black said, "Because Blacks have had rebuffs and disadvantages as a minority, we should be aware of the difference being a Black makes."

But Betty White replied, "Blacks are just like other people; we should react to them just as to anyone else and not as Blacks."

Jane replied, "Do you really think the principle of equal treatment for all means the same treatment?"

A. With which of the teachers do you agree? Why?
B. Is this really an important problem? Why or why not?
C. What implications does this have for improving the relations between teachers and students?
D. What does "equal treatment" mean?

Problem Situation III

Student-Involvement*

When Urban High opens in the fall, it will be desegregated for the first time. For many years the school has been an all-white school. By mid-year, even a casual survey of the school would reveal that few of the black students belong to any clubs or participate in school activities in any way other than in sports. The star football and basketball players are black students.

Frances Kilmer, a young black teacher who comes to the school at mid-year, is concerned when she perceives the problem. She approaches Mr. Phillips, the principal, with the question, "What can we do to involve black students in school activities?"

A. Do you see this as a problem?
B. Would the problem situation be different if the students were white in a predominately black school?

*Adapted from Thiokol Chemical Corporation, 1971.
Activity #7: Roleplaying Exercise

Purposes:

1. to convey information concerning human behavior by means of a realistic situation.
2. to facilitate emotional expression.
3. to develop a better understanding of the problems encountered by certain racial and socio-economic groups.
4. to stimulate participation and involvement.
5. to assist students in developing positions concerning very real situations.

Preparation:

Mimeographed copies of the Roleplay Exercises for all students.

Procedure:

1. Discuss the meaning of roleplaying. Ask the students how many of them have participated in roleplay exercises before this class. Read the purposes of this roleplay exercise.

2. Distribute copies of the roleplay situations; allow students time for study of the roleplay situations.

3. Ask students to volunteer for specific roles. Each roleplay should be presented separately to the class.

4. The roleplay time should be used flexibly by the participants.

5. At the conclusion of each roleplay exercise, each participant should be asked to tell how he felt in his role.

6. The questions at the bottom of the roleplay sheets should be used to stimulate discussion at the conclusion of each exercise.

Culminating Discussion Questions:

A. What is the value of exercises of this nature?
B. What have you learned from the situations?
C. What are the implications for the society at large?

D. What are the implications for you as a prospective teacher?

Roleplay I*

Role Players: a principal, a teacher, Señora Lopez

Situation

Señora Lopez is a Chicano mother who comes to school in answer to a complaint that her son speaks Spanish rather than English in class and on the campus. The principal and the other school authorities are apprehensive that he will never learn English this way. Señora Lopez has a good working knowledge of English, but she sees nothing wrong with her son speaking Spanish at all times if he wants to. However, she doesn't want him to be held back in school because of this. The principal and teacher insist upon the value of English exclusively, while the Señora sticks to her guns.

Discussion Questions

A. Are the principal and teacher right? Why or why not?
B. Is Señora Lopez right? Why or why not?
C. Should there be a school policy on language?
D. How would you expand this situation to society?
E. Fifty years ago many of the children of immigrants tried to forget their parents' language. Why are things different today? Should they be?
F. What is the relationship between language and culture?
G. What is the school's role in this relationship?
H. What implications does this exercise have for you as a prospective teacher?

*Adapted from McRae, 1971, p. 26.

Roleplay II**

Role Players: Mr. and Mrs. Gurdie, Samson, a Church representative on their side, two people for the Neighborhood Improvement Council (for small groups, the parts of the church representative and one neighbor can be cut).

**Adapted from McRae, 1971, p. 30.
Situation

Samson Gurdie and his family have moved from a poor mountain community to a well-to-do suburban area in another state. His father was helped to find his job and partially pay for their spacious garden apartment by a sympathetic church outreach program. The suburban area is all white, and the closest school is predominately so. Samson's dress, manners, and knowledge level are not on a par with the other children, who have never known a poor white family before. They make fun of his accent, and one of them says, "You act so stupid I don't believe you're white." A neighborhood committee has been formed to ask the Gurdie family to move. They say: "You white trash will run down Clear Acres. We would rather have a bunch of colored here than you." The family vows not to move, "no matter how stuck up you folks are." Samson tells about his school experiences. The two people from the Neighborhood Improvement Council offer Mr. and Mrs. Gurdie money to move.

Discussion Questions

Each participant should tell how he felt in his role.

A. Does the Gurdie family have the right to live in such a "ritzy" area?

B. Was the church right in helping them to move or were they "meddling?"

C. Are the neighbors right about their property values?

D. Is property ever more important than people? If so, when? If not, why?

E. What are the advantages of an economically mixed school? What are the disadvantages?

F. Can Samson learn anything from his classmates? Can they learn anything from him?

G. How does this situation apply to the society at large?

Activity #8: Values Voting

Purposes:

1. to help students realize that their views and those of others are reflections of their values.
2. to provide a means by which students can publicly affirm their views on a variety of value issues.

3. to enhance student—student and teacher—student interaction.

4. to provide an opportunity whereby students may analyze their values for conflicts and relationships.

5. to help students arrive at self-understanding.

Preparation:

Mimeographed copies of the Values Voting Sheets for each student and mimeographed copies of the Group Evaluation Form are needed.

Procedure:

1. Initiate class discussion. What are values? How are values developed? Can a value be changed?

2. The Values Voting exercise will accomplish the following purposes (read the purposes of the exercises).

3. Distribute copies of the Values Voting sheets.

4. Allow the students to respond individually to the items on the Values Voting sheet.

5. Allow at least twenty to thirty minutes for students to share their reasons for making certain choices in small groups.

6. Ask group leaders to summarize the reactions of their group to the class.

7. Distribute the Group Evaluation Sheets.

Culminating Discussion Questions:

A. What was the value of this exercise?

B. In what way were you better able to understand yourself?

C. Did you become aware of any value conflicts?
VALUES VOTING*

Respond to the following statements by writing agree or disagree in the blank.

_______1. Women should stay home and be primarily wives and mothers.

_______2. People should limit the size of their families to two children.

_______3. There should be a law to limit families to two children.

_______4. There are times when cheating is justified.

_______5. I would be upset if my daughter were living with a man who had no intentions of marrying her.

_______6. I would be upset if my daughter were living with a man without being legally married.

_______7. There should be a law guaranteeing a minimum income.

_______8. Abortion should be legalized.

_______9. I would not hesitate to marry someone from a different religion. From another race. Ethnic group.

_______10. I would turn in a drug pusher to the law even if he/she were my friend.

*Adapted from Simon, Howe, and Kirschenbaum, 1972, p. 38.

Activity #9: Rank Order

Purposes:

1. to give students practice in choosing from among alternatives and publicly defending their choices.

2. to demonstrate that decisions on many issues require deep thought and consideration.

3. to demonstrate that one's stand on a particular issue is a reflection of personal values.

4. to assist students in making value judgments consistent with their personal values.
Preparation:

Mimeographed copies of the Rank Order Exercise for each student and mimeographed copies of the Group Evaluation Sheet are needed.

Procedure:

1. Initiate class discussion. How are one's actions affected by his values? Is it important for a teacher to have a clear system of beliefs?

2. The purposes of this Rank Order activity are: (read the purposes of the activity).

3. Distribute the mimeographed exercises to the students.

4. The students should look within themselves and make a value judgment on each of the three alternatives, indicating their first, second, and third choices.

5. After the students have ranked their choices, read each item and the choices; ask volunteers to reveal their rankings and the reasons for making these choices. The students should try to determine the source of their beliefs by application of the principles of Transactional Analysis (PAC). Students have the option of passing on any item.

6. Use numbers two and three on the Rank Order sheet to roleplay a scene between a student and a teacher.

   The school principal has asked one of his English teachers to talk to a student concerning dental hygiene. It has been reported to the principal from a reliable source that this student does have this hygiene problem. The principal has chosen you to talk with the student, not only because the student is one of your students, but because you have good rapport with all students.

7. Before selecting two volunteers to roleplay the scene, discuss for a few minutes some of the points the teacher should consider before approaching the student:
   a. When will the teacher talk to the student? After class, before class, during class?
   b. What approach will the teacher use? The direct or indirect approach?
c. What about the student's feelings? How should the teacher deal with the student's feelings?

d. Is this a legitimate role for a teacher? Why do you suppose that you feel more comfortable confronting the student as a teacher than as an individual?

8. Permit several students to roleplay the situation. The class should give reactions and comments on the various approaches utilized by different students.

9. The remaining Rank Order exercises, numbers 4 and 5, and Exercise B, should be completed with the students indicating their first choice by raising their hands as the items are read. For each item, ask students to explain why their first choice was selected. Students still maintain the right to pass.

10. The group evaluation should be returned at the conclusion of the exercise.

Culminating Discussion Questions:

A. What value did this exercise have for you?

B. How did this exercise help you to become more aware of what your values are?

C. How do you feel about having to help someone face the fact that he has a hygiene problem?

D. Does the role of the teacher make the problem easier to handle?

RANK ORDER EXERCISE—A*

Alternative choices are given as responses to each question. Rank order these choices according to your own preferences.

1. Which do you think is most harmful?

   _____cigarettes   _____marijuana   _____alcohol

2. What would you be most likely to do about a person who has bad breath?

   _____ directly tell him
   _____ send him an anonymous note   _____ nothing

*Adapted from Simon, Howe, and Kirschenbaum, 1972, p. 58.
3. Which would you rather have happen to you if you had bad breath?

____ be told directly  ____ receive an anonymous note
____ not to be told

4. You are married and have your own family. Your mother has died and your father is old. What would you do?

____ invite your father to live in your home
____ place him in a home for the aged
____ get him an apartment for himself

5. Which of the following measures should be taken to alleviate the population problem?

____ legalize abortion
____ limit each family to two children and sterilize the parents afterwards
____ distribute birth control information everywhere
____ trust people's common sense to limit the size of their families

RANK ORDER EXERCISE—B*

Alternative choices are given as responses to each question. Rank order these choices according to your own preferences.

1. If you suddenly inherited money and became a millionaire, would you

____ share your wealth through charities, educational trust funds, etc.
____ continue in your present job and activities
____ really live it up

*Adapted from Simon, Howe, and Kirschenbaum, 1972, p. 58.
2. You are well off financially and you inherit $10,000. What would you do?

_____ put it all in a savings bank
_____ invest it all in the stock market
_____ spend it

3. Which would be your job preference?

_____ hard and dirty work at $80 per week
_____ clean and easy work at $40 per week
_____ dirty but easy work at $60 per week

4. Which would you most like to see?

_____ integration of races
_____ separate nations of different races
_____ separate areas within existing communities for each race and/or nationality

5. Which would you be least willing to do?

_____ join a picket line
_____ take part in a sit-in
_____ sign a petition

Activity #10: A Position Position: Taking a Stand

Purposes:

1. to give students an opportunity to take a personal position on some issue.

2. to give students an opportunity to compare their position on issues with the positions taken by others and to reassess their positions in light of new evidence.

3. to give students an opportunity to publicly defend a personal position on some issue.
4. to give students an opportunity to analyze their position and those of others in terms of transactional analysis.

5. to give students an opportunity to understand how one's position on controversial issues is a reflection of his values, attitudes, and beliefs.

Preparation:

The position paper is to be prepared out-of-class by each student. The students will choose the issue on which they desire to take a position. The issues should be related to the teaching profession—busing, discipline, grouping are examples of legitimate issues.

Procedure:

1. Arrange the seats in a circle whereas students can be seen by each other.

2. List on the board the various issues investigated by each student. Group those issues which are alike or similar so that they can be discussed together.

3. Ask each student to state the issue he investigated, his position on the issue, and his defense of this position.

4. Those students who investigated the same or similar issue should discuss their positions at this time.

5. Students will be asked to listen for Ego States, values, and attitudes evident in the various positions expressed.

Culminating Discussion Questions:

A. What is the value of this activity?

B. Why is it important for a teacher to have a well-defined position on issues relating to aspects of the teaching profession?

C. How objective can one be in taking a position on controversial issues? To what extent should beliefs, values, and attitudes be reflected in positions taken on controversial issues?

D. What did you learn about yourself from this activity?

E. What did you learn about others?
Activity #11: Forced-Choice Game

Purposes:

1. to help students force themselves to make decisions concerning the type of teachers they think are most valuable.
2. to analyze attitudes and change them in the face of new evidence.
3. to help students come to understand themselves—who they are and what they believe.
4. to provide an opportunity for students to take a position and defend it.

Preparation:

Mimeographed copies of the Forced-Choice Game and mimeographed copies of the Group Evaluation Sheet are needed for each student.

Procedure:

1. Distribute the copies of the Forced-Choice Game sheet and ask the students to read the role description at the top of the page.
2. The students should be permitted to make their choices independently first.
3. After the students have independently made their choices, they should form groups of four and defend their choices or change their positions if they discover that their thinking was faulty.
4. The groups should try to reach a consensus on the six applicants chosen and defend the choices made to the class.
5. Distribute Group Evaluation sheets which should be returned at the conclusion of the exercise.

Culminating Discussion Questions:

A. If only one choice could be made, which prospective teacher would you select? Why?
B. Did any group members change their initial position during the group discussion? Why was the change made?
C. What is the value of this exercise?
D. Think about how this exercise has helped you to better understand yourself and how it will help you in your relations with others.

FORCED-CHOICE GAME EXERCISE*

You are the principal of a very large, modern high school and you must choose six teachers to fill open social studies positions in your school from the ten applicants below, all of whom want to come to your school. Which would you choose? Be prepared to defend your choices.

1. A 35-year-old divorcee with five children; M.S. in sociology; two years' teaching experience.

2. A 28-year-old Black militant, male, B.A. in social studies; three years' teaching experience, three years in community organization work.

3. A 40-year-old state assemblyman, male; law degree, but uncertified; wants to get into the schools because he has become extremely interested in education; has voted against all educational appropriations.

4. A 45-year-old traditional teacher, male; B.A. in history; twenty years' teaching experience, five years as YMCA director.

5. An uncertified Ph.D. candidate, male; all degrees in political science; no experience.

6. A long-haired radical, male; M.S. in sociology, certified, but no experience; ex-SDS president.

7. An uncertified Peace Corps returnee (Indochina), male; B.S. in economics; active in peace movement.

8. A 25-year-old single woman; Ed.D. candidate in educational anthropology; two years' teaching experience; is living with a man in the community.

9. An uncertified VISTA worker, female; B.S. in psychology, M.S. in community mental health.

10. A 28-year-old unwed mother; B.S. and M.S. in history; five years' teaching experience; living with and supporting infant son.

*Adapted from Fuhrmann, Cooper, and Ryan, 1972, p. 69.
Activity #12: Problem-Sharing

Purposes:

1. to help the students see that others have problems similar to theirs.

2. to provide an opportunity whereby students anonymously may receive feedback from a group on a problem of particular concern to them.

3. to give each student an opportunity to genuinely attempt to help someone else solve a problem.

4. to provide students with an opportunity to compare their solutions with those suggested by other students.

Preparation:

A sheet of typing paper is needed for each student.

Procedure:

1. Initiate class discussion on the universality of personal problems—feelings experienced when one discovers that he is not the only person who has been faced with a particular problem.

2. Read and discuss the objectives of the exercise, and fully explain the exercise procedure before beginning.

3. Distribute paper to each student.

4. Those students who do not wish to participate may "pass."

5. Instruct the students to write their problem in first person. No names should be written on the sheet.

6. Collect all of the problems and place them in a container.

7. Each participating student draws a problem from the container, reads it, and solves the problem as if it is his problem. The students should begin by stating: "In order to solve this problem, I need to . . . ."

8. The solutions may be offered with or without further comment from the class.

9. Any student has the option to pass at any stage of the activity.
Culminating Discussion Questions:

A. What is the value of this exercise?

B. Why do individuals feel that their problems become smaller when they realize that other people share or have experienced these problems?

C. Why do beginning teachers tend to think that their problems are ones which no other teacher has encountered?

D. How would it help a beginning teacher to know that the problems to be encountered in his teaching are not unique to him alone?

E. How can knowing that all people have problems improve how we relate to others?

F. What did you learn about yourself from this activity?

G. What did you learn about others in the class?

Activity #13: Seeing Myself as Others See Me

Purposes:

1. to provide an opportunity for the students to receive objective feedback from their peers

2. to provide an opportunity which will assist students in discovering that others value them.

3. to enhance awareness that most individuals tend to be more successful in some areas than in other areas.

4. to enhance understanding of self and others.

Preparation:

Two sheets of typing paper will be needed for each student in the class.

Procedures:

1. Initiate discussion concerning the importance of being proud of those things that we do well. How important is it for a prospective teacher to be able to be open in criticizing himself, recognizing his strengths and weaknesses? Is it more societally acceptable to talk about your weaknesses than about your strengths? How important is it to see yourself as others see you?
2. Inform the students that the human relations activity selected for class today will give them an opportunity to evaluate themselves and to be evaluated by others in the class.

3. Read the purposes of the activity to the class.

4. Students should be reminded that they may use their option to pass at any stage of the activity.

5. Distribute the typing paper to each student.

6. Instruct the students to make a list of those things that they like about themselves and things that they do well. They may think in terms of completing the following statement: I am a good person because I am __________. The list should contain things that the students would say if they were asked to "boast" about themselves. They may think of the list as a "brag" sheet.

7. The instructor should participate in this activity and serve as an example of one who has a good attitude concerning his strengths and weaknesses.

8. After all students have completed their lists, solicit feedback from the students concerning their feelings as they completed the lists. Was it difficult to "brag" about yourselves? If so, why? Would it have been easier to list those areas in which you are not successful? If so, why?

9. For the second part of this activity, each student should pair himself with another student in the class. The students are to list traits that they like about each other. When the students have completed the lists, they should discuss the lists with each other. How congruent is your self-perception with your partner's perception of you?

10. The instructor should share with the class his perception of the positive features of his personality. Those students who choose to may share their "brag" sheets with the class.

11. The second half of this activity may be repeated with the students selecting different partners.

Culminating Discussion Questions:
A. What was the value of this activity?
B. What did you learn about yourselves? What did you learn about others?
C. In what way did your partner's perception of you reinforce what you already knew about yourself?

D. How can an activity of this nature help to improve relations between people?

Activity #14: What Would You Do?

Purposes:

1. to arrange an opportunity for the students to take on a new identity in a temporary and protected situation.

2. to explore latent values and attitudes.

3. to give students a vicarious taste of the situations they may encounter as teachers.

4. to encourage students to think through a situation before reacting.

Preparation:

Mimeographed copies of the What Would You Do Exercise for each student are needed.

Procedure:

1. Distribute copies of the What Would You Do Exercise to each student.

2. Assign two or three of the cases for the students to solve. The solutions should be written.

3. After the students have written their solutions, the papers should be collected.

4. The students should now form small groups of four and select a group leader.

5. Randomly, redistribute four papers to each group.

6. Instruct the groups to discuss the solutions noted on the four papers. Each group is to arrive at a consensus concerning the best way to handle the problems. The solutions might be variations of the written ones or new solutions arrived at by the group.

7. The decisions reached by each group are to be reported to the class by the group leader.
Culminating Discussion Questions:

A. What is the value of this exercise?

B. What have you learned from this exercise? Encourage the students to begin with: I learned . . . I relearned . . . I was surprised . . . I discovered . . .

WHAT WOULD YOU DO?*

CASE NUMBER ONE

Your sophomore English class has just turned in the impromptu theme you assigned this period. Your instructions had been to "write about whatever is on your mind at the moment—whatever concerns or excites you right now." In looking over the papers you notice that one—from a physically mature student who has always seemed shy around you—is an obvious proposition to you. What would you do?

CASE NUMBER TWO

As principal of the high school, you had recommended that the long-haired, bearded music instructor be hired, but lately you have been getting at least four calls a week from community members complaining that the "hippie" is ruining the school's image. Some particularly vocal parents have insinuated that the music instructor is gay and therefore could be morally damaging to their children. They threaten to have you removed if you do not remove him. What would you do?

CASE NUMBER THREE

You are the principal of a suburban high school. Some students have gone on strike to dramatize their demand for a smoking lounge in the school; they are also demanding amnesty for themselves after the strike is ended. The faculty is split; the community is vehemently opposed to the idea. What would you do?

CASE NUMBER FOUR

You are a counselor in a large high school that has recently announced that its official policy on drug use includes contacting and involving the parents of any drug users in the

*Adapted from Fuhrmann, Cooper, and Ryan, 1972.
school. You had nothing to do with the establishment of the policy. A sophomore comes to you, saying, "I have a friend who needs help to get off speed, but he's scared of his father and won't come in unless you promise not to tell." What would you do?

CASE NUMBER FIVE

When you were hired to teach ninth grade social studies, your ideas concerning the importance of cultural awareness were well received. But now, since you began introducing your all-white students to the realities of minority life, you've been reprimanded for not covering early American history as the other social studies teachers are, and you've been threatened that if you continue to ignore the curriculum guide, you won't be rehired. What would you do?

CASE NUMBER SIX

You are talking on the phone with the mother of one of your sophomore students, whom you have called concerning her child's apathy. The mother tells you that her child has never been apathetic before, and that it is your fault: her child "won't work for you" because she is jealous of your nice clothes and good looks. What do you do?

Activity #15: Teacher-Student Conferences

Purposes:

1. to provide the students with a sample of possible situations where the teacher must demonstrate human relations skills in interacting with high school students.

2. to provide the students with an opportunity to further apply skills in listening and accepting others' feelings.

3. to provide practice in the area of one-to-one interactions with students.

Preparation:

Mimeograph copies of the role play situations for the class.

Procedure:

1. Initiate class discussion concerning the importance of the teacher-student conference. Read the purposes of the Teacher-Student Conference Activity.
2. Introduce the Interpersonal Problem Solving Model:

   a. Establish a Helping Relationship.—During a conference the teacher should begin by conveying to the student his genuine concern about him as a person. Before beginning the conference, appropriate time should be allowed for establishing rapport with the student.

   b. Define the Problem.—The problem should be clearly defined by the student if the conference was initiated by the student. If the teacher has called the conference, the teacher has the responsibility for explaining the reason for the conference. The problem should be clearly understood by the student and the teacher.

   c. A General Behavioral Plan.—The student and teacher should formulate and agree to the behavioral plan for correcting the problem. The plan should include specifics for solving the problem.

   d. Form a Commitment.—The teacher and the student should be in agreement with the behavioral plan. It is very important for the plan to be a reflection of the ideas presented by the student. He should see the plan as his idea.

   e. Follow-Up.—A date should be set whereas the student and teacher can meet again to assess the progress being made toward solving the problem. Following the initial meeting, the teacher should continue to observe to see that the behavioral plan is being followed. The student should be aware of the teacher's continued concern.

3. Distribute the teacher role description to some of the students; distribute the student role description to the remaining students.

4. Ask for two volunteers for the first situation.

5. Limit each role play to approximately five minutes.

6. Each student should explain how he felt in the role he performed.
Culminating Discussion Questions:

A. How did the person playing the teacher handle the situation in each roleplaying situation?

B. Was a helping relationship established during the roleplay situation?

C. What did the teacher do to make the student feel comfortable enough to talk at the outset of the conference?

D. What is the value of this exercise?

Situation A*

Student:

You are fourteen years old and in high school. The teacher has asked you to come and talk to her about not turning in your book report on Catcher in the Rye. Tell her that you just didn't feel like reading the book and that you won't do the report even if it means failing the class. If she asks you what the problem is, tell her that it takes too long to read a whole book, and you just didn't have time.

The HIDDEN REASON behind your not reading the book is that your parents are opposed to the book and have forbidden you to read it. You are ashamed of their old-fashioned attitude and do not want the teacher to talk with them about it. DO NOT GIVE THE HIDDEN REASON UNLESS THE PERSON PLAYING THE TEACHER ROLE MAKES YOU FEEL COMFORTABLE ENOUGH TO TALK ABOUT IT.

Teacher:

You are a high school English teacher and have called in one of your pupils to talk to him (or her) about why he (or she) failed to hand in a book report on Catcher in the Rye. This pupil has never failed to do an assignment before and is doing average work in your class.

*Adapted from Thiokol Chemical Corporation, 1971.
**Situation B**

**Student:**

You are a senior in high school. Your teacher has called you in to ask you why you left the class while on a field trip to City Hall yesterday. You will tell him (or her) that you left the group because you have already seen City Hall and didn't feel it was necessary to see it again. If the teacher isn't satisfied with the answer, ask him (or her) what more you could learn by taking a second tour of City Hall; point out that you have learned as much as the other students in the class.

The HIDDEN REASON behind your leaving the group is that you have been placed on probation by the juvenile court for theft, and you were afraid of being recognized by someone from the court while at City Hall. You are ashamed of being on probation and didn't want the teacher and the class to know of your situation. DO NOT GIVE THE HIDDEN REASON UNLESS THE PERSON PLAYING THE TEACHER ROLE MAKES YOU FEEL COMFORTABLE ENOUGH TO TALK ABOUT IT.

**Teacher:**

You are a Civics teacher in the local high school and you have called in one of your students to find out why he (or she) left the class without permission while on a field trip to City Hall. Leaving a field trip without permission is the same as an unexcused absence from class.

*Adapted from Thiokol Chemical Corporation, 1971.

**GROUP EVALUATION SHEET**

**RATING SCALE FOR GROUP PROCESS**

How did you feel about today's discussion?

Circle the point on the scale of these contrasting statements which most closely expresses your reaction to the discussion group. The extreme left margin represents the most positive and the extreme right margin represents the most negative. Read both statements carefully.

**Adapted from A Bridge of Understanding in Human Relations, 1970.**
The group got off to a good start
The group got off to a bad start

The atmosphere was friendly, warm and informal
The atmosphere was unfriendly, cold and formal

There was a good progress in the group
The group made little progress

The discussion was helpful to me
The discussion was not helpful to me

Members encourage each other to participate
Members did not seem interested in each other

Members felt free to speak and express ideas
Members were reluctant to speak and share ideas

The leader provided the right amount of direction
The leader gave no direction to the group

The leader made me feel as if I belonged
The leader irritated me; I wished he or she had behaved differently

The leader was very friendly, understood and accepted each member of the group
The leader was unfriendly, took sides and dominated the group

Comments:
Activities for the Experimental Group:

I. Article Summary Exercise

II. Out-of-Class Projects

III. Class Reports

IV. Lectures/Discussions

V. Examinations Based on the Textbook

VI. The Human Relations Component

I. Article Summary Exercise

Objective: The student is to develop an understanding of the development and function of the secondary school to the extent that he can identify the major professional publications in education and explain their relationship to secondary education.

Specifications of the Assignment: The students will read and write summaries of articles pertaining to the following general areas:

- Teacher Effectiveness
- Criticisms of your teaching field or of secondary education
- Advancement Opportunities in Teaching
- Controversial Issues in Education
- Curriculum and Teaching Innovations

One class period will be devoted to discussion of interesting observations resulting from reading the various articles.

II. Out-of-Class Projects

Objective: The student is to develop an understanding of the development and function of the secondary school to the extent that he can relate in-class theoretical understandings to practical experiences encountered by interacting with secondary students, teachers, or administrators.
Specifications of the Assignment: Each student should decide upon an out-of-class activity which would result in meeting the above objective. However, the students may select an activity from a list of out-of-class activities similar to the ones below:

Visit several school board meetings.
Interview teachers, adolescents, administrators.
Observe a secondary teacher in the classroom.
Attend classes with a high school student.

Each student will complete a written and oral report describing the experience and giving personal reactions to the experience.

Three class periods will be set aside for all students to share the results of their experiences.

III. Class Reports/Group and Individual

Objective: The student will develop an understanding of teaching processes to the extent that he can demonstrate the ability to relate effectively in a teaching situation through a simulated teaching experience.

Specifications of the Assignment: Each student should decide upon a topic which he would like to explore or select a topic from a list of topics similar to the ones below:

Teacher Organizations
Teacher Certification
Legal Aspects of Teaching
Teacher Supply and Demand
Teacher Salaries and Retirement

Book Reports may also be presented.

The report is to be presented orally in class after students have thoroughly researched, organized, and prepared the presentation.

IV. Lectures/Discussions

Topics similar to the following will be discussed in class:
a. Organization and Administration of Schools
b. School Finance
c. Curricular and Teaching Innovations
d. Historical Development of Education in America

V. Examinations Based on the Textbook

Major Activities for the Control Group:

I. Article Summary Exercise

II. Out-of-Class Projects

III. Class Reports

IV. Lectures/Discussions

V. Examinations Based on the Textbook

I. Article Summary Exercise

Objective: The student is to develop an understanding of the development and function of the secondary school to the extent that he can identify the major professional publications in education and explain their relationship to secondary education.

Specifications of the Assignment: The students will read and write summaries of articles pertaining to the following general areas:

- Teacher Effectiveness
- Criticisms of your teaching field or of secondary education
- Advancement Opportunities in Teaching
- Controversial Issues in Education
- Curriculum and Teaching Innovations

Class time will be devoted to discussion of interesting observations resulting from reading the various articles.

II. Out-of-Class Projects

Objective: The student is to develop an understanding of the development and function of the secondary school to the extent that he can relate in-class theoretical understandings to practical
specifications encountered by interacting with secondary students, teachers, or administrators.

Specifications of the Assignment: Each student should decide upon an out-of-class activity which would result in meeting the above objective. However, the students may select an activity from a list of out-of-class activities similar to the ones below:

- Visit several school board meetings.
- Interview teachers, adolescents, administrators.
- Observe a secondary teacher in the classroom.
- Attend classes with a high school student.

Each student will complete a written and oral report describing the experience and giving personal reactions to the experience.

Class time will be set aside for all students to share the results of their experiences.

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Objective: The student will develop an understanding of teaching processes to the extent that he can demonstrate ability to relate effectively in a teaching situation through a simulated teaching experience.

Specifications of the Assignment: Each student should decide upon a topic which he would like to explore or select a topic from a list of topics similar to the ones below:
- Teacher Organizations
- Teacher Certification
- Legal Aspects of Teaching
- Teacher Supply and Demand
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a. Organization and Administration of Schools
b. School Finance
c. Curricular and Teaching Innovations
d. Historical Development of Education in America

V. Examinations Based on the Textbook
APPENDIX B

THE AMERICAN SECONDARY SCHOOL

COURSE OBJECTIVES

What are the major course objectives?

1. **Admission.** The student will not be admitted to the teacher education program until he can:
   
   a. Compete favorably in academic and intellectual activity with other college majors.
   
   b. Demonstrate adequate written and oral language usage.
   
   c. Demonstrate adequate speech and hearing patterns.
   
   d. Demonstrate stable emotional and personality patterns.

2. **Guidance.** The student is to develop an understanding of self to the extent that he can:
   
   a. Identify some of his personal traits that would assist him in making a professional commitment to teaching.
   
   b. Hold analytical and rational dialogue in which evaluative judgments are made concerning teaching potential.
   
   c. Compare individual student behavior to groups of adolescents.

3. **Teaching Processes.** The student is to develop an understanding of teaching processes to the extent that he can after some direct experiences with students and teachers:
   
   a. Distinguish between the behavior patterns of junior and senior high students.
   
   b. Identify some characteristics of an effective teaching environment.
c. Demonstrate ability to relate effectively in a teaching situation through some kind of simulated teaching experience(s).

4. The Secondary School. The student is to develop an understanding of the development and function of the secondary school to the extent that he can:

a. List and explain the major changes which have occurred in the organization and structure of schools in historical perspective.

b. Explain the major role of public education as it relates to culture and democracy.

c. Identify the major professional publications in education and explain their relationship to secondary education.

d. List the specifics of teacher certification laws, teacher tenure, fringe benefits, and legal responsibility.
APPENDIX C

SAMPLE OF TENNESSEE SELF CONCEPT SCALE

Instructions:

Write only on the separate answer sheet provided. Do not put any marks in this booklet.

The statements in this booklet are to help you describe yourself as you see yourself. Please respond to them as if you were describing yourself to yourself. Do not omit any item! Read each statement carefully; then select one of the five responses listed below. On your answer sheet, put a circle around the response you chose. If you want to change an answer after you have circled it, do not erase it but put an X mark through the response and then circle the response you want.

When you are ready to start, find the box on your answer sheet marked time started and record the time. When you are finished, record the time finished in the box on your answer sheet marked time finished.

As you start, be sure that your answer sheet and this booklet are lined up evenly so that the item numbers match each other.

Remember, put a circle around the response number you have chosen for each statement.

Responses--

Completely false Mostly false Partly false and partly true Mostly true Completely true

1 2 3 4 5

You will find these response numbers at the bottom of each page to help you remember them.

Item No.

1. I have a healthy body ............... 1
3. I am an attractive person ................. 3
5. I consider myself a sloppy person ........... 5
19. I am a decent sort of person ............... 19
21. I am an honest person ..................... 21
23. I am a bad person ........................... 23
37. I am a cheerful person ..................... 37
39. I am a calm and easy-going person .......... 39
41. I am a nobody .............................. 41
55. I have a family that would always help me in any kind of trouble ..................... 55
57. I am a member of a happy family ............ 57
59. My friends have no confidence in me ........ 59
73. I am a friendly person ..................... 73
75. I am popular with men ..................... 75
77. I am not interested in what other people do ... 77
91. I do not always tell the truth .............. 91
93. I get angry sometimes ..................... 93

Responses--

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<thead>
<tr>
<th>Completely false</th>
<th>Mostly false</th>
<th>Partly false and partly true</th>
<th>Mostly true</th>
<th>Completely true</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
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APPENDIX C

SAMPLE OF FUNDAMENTAL INTERPERSONAL RELATIONS ORIENTATION-BEHAVIOR SCALE

Directions:

This questionnaire is designed to explore the typical ways you interact with people. There are, of course, no right or wrong answers; each person has his own ways of behaving.

Sometimes people are tempted to answer questions like these in terms of what they think a person should do. This is not what is wanted here. We would like to know how you actually behave.

Some items may seem similar to others. However, each item is different so please answer each one without regard to the others. There is no time limit, but do not debate long over any item.

For each statement below, decide which of the following answers best applies to you. Place the number of the answer in the box at the left of the statement. Please be as honest as you can.

1. usually  2. often  3. sometimes  4. occasionally
5. rarely  6. never

___1. I try to be with people.
___2. I let other people decide what to do.
___3. I join social groups.
___4. I try to have close relationships with people.
___5. I tend to join social organizations when I have an opportunity.
___6. I let other people strongly influence my actions.
___7. I try to be included in informal social activities.
___8. I try to have close, personal relationships with people.
9. I try to include other people in my plans.
10. I let other people control my actions.
11. I try to have people around me.
12. I try to get close and personal with people.
13. When people are doing things together I tend to join them.
CRITERION I. Does the material require the learner to perform a task?

Human relations materials should incorporate or take the form of an "exercise." Such an "exercise" would be a game or game-like activity; a series of directions that guide the student through an experience that can be reviewed and perhaps replicated later; or a film or reading assignment or other personal statement or event followed by a critique or seminar in which students may relive and react to their experience. In all cases there is something for the student to do, meaning that the student must commit something of him/herself to the exercise with at least a small measure of emotional risk implied in the commitment.

CRITERION II. Does the material ensure that the learner experiences consequences from his/her behavior?

Students who do not see results from their behavior usually do not see a reason for the behavior or for the exercise. What do we mean by consequences? Any one or more of the following may be examples:

1. Expressions of positive or negative feelings from peers, such as: "Thanks"; "Nice job"; "I don't like what you did/said/failed to do...", etc.; also smiles and frowns and other nonverbal responses.
2. The effectiveness of task performance should be clearly shown in success or failure.
3. Opening or denial of opportunities: If the student cannot establish a desired relationship and thereby is prevented from doing certain things, the lack of opportunity should be a clear consequence which follows from the lack of success.

CRITERION III. Is it possible for the consequences of behavior to be seen by the learner in the context of a larger concept or model of interaction?
Human relations training aims not only at changing behavior within the training setting but beyond that setting as well, and therefore information about what is happening to specific individuals in the exercise is not enough.

Concepts or models of interaction help not only in diagnosing and evaluating what is happening in the exercise but also help in guiding students to explore new avenues of behavior that they might not have thought about before. Such concepts and models may be arrived at inductively by the students or may be presented by the teacher.

CRITERION IV. Do the materials allow the learner to repeat the experience when appropriate?

Duplication of the experience allows for the development of awareness and interpersonal skills which are the object of most human relations training.

CRITERION V. Does the material allow all students to protect themselves from undue threat and emotional pain?

Overstepping the line between human relations training and group therapy is easy for teachers to do; the best judge of when that line has been crossed is the learner who feels discomfort; the exercise should permit the learner to protect himself when an experience is coming too close to his threshold of pain. An appropriate and desirable student response might be stated, "I pass"; "I don't like this exercise"; "I do not wish to participate." Confrontation between people and within people can be a useful and powerful teaching tool. But beyond a certain threshold, confrontation is counter-productive and even dangerous.

CRITERION VI. Does the material encourage students to relate their exercise behavior to real world constraints?

How can a classroom exercise become "real"? One way is to allow the participants to redesign the exercise as they use it. For example, the materials might challenge the students to think about a real world problem confronting one or more of their group members and help them to devise a means of working with that very problem in the exercise. Another way is to discuss or debrief the exercise in terms of the real world problems facing the students; for example: "What does this (exercise event) mean when you go home tonight?"
"How can this help you in every day life?" "What does this exercise mean to you as a prospective teacher?"

APPENDIX F

THREE MEMBER JURY FOR VALIDATION OF
HUMAN RELATIONS COMPONENT

Dr. Charlie Nichols
Professor of Education
Texas Wesleyan College
Fort Worth, Texas

Willa Lister
Human Relations Facilitator
Fort Worth Independent Schools
Fort Worth, Texas

Yvonne A. Ewell
Assistant Superintendent
Dallas Independent School District
3700 Ross Avenue
Dallas, Texas
APPENDIX G

ANALYSES OF INDIVIDUAL SCORES
TABLE XLI
ANALYSIS OF TOTAL POSSIBLE CHANGE FOR TSCS--EXPERIMENTAL GROUP, CONTROL GROUP$_1$, AND CONTROL GROUP$_2$

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<th>Group</th>
<th>Possible Changes</th>
<th>Positive Change</th>
<th>Negative Change</th>
<th>No Change</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>Experimental (N = 26)</td>
<td>260</td>
<td>143</td>
<td>55</td>
<td>103</td>
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<tr>
<td>Control Group$_1$ (C$_1$) (N = 18)</td>
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<td>112</td>
<td>62</td>
<td>60</td>
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<tr>
<td>Control Group$_2$ (C$_2$) (N = 65)</td>
<td>650</td>
<td>344</td>
<td>53</td>
<td>258</td>
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# Table XLII

**Analysis of Total Possible Change for Firo-B—Experimental Group, Control Group ₁, and Control Group ₂**

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<th>Group</th>
<th>Possible Changes</th>
<th>Positive Change</th>
<th>Negative Change</th>
<th>No Change</th>
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</thead>
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<tr>
<td></td>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
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<td>Experimental</td>
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<tr>
<td>Control Group ₁</td>
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<td>(C₂) (N = 65)</td>
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TABLE XLIII

ANALYSIS OF TOTAL POSSIBLE CHANGE FOR EXPERIMENTAL GROUP,
CONTROL GROUP1, AND CONTROL GROUP2

<table>
<thead>
<tr>
<th>Group</th>
<th>Possible Changes</th>
<th>Positive Change</th>
<th>Negative Change</th>
<th>No Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>Experimental (N = 26)</td>
<td>416</td>
<td>192</td>
<td>46</td>
<td>161</td>
</tr>
<tr>
<td>Control Group1 (C1)</td>
<td>288</td>
<td>163</td>
<td>57</td>
<td>87</td>
</tr>
<tr>
<td>(N = 18)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control Group2 (C2)</td>
<td>1040</td>
<td>476</td>
<td>46</td>
<td>412</td>
</tr>
<tr>
<td>(N = 65)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TABLE XLIV

ANALYSIS OF CHANGES ON TSCS SELF CRITICISM SCORE FOR
EXPERIMENTAL GROUP, CONTROL GROUP 1,
AND CONTROL GROUP 2

| Group              | N  | Positive Change | | Negative Change | | Stable |
|--------------------|----|-----------------|-----------------|-----------------|------------------|
|                    |    | Number | Per Cent | Number | Per Cent | Number | Per Cent |
| Experimental       | 26  | 17     | 65      | 8      | 31      | 1      | 4        |
| Control Group 1 (C1) | 18  | 9      | 50      | 8      | 44      | 1      | 6        |
| Control Group 2 (C2) | 65  | 27     | 42      | 32     | 49      | 6      | 9        |
APPENDIX H

NORMAL LIMITS FOR TSCS SCORES

<table>
<thead>
<tr>
<th>Variable</th>
<th>Normal Limits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Positive Score</td>
<td>421 &amp; 318</td>
</tr>
<tr>
<td>Self Criticism</td>
<td>48 &amp; 27</td>
</tr>
<tr>
<td>Identity</td>
<td>147 &amp; 117</td>
</tr>
<tr>
<td>Self Satisfaction</td>
<td>144 &amp; 87</td>
</tr>
<tr>
<td>Behavior</td>
<td>140 &amp; 102</td>
</tr>
<tr>
<td>Physical Self</td>
<td>88 &amp; 63</td>
</tr>
<tr>
<td>Moral-Ethical Self</td>
<td>88 &amp; 56</td>
</tr>
<tr>
<td>Personal Self</td>
<td>81 &amp; 56</td>
</tr>
<tr>
<td>Family Self</td>
<td>88 &amp; 62</td>
</tr>
<tr>
<td>Social Self</td>
<td>86 &amp; 59</td>
</tr>
</tbody>
</table>
APPENDIX I

MEANS AND STANDARD DEVIATIONS FOR
SAMPLES OF COLLEGE STUDENTS

Wagner & Fitts

\( N = 78 \)

<table>
<thead>
<tr>
<th>TSCS Score</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Positive</td>
<td>351.7</td>
<td>29.7</td>
</tr>
<tr>
<td>Self Criticism</td>
<td>35.2</td>
<td>5.9</td>
</tr>
<tr>
<td>Identity</td>
<td>124.9</td>
<td>9.2</td>
</tr>
<tr>
<td>Self-Satisfaction</td>
<td>112.1</td>
<td>12.6</td>
</tr>
<tr>
<td>Behavior</td>
<td>114.1</td>
<td>11.1</td>
</tr>
<tr>
<td>Physical Self</td>
<td>72.3</td>
<td>6.2</td>
</tr>
<tr>
<td>Moral-Ethical Self</td>
<td>70.8</td>
<td>8.1</td>
</tr>
<tr>
<td>Personal Self</td>
<td>67.2</td>
<td>7.1</td>
</tr>
<tr>
<td>Family Self</td>
<td>73.0</td>
<td>7.1</td>
</tr>
<tr>
<td>Social Self</td>
<td>68.4</td>
<td>6.9</td>
</tr>
</tbody>
</table>
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