

BEHAVIOR PROBLEMS AND HUMAN RELATIONS
CURRICULUM IN ELEMENTARY SCHOOLS

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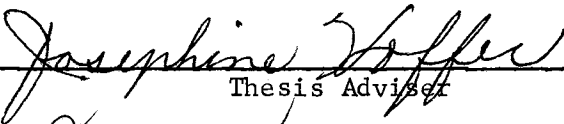
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DEDICATION

Concern for the young lives of my brother and sister has been a major motivator in my efforts to investigate human relation education in elementary schools. Grant and Becky Carrick receive the dedication of this thesis with my love to them always.

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I gratefully recognize the support of all those people who have been adherent to this study concerning human relations. Sincere feelings of appreciation are expressed to my friend and adviser, Dr. Josephine Hoffer, Associate Professor, Department of Family Relations and Child Development for her sensitive awareness and dedicated guidance through my efforts in studying human relations.

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CHAPTER I

THE PROBLEM AND ITS IMPORTANCE

Stouffer (1952) has reported that the main interest of teachers is the educational achievement of the child, and that this expectation seems to operate to the disadvantage rather than the advantage of the child. However, Havighurst (1953) has reported that society is increasingly putting more and more responsibility upon schools for assisting children with their social and emotional developmental tasks, as well as the intellectual ones. The social education of a young child, according to Herrick (1950), is more than reading, history, current events, or social studies; it is concerned fundamentally with the development of human beings as he deals progressively with the problems of human relations.

Unfortunately, there are still some teachers who either through lack of training or through personal inadequacy, see their function in the child's life as limited to teaching the 3 r's. They fail to recognize that all are necessarily involved in adjusting to the complexities of life's demands --many of which are related only peripherally to academic proficiency (Mussen and Conger, 1956, p. 401).

Researchers seem to indicate that many teachers today are finding it more difficult to work effectively with children in their classrooms and this may be related to the fact that many schools have neglected to emphasize social and emotional needs of children and have thus caused many youngsters to fall behind in their achievement. Havighurst (1953)

states that:

. . . living in a modern society such as that of the U. S. A. is a long series of tasks to learn, where learning well brings satisfaction and reward, while learning poorly brings unhappiness and social disapproval. If the task is not achieved well, and failure at this task will cause partial or complete failure in the achievement yet to come (p. 2).

This investigator believes that partial or complete failure in any areas of development will obviously promote problems in the classroom. The general purpose of this study was to study certain relationships which would indicate to what extent human relations as a part of the curriculum affect the classroom problems encountered by teachers.

Need for the Study

Two decades ago Havighurst (1953) reported on the importance of achieving developmental tasks at the appropriate time. Today, many realize that as well as meeting the academic needs they have an obligation to the emotional and social development of children. The present research was designed to provide information which would enable teachers to meet the emotional and social needs of children as they arise.

Mussen and Conger (1956) reported that future generations will stand a better chance to become well adjusted adults if children's needs are met in different areas at appropriate times. "Teaching human relations," they wrote, "encourages healthy development in the areas of emotional, social and intellectual needs which are related to academic proficiency" (p. 401).

Stouffer supports the need for this study as a source of information by which . . . the public and parents in particular can be reoriented, where necessary, as to the role of the school and they must

constantly be given information to assist them in understanding what could and should be accomplished in the best interests of the child (Stouffer, 1952, p. 285).

More specifically the investigator anticipates that this study will provide educators with information concerning the relationship between the frequency and seriousness of problems in the classroom and human relations education within the classroom as Stouffer (1952) noted:

If education for life is to become a meaningful concept, we will need to know more about and constantly investigate the social and emotional dynamics of behavior as well as the intellectual development of the child (p. 285).

Hypotheses

The purpose of this study was to determine the frequency and seriousness of elementary school teachers' classroom problems and to determine if these problems were discussed in the human relations curriculum. The following hypotheses were examined:

(1) There is no significant relationship between teachers' perceptions of the frequency of classroom problems and the inclusion of these problems as subject material in the human relations curriculum.

(2) There is no significant relationship between teachers' perceptions of the frequency of classroom problems and the reasons these problems are included as subject material in the human relations curriculum.

(3) There is no significant relationship between teachers' perceptions of the frequency of classroom problems and the methods utilized in including these problems as subject material in the curriculum.

(4) There is no significant relationship between teachers' perceptions of the seriousness of classroom problems and the inclusion of

these problems as subject material in the human relations curriculum.

(5) There is no significant relationship between teachers' perceptions of the seriousness of classroom problems and the reason these problems are included as a subject in the human relations curriculum.

(6) There is no significant relationship between teachers' perceptions of the seriousness of classroom problems and the method utilized in including these problems as subject material in the human relations curriculum.

Definitions

The following definitions were used:

- (1) Behavior Problems--conflicts between individual's behavior and requirements by the general public and/or the public school for behavior.
- (2) Human Relations Curriculum--discussion and/or activities integrated into every aspect of learning in school that affect the whole being of a child.

CHAPTER II

RELATED LITERATURE

Educating the Whole Child

The child brings his whole being to school with him. He brings needs in every aspect of his growth, not intellect alone. A pamphlet developed by educators and psychologists entitled "Dimensions of Personality" reports that:

No part of education is untouched by the affective domain. The child's success in mathematics, for example, depends on his feelings about himself, his teacher, and his classmates. It depends as much on these as on his intellectual capacity or the competence of the teacher or the methodology.

Havighurst (1953) stated that nature lays down wide possibilities in the developing of the human body, and the possibilities are realized by what a child learns. The study of human relations incorporated in curriculum encourages not only specific knowledge of a subject but attitudes concerning the subject. Holt (1964) indicated that we cannot legislate sensitivity and intimacy into existence. He also suggested that teachers should learn to see their pupils not their subject matter. He continued by discussing the idea that teachers can define curriculum and theorize about motivation, but they cannot promote perception by command.

According to Holt (1964), everyday teaching is what it should be: a process of mutual discovery, interaction, and exploration of the self

as well as of another person and a subject matter. He described affective curricula as being intensely alive, aware, and sensitive. Human relations is integrated into every aspect of the curriculum to create the climate for learning.

Implications of Human Relations

Education

Dinkmeyer and Dreikurs (1963) note that:

The basic aim of each child is to find a place in the group to belong. The child who misbehaves still believes his actions will gain him significance. The four goals of misbehavior have been classified as 'attention getting, power, revenge and displaying inadequacy' (p. 28).

Havighurst (1953) suggests other reasons children need help with their feelings in school: (1) Children may not be able to find a work situation in which they feel comfortable, at least a fair degree of competence. (2) Children may need help finding a situation in which they feel that they are valued and appreciated by the other children. (3) Children may need help modifying their behavior to eliminate inner conflicts that would hinder them from establishing any constructive relationships with other children.

An article in Life magazine entitled "What the U. S. Thinks About Its Schools" reports the kind of education citizens in the American culture want:

Some think the schools should limit education to the 3 r's, but . . . some ninety percent of the general public feel that the schools should educate the 'whole child' and provide for his emotional and social development as well as for his physical and intellectual growth (p. 34).

The Educational Reviews (1959) concerning human relations for the six years previous to 1959 suggested an increased significance of human

relations in educational systems: by 1959, two textbooks in educational sociology by Brookover (1955) and Neugarten (1957) devoted considerable space to the social structure and dynamics of school systems.

As early as 1950, Taba wrote a textbook entitled "With Focus on Human Relations" which discussed a project sponsored by the American Council on Education from January, 1945, to September, 1948. Taba described it as:

. . . a joint undertaking by the project staff and teachers in cooperating public schools to develop new materials, new approaches, new techniques, and new ways of mobilizing school and community resources for improving human relations and fostering intergroup understanding (p. v).

Read (1966) expressed her feelings that understanding human behavior is a need that has become more pressing today than ever before. Wickman (1928) supported the idea that the subject of child behavior has recently taken on new significance. He suggested that education is beginning to turn serious attention to preparing children for life by recognizing the importance of emotional and social development of children along with the need for their intellectual and physical training.

Contributions of Human Relations Programs to Children's Development

Bakwin (1960) discussed a basic idea concerned with human relations. He suggested a balance between encouragement for self-expression along with training for necessary conformity. Read (1966) mentions techniques to be used in classrooms that will help the child grow more secure and adequate. She believes that the use of certain teaching skills will help the child develop confidence in the kind of person he is.

Obviously, a child has learned much about relationships before he

enters school. Elbin (1951) observed that parents, brothers, sisters, and playmates have given a child a feeling about whether he is accepted and secure or shunned and slighted. The school has an opportunity in helping the child improve his way of relating.

Research indicates that a child's feelings span all curricula. Every part of education is touched by the affective domain. Many examples cited teachers that sometimes flounder in their classrooms as they respond to crisis after crisis rather than encouraging good interpersonal relationships which will create a good climate for learning.

Rogers (1969) presents research evidence which suggests that individuals who are real, sensitive, emphatic listeners, and stimulators of self-initiated learning and growth are regarded as effective in the classroom . . . the problems that concern them have to do with the release of potential, not the deficiencies of their students. Rogers reports that in classrooms with such a psychological climate, children learn more of the conventional subjects. This study was supported by the research of Lennard (1962).

Concerning the climate of the classroom, Dinkmeyer and Dreikurs (1963) suggested that:

Man's behavior can best be understood if it is viewed in terms of his social setting. Social interest is more than a feeling of belonging; it is a key concept in the understanding of behavior (p. 8).

Dreikurs (1957) believes that to understand a child one must realize that his every act is purposive and expresses his attitudes, his goals, and his expectations. Wickman (1928) suggested that the possibility for increased understanding between teachers and pupils is greatly diminished in an atmosphere of anticipated conflict and mutual

distrust.

Havighurst (1953) believes that a classroom of children who have very little sense that they are "all right" likely have a teacher who does not accept the kinds of feelings and behaviors that are a real part of them. A pamphlet, "The Hidden Curriculum" suggests that when a teacher helps a child gain respect, awareness, and appreciation for self and others, he is meeting needs extremely relevant to that child's future ability to enter into and enjoy relationships and life, choose and prepare for a career, and remain free to life's choices.

The successful teacher of human relations will likely live up to the description by Charles (1964).

A good teacher deals with the 'whole child' socially and emotionally, but she must deal with him primarily as a learner It is imperative that she react to him, stimulate and guide him, curb him in a word, deal with him practically almost as soon as he walks into her classroom (p. iii).

Many educators accept the behavior teachers experience in their classrooms as expressions of feelings that have been provoked by students. Teachers are learning more about the importance of security and acceptance in relation to the elements of their students' personality and achievement in school. Read (1966) defines acceptance as

. . . recognizing without blaming . . . permitting the child to act out his feelings without trying to make him ashamed of it. Instead of hiding his feelings he can bring them out where he and we can do more about them (p. 185).

Probably one of the hardest tasks a teacher has is understanding how her children feel. Dreikurs (1957) indicated that there is probably no more difficult task in the realm of human relations than that of sharing someone else's perceptions of an experience or situation What one knows and what he feels are two different things.

Webster (1973) refers to behavior as our mode of behaving in the presence of others or toward them. Davis (1962) suggested that teachers must be concerned with the emotions and feelings of their students if they are to be truly effective in the classroom. Dreikurs (1957) further indicated that:

Without a doubt, the motives of greatest concern to the teacher are the social or learned ones, because they determine to a great extent the child's attitude toward school and his willingness to channel his energy into academic work (p. 23).

Havighurst (1953) suggests that if the teacher herself believes that there are many important activities to enjoy and learn beyond the "basic skills," (often referred to as the 3 r's), then for the children they become a bona fide part of the school day. Davis (1962) suggested some methods for teachers to use to promote better human relations in their classroom. Some of the ideas are as follows: (1) giving all students more opportunity to work together in groups; (2) providing more interaction among members of minority groups and the members of majority groups in the solution of common problems and individual projects in the school; (3) attempting to diagnose feelings and reactions of students; (4) providing opportunities for all to achieve within the classroom; (5) using literature to study about feelings; (6) using projective approaches and methods; (7) studying the problems of groups and families in new situations; (8) studying the contributions of individuals from minority groups; (9) studying the local community; (10) identifying stereotypic ways of thinking; (11) providing more opportunities for newcomers and members of minority groups in student activities; and (12) providing greater opportunities for class discussion of problems of minority groups in the social studies.

Summary

The literature revealed the following implications which are related to the present study:

- (1) Problems in any area of development affect any or all the other areas.
- (2) Human relations should be integrated into every aspect of the curriculum to create a climate for learning.
- (3) Human relations classes can serve as an outlet for children's feelings.
- (4) Educators, as well as the general public, are beginning to see human relations as a vital subject matter area to be included in the curriculum.
- (5) Teachers who create a comfortable psychological climate have fewer classroom problems.

CHAPTER III

PROCEDURE

To achieve the purpose of this study, which was to examine the relationship between teachers' perceptions of classroom problems and the human relations classes as a part of the curriculum, the following steps were followed:

- (1) selection of a scale to identify teachers' problems,
- (2) development of an inventory to identify what, why, and how human relations classes were developed,
- (3) the selection of subjects for the study, and
- (4) the administration of Wickman Behavior Rating Scale and Carrick Human Relations Inventory (CHRI).

Selection of Scale to Identify Teachers' Problems

Wickman's study of teachers' attitudes toward child behavior had its origin in two experimental investigations. The first was conducted in 1924 in the public schools in Minneapolis, the second in 1925-26 in a public school in Cleveland. Both studies were to secure informational data on the behavior problems of young children as teachers perceived them. Wickman's Behavior Rating Scale (1926) consisted of fifty-one behavior traits which were acquired from a long list of 428 suggested traits. These 428 behavior traits were submitted to twenty-seven

teachers in the Cleveland School; from this list of spontaneous replies, fifty-one behavior traits were the most frequently reported and these became the Wickman Behavior Rating Scale (see Appendix A).

This scale was selected to identify teachers' classroom problems according to frequency and seriousness of the problems. For the purpose of this study, Wickman's Behavior Rating Scale was used to evaluate a group of children rather than a single child as was used in Wickman's study.

Development of a Human Relations

Inventory

Carrick Human Relations Inventory (CHRI) included the fifty-one behavior problems established by Wickman as a basis for an inventory concerning when teachers taught the topic, why they taught it, and how they taught it (Appendix B). Each behavior trait contains three divisions (I, II, and III) which are distinguished by separate columns.

The first division of the inventory (I), "Time(s) Subject Is Discussed" provides information concerning how often the item is taught and when it is taught. The division (I) of the inventory suggests if the item is dealt with

- a. never,
- b. when occasion arises,
- c. as planned in curriculum, and
- d. combination of b and c.

Part (II) of the CHRI was designed to obtain data reflecting reasons a subject is discussed as related to, i.e.

- a. is not a problem,

- b. was a classroom problem,
- c. planned in program, and
- d. combination of b and c.

Part (III) of the CHRI was to learn the method(s) used in dealing with each particular behavior trait as related to, i.e.

- a. would not teach,
- b. spontaneous discussion,
- c. planned program, and
- d. combination of b and c.

The Selection of Subjects for the Study

Southwestern Oklahoma was selected to secure subjects for this study since the investigator was familiar with the location of co-operating schools. Cooperation was obtained from the following schools; Hollis, Gould, Arnett, Eldorado, Altus, Snyder, Waurika, Southside, Cordell, Tipton, and Apache. Data were obtained in the month of May and teachers were asked to evaluate their classroom over the past year.

The Administration of the Wickman Behavior Rating Scale and CHRI Inventories

Inventory scales were personally delivered or mailed to elementary school teachers in each of the towns listed.

Descriptions of the Subjects

The subjects for this study were 71 elementary school teachers, (9 male and 62 female), who were employed in southwestern Oklahoma during the 1973-74 term of school. The sample ranged in age from 20 to 65

years. Most of the teachers had earned a bachelors degree since 1960. The teaching experience reported by the teachers ranged from one year to more than 35 years. Teachers completing the inventories ranged in grade assignments from K-6 grades.

CHAPTER IV

ANALYSIS OF DATA

To achieve the purpose of this study and to examine the stated hypotheses data were subjected to chi-square analysis. All hypotheses are presented and followed by the data in tables.

Examination of Hypotheses and Discussion of Results

Hypothesis (1). There is no significant relationship between teachers' perceptions of the frequency of classroom problems and the inclusion of these problems as a subject in the human relation curriculum.

Table I reveals that there were significant relationships between the frequency of problem behaviors and their inclusion in the human relations discussion in the classroom. However, the significant relationships were reflected by problems not being included in the planned curriculum. Problems were discussed when the occasion arose. There are no data to indicate whether these discussions were to prevent problems or the problems were discussed as a reprimand. A further examination of Table I indicates that many of the problems were in the area of classroom control. Problems omitted from the planned or spontaneous discussion were in the areas of children's feelings. On the basis of data presented, Hypothesis (1) is held tenable.

TABLE I

FREQUENCY OF CLASSROOM PROBLEMS IN RELATION TO INCLUSION OF THE PROBLEMS IN THE CURRICULUM
(N = 71)

BEHAVIOR PROBLEMS	Frequency of Problems				Inclusion of Problems			d.f.	X ²	Level of Significance
	Has Never Occurred	Has Occurred Once or Twice but No More	Recurrs With Occasional Frequency	Has Become Almost Habitual	Never	When Occasion Arises	Planned in Curriculum			
Unnecessary tardiness	11	26	29	4	12	54*	5	1	11.64	.001
Truancy	37*	25	7	0	35	31	3	1	31.09	.001
Destroying school property	30	25	10	0	15	35	21	2	14.70	.001
Untruthfulness, lying	3	37*	29	0	1	60*	10			N.A.
Imaginative tales	18	35	16	1	31	36*	2	2	20.60	.001
Cheating, "copying"	0	41*	26	3	5	52*	3	1	2.92	N.S.
Stealing money	28	35	4	1	19	40*	11	1	24.79	.001
Stealing food or sweets	47*	19	3	0	41*	25	4	1	19.81	.001
Stealing articles	38*	27	14	3	20	42*	8	1	25.40	.001
Swearing, profane language	13	38*	14	3	12	55*	3			N.A.
Smoking	62*	5	1	0	45*	6	19			N.A.
Obscene notes, talk	25	32	10	1	26	41*	3	1	37.07	.001
Playing with genitalia	58*	8	1	0	62*	7	0			N.A.
Disorderly in classroom	5	34	29	1	2	50*	17	1	2.72	N.S.
Whispering, writing notes	4	24	38*	3	10	55*	7			N.A.
Sissy (or tomboy)	31	33	4	0	50*	17	1	1	6.43	.02
Suggestible	35	18	5	1	38*	24	2	1	40.03	.001

TABLE I (Continued)

BEHAVIOR PROBLEMS	Frequency of Problems				Inclusion of Problems			d.f.	X ²	Level of Significance
	Has Never Occurred	Has Occurred Once or Twice but No More	Recurrs With Occasional Frequency	Has Become Almost Habitual	Never	When Occasion Arises	Planned in Curriculum			
Interrupting	4	26	33	6	4	57*	10			N.A.
Overactive, restless	3	32	28	5	12	53*	3	1	.78	N.S.
Failure to pay attention	1	19	41*	9	0	59*	12			N.A.
Lack of interest in work	3	22	43*	2	6	54*	11			N.A.
Careless, inaccurate in work	0	19	43*	5	1	57*	13			N.A.
Failure to study	3	17	44*	6	3	55*	13			N.A.
Physically lazy	6	36*	24	3	13	53*	5	1	10.30	.01
Neglectful	5	28	32	3	12	51*	7	1	7.41	.01
Willfully disobedient	11	44*	12	2	8	55*	7			N.A.
Impertinent	14	41*	10	1	19	45*	5			N.A.
Cruel, bullying	23	33	11	1	19	44*	6	1	29.27	.001
Quarrelsome	4	32	29	4	4	58*	8			N.A.
Tattling on others	3	23	33	12	1	61*	9			N.A.
Stubborn, contrary	7	41*	19	3	14	55*	2			N.A.
Sullen, sulky	11	45*	12	2	18	50*	2			N.A.
Sexual play with own sex	60*	8	1	1	61*	7	2			N.A.
Sexual play with other sex	56*	12	2	0	51*	10	3			N.A.
Rages, temper tantrums	31	35	4	0	32	37*	1	1	29.15	.001

TABLE I (Continued)

BEHAVIOR PROBLEMS	Frequency of Problems				Inclusion of Problems			d.f.	X ²	Level of Significance
	Has Never Occurred	Has Occurred Once or Twice but No More	Recurrs With Occasional Frequency	Has Become Almost Habitual	Never	When Occasion Arises	Planned in Curriculum			
Rude, impudent	17	43*	7	1	16	53*	2			N.A.
Domineering, overbearing	17	41*	10	1	21	45*	2			N.A.
Shy, timid, withdrawing	17	41*	10	1	19	46*	3			N.A.
Oversensitive	18	43*	7	1	31	47*	2			N.A.
Overcritical, faultfinding	16	39*	14	0	13	53*	3			N.A.
Meddlesome	11	38*	18	1	17	50*	3			N.A.
Acting smart	7	34	25	2	7	60*	3			N.A.
Unhappy, depressed	20	42*	8	0	26	42*	1	1	20.93	.001
Day-dreaming	7	36*	27	0	13	53*	3			N.A.
Nervous (muscularly)	30	32	7	1	34	35	0	1	7.27	.01
Carrying grudges, resentful	22	35	11	1	22	43*	5	1	34.98	.001
Fearful	37*	31	2	0	33	36*	2	1	25.64	.001
Enuresis	45*	13	2	1	51*	15	0			N.A.
Slovenly in appearance	18	33	16	2	26	37*	8	2	24.25	.001
Suspicious	34	29	6	0	38*	32	1	1	14.07	.001
Physical coward	39*	31	0	0	12	26	2	1	13.05	.001

*Notes more than 50% response from teachers

Hypothesis (2). There is no significant relationship between teachers' perceptions of the frequency of classroom problems and the reasons these problems are included as a subject in the human relations curriculum.

Table II reveals that problems were not included on the basis of a planned curriculum. Data, also, indicate that a few teachers would never discuss some problems. Most teachers indicated that they did not plan to include discussion of behaviors unless they became problems. Since there was not a significant relationship between frequency of the problems and the reasons for their inclusion in the human relations curriculum this hypothesis is held tenable.

Hypothesis (3). There is no significant relationship between teachers' perceptions of the frequency of classroom problems and the method utilized in including the subject as material in the curriculum.

Data in Table III reflect no significant relationship between frequency of problems and the methods utilized to include human relations problems in the curriculum. "Suggestible" was the only behavior problem reflecting a significant relationship (.001). On the basis of the data presented this hypothesis is held tenable.

Hypothesis (4). There is no significant relationship between teachers' perceptions of the seriousness of classroom problems and the inclusion of these problems as a subject in the human relations curriculum.

Table IV reflects the behavior items showing a significant relationship between seriousness of problems and their inclusion in the human relations curriculum. The items are as follows: truancy (.001), imaginative tales (.01), stealing food (.01), suggestible (.01), impertinent

TABLE II

FREQUENCY OF CLASSROOM PROBLEMS IN RELATION TO THE REASON THE PROBLEMS ARE INCLUDED IN THE CURRICULUM
(N = 71)

BEHAVIOR PROBLEMS	Frequency of Occurrence				Reason for Inclusion			d.f.	X ²	Level of Significance
	Has Never Occurred	Has Occurred Once or Twice but No More	Rekurs With Occasional Frequency	Has Become Almost Habitual	Is Not a Problem	Was a Classroom Problem	Planned in Curriculum			
Unnecessary tardiness	11	26	29	4	28	32	3	1	29.59	.001
Truancy	37*	25	7	0	39*	13	4	1	14.8	.001
Destroying school property	30	25	10	0	28	19	17	2	6.3	.05
Untruthfulness, lying	3	37*	29	0	25	33	10	1	6.18	.02
Imaginative tales	18	35	16	1	43*	14	1			N.A.
Cheating, "copying"	0	41*	26	3	16	39*	9	1	3.05	N.S.
Stealing money	28	35	4	1	30	26	6	1	12.16	.001
Stealing food or sweets	47*	19	3	0	37*	14	3	1	7.75	.01
Stealing articles	38*	27	14	3	31	25	5	2	26.51	.001
Swearing, profane language	13	38*	14	3	29	29	3	1	8.52	.01
Smoking	62*	5	1	0	34	1	16			N.A.
Obscene notes, talk	25	32	10	1	28	22	5	1	11.17	.001
Playing with genitalia	58*	8	1	0	48*	4	0			N.A.
Disorderly in classroom	5	34	29	1	18	35	14	2	14.29	.001
Whispering, writing notes	4	24	38*	3	24	34	9	1	5.98	.02
Sissy (or tomboy)	31	33	4	0	45*	8	0			N.A.
Suggestible	35	18	5	1	38*	13	12	1	10.48	.01

TABLE II (Continued)

BEHAVIOR PROBLEMS	Frequency of Occurrence				Reason for Inclusion			d.f.	X ²	Level of Significance
	Has Never Occurred	Has Occurred Once or Twice but No More	Recurr With Occasional Frequency	Has Become Almost Habitual	Is Not a Problem	Was a Classroom Problem	Planned in Curriculum			
Interrupting	4	26	33	6	17	41*	9	1	5.58	.02
Overactive, restless	3	32	28	5	24	32	5	1	7.54	.01
Failure to pay attention	1	19	41*	9	10	48*	11			N.A.
Lack of interest in work	3	22	43*	2	16	41*	11			N.A.
Careless, inaccurate in work	0	19	43*	5	12	41*	14			N.A.
Failure to study	3	17	44*	6	12	42*	14			N.A.
Physically lazy	6	36*	24	3	35	30	1	1	5.06	.05
Neglectful	5	28	32	3	27	33	5	1	8.82	.01
Willfully disobedient	11	44*	12	2	21	30	7	1	.62	N.S.
Impertinent	14	41*	10	1	32	25	6	1	14.56	.001
Cruel, bullying	23	33	11	1	31	27	6	2	15.14	.001
Quarrelsome	4	32	29	4	20	37*	8	1	3.38	N.S.
Tattling on others	3	23	33	12	14	44*	7			N.A.
Stubborn, contrary	7	41*	19	3	33	29	1	1	6.75	.01
Sullen, sulky	11	45*	12	2	32	28	1	1	2.90	N.S.
Sexual play with own sex	60*	8	1	1	45*	2	1			N.A.
Sexual play with other sex	56*	12	2	0	45*	3	2			N.A.
Rages, temper tantrums	31	35	4	0	36*	21	1	1	11.86	.001

TABLE II (Continued)

BEHAVIOR PROBLEMS	Frequency of Occurrence				Reason for Inclusion			d.f.	X ²	Level of Significance
	Has Never Occurred	Has Occurred Once or Twice but No More	Recurrs With Occasional Frequency	Has Become Almost Habitual	Is Not a Problem	Was a Classroom Problem	Planned in Curriculum			
Rude, impudent	17	43*	7	1	33	27	2	1	11.96	.001
Domineering, overbearing	17	41*	10	1	28	23	2	1	3.06	N.S.
Shy, timid, withdrawing	17	41*	10	1	34	19	2			N.A.
Oversensitive	18	43*	7	1	29	25	3	1	8.11	.01
Overcritical, faultfinding	16	39*	14	0	22	35	3			N.A.
Meddlesome	11	38*	18	1	26	31	2	1	7.23	.01
Acting smart	7	34	25	2	27	30	3	1	8.86	.01
Unhappy, depressed	20	42*	8	0	32	21	2	1	5.48	.02
Day-dreaming	7	36*	27	0	21	33	1	1	4.08	.05
Nervous (muscularly)	30	32	7	1	31	19	2	1	9.30	.01
Carrying grudges, resentful	22	35	11	1	27	25	2	2	9.23	.01
Fearful	37*	31	2	0	41*	16	3	1	9.84	.01
Enuresis	45*	13	2	1	45*	6	0			N.A.
Slovenly in appearance	18	33	16	2	32	22	5	2	10.24	.01
Suspicious	34	29	6	0	42	19	0	1	8.60	.01
Physical coward	39*	31	0	0	44*	15	1	1	10.05	.01

* Notes more than 50% response from teachers

TABLE III

FREQUENCY OF CLASSROOM PROBLEMS IN RELATION TO THE METHODS UTILIZED IN
PRESENTING HUMAN RELATIONS CURRICULUM
(N = 71)

BEHAVIOR PROBLEMS	Frequency of Occurrence				Methods of Inclusion			d.f.	X ²	Level of Significance
	Has Never Occurred	Has Occurred Once or Twice but No More	Recurrs With Occasional Frequency	Has Become Almost Habitual	Would Not Teach	Spontaneous Discussion	Planned in Curriculum			
Unnecessary tardiness	11	26	29	4	4	51	6			N.A.
Truancy	37*	25	7	0	10	32	7			N.A.
Destroying school property	30	25	10	0	5	37*	19	1	.63	N.S.
Untruthfulness, lying	3	37*	29	0	3	53*	11			N.A.
Imaginative tales	18	35	16	1	15	36*	2			N.A.
Cheating, "copying"	0	41*	26	3	1	50*	10			N.A.
Stealing money	28	35	4	1	4	44*	9			N.A.
Stealing food or sweets	47*	19	3	0	10	34	3			N.A.
Stealing articles	38*	27	14	3	4	40*	11			N.A.
Swearing, profane language	13	38*	14	3	3	50*	5			N.A.
Smoking	62*	5	1	0	11	11	23			N.A.
Obscene notes, talk	25	32	10	1	4	39*	5			N.A.
Playing with genitalia	58*	8	1	0	29	31	11			N.A.
Disorderly in classroom	5	34	29	1	2	49*	16	1	2.75	N.S.
Whispering, writing notes	4	24	38*	3	5	47*	10			N.A.
Sissy (or tomboy)	31	33	4	0	18	21	2	1	1.63	N.S.
Suggestible	35	18	5	1	15	24	12	1	12.55	.001

TABLE III (Continued)

BEHAVIOR PROBLEMS	Frequency of Occurrence				Methods of Inclusion			d.f.	X ²	Level of Significance
	Has Never Occurred	Has Occurred Once or Twice but No More	Rekurs With Occasional Frequency	Has Become Almost Habitual	Would Not Teach	Spontaneous Discussion	Planned in Curriculum			
Interrupting	4	26	33	6	2	52*	10		N.A.	
Overactive, restless	3	32	28	5	7	44*	5		N.A.	
Failure to pay attention	1	19	41*	9	1	55*	10		N.A.	
Lack of interest in work	3	22	43*	2	4	50*	11		N.A.	
Careless, inaccurate in work	0	19	43*	5	2	46*	17		N.A.	
Failure to study	3	17	44*	6	2	48*	14		N.A.	
Physically lazy	6	36*	24	3	10	45*	2		N.A.	
Neglectful	5	28	32	3	5	45*	10		N.A.	
Willfully disobedient	11	44*	12	2	5	39*	10		N.A.	
Impertinent	14	41*	10	1	6	41*	8		N.A.	
Cruel, bullying	23	33	11	1	8	37*	7		N.A.	
Quarrelsome	4	32	29	4	4	47*	9		N.A.	
Tattling on others	3	23	33	12	1	55*	8		N.A.	
Stubborn, contrary	7	41*	19	3	10	47*	2		N.A.	
Sullen, sulky	11	45*	12	2	10	45*	2		N.A.	
Sexual play with own sex	60*	8	1	1	28	11	4		N.A.	
Sexual play with other sex	56*	12	2	0	27	13	3		N.A.	
Rages, temper tantrums	31	35	4	0	10	39*	1		N.A.	

TABLE III (Continued)

BEHAVIOR PROBLEMS	Frequency of Occurrence				Methods of Inclusion			d.f.	X ²	Level of Significance
	Has Never Occurred	Has Occurred Once or Twice but No More	Recurrs With Occasional Frequency	Has Become Almost Habitual	Would Not Teach	Spontaneous Discussion	Planned in Curriculum			
Rude, impudent	17	43*	7	1	8	48*	5			N.A.
Domineering, overbearing	17	41*	10	1	9	36*	5			N.A.
Shy, timid, withdrawing	17	41*	10	1	14	36*	3			N.A.
Oversensitive	18	43*	7	1	10	41*	4			N.A.
Overcritical, faultfinding	16	39*	14	0	6	49*	5			N.A.
Meddlesome	11	38*	18	1	7	48*	4			N.A.
Acting smart	7	34	25	2	4	52*	4			N.A.
Unhappy, depressed	20	42*	8	0	11	34	4			N.A.
Day-dreaming	7	36*	27	0	5	46*	5			N.A.
Nervous (muscularly)	30	32	7	1	17	29	2	1	3.24	N.S.
Carrying grudges, resentful	22	35	11	1	8	35	8			N.A.
Fearful	37*	31	2	0	11	34	4			N.A.
Enuresis	45*	13	2	1	18	17	2			N.A.
Slovenly in appearance	18	33	16	2	8	33	11			N.A.
Suspicious	34	29	6	0	12	32	3			N.A.
Physical coward	39*	31	0	0	14	27	4	1	.47	N.S.

* Notes more than 50% response from teachers

TABLE IV

SERIOUSNESS OF CLASSROOM PROBLEMS IN RELATION TO THE INCLUSION OF THE PROBLEMS IN THE CURRICULUM
(N = 71)

BEHAVIOR PROBLEMS	Seriousness of Problems				Inclusion of Problems			d.f.	X ²	Level of Significance
	Is of No Consequence	Causing Only Slight Difficulty	Causing Considerable Difficulty	Causing Very Serious Difficulty	Never	When the Occasion Arises	Planned in Curriculum			
Unnecessary tardiness	26	29	8	2	12	54*	5			N.A.
Truancy	26	14	4	0	35	31	3	1	12.50	.001
Destroying school property	17	30	5	2	15	35	21			N.A.
Untruthfulness, lying	10	44*	15	0	1	60*	10			N.A.
Imaginative tales	39*	21	2	0	31	36*	2	1	6.90	.01
Cheating, "copying"	8	46*	11	3	5	52*	3			N.A.
Stealing money	20	25	8	2	19	40*	11			N.A.
Stealing food or sweets	31	15	3	0	41*	25	4	1	8.60	.01
Stealing articles	17	31	4	2	20	42*	8			N.A.
Swearing, profane language	17	33	7	3	12	55*	3			N.A.
Smoking	31	5	0	0	45*	6	19			N.A.
Obscene notes, talk	18	31	3	1	26	41*	3			N.A.
Playing with genitalia	32	6	2	0	62*	7	0			N.A.
Disorderly in classroom	11	39*	17	0	2	50*	17			N.A.
Whispering, writing notes	13	43*	12	0	10	55*	7			N.A.
Sissy (or tomboy)	44*	9	2	0	50*	17	1			N.A.
Suggestible	28	12	2	1	38*	24	2			.01

TABLE IV (Continued)

BEHAVIOR PROBLEMS	Seriousness of Problems			Inclusion of Problems			d.f.	X ²	Level of Significance	
	Is of No Consequence	Causing Only Slight Difficulty	Causing Considerable Difficulty	Causing Very Serious Difficulty	Never	When the Occasion Arises				Planned in Curriculum
Interrupting	14	36*	17	2	4	57*	10		N.A.	
Overactive, restless	10	38*	14	4	12	53*	3		N.A.	
Failure to pay attention	2	35	25	7	0	59*	12	1	.83	N.S.
Lack of interest in work	7	33	24	2	6	54*	11			N.A.
Careless, inaccurate in work	2	32	28	4	1	57*	13	1	2.79	N.S.
Failure to study	5	26	32	4	3	55*	13	1	.00	N.S.
Physically lazy	17	30	16	3	13	53*	5			N.A.
Neglectful	15	31	16	3	12	51*	7			N.A.
Willfully disobedient	19	30	11	3	8	55*	7			N.A.
Impertinent	20	31	9	2	19	45*	5	1	8.69	.01
Cruel, bullying	19	26	9	3	19	44*	6			N.A.
Quarrelsome	15	36*	12	3	4	58*	8			N.A.
Tattling on others	14	40*	11	3	1	61*	9			N.A.
Stubborn, contrary	18	36*	9	3	14	55*	2			N.A.
Sullen, sulky	22	31	9	1	18	50*	2	1	5.45	.02
Sexual play with own sex	33	6	0	0	61*	7	2			N.A.
Sexual play with other sex	31	7	1	1	51*	10	3			N.A.
Rages, temper tantrums	24	22	9	0	32	37*	1	1	4.50	.05

TABLE IV (Continued)

BEHAVIOR PROBLEMS	Seriousness of Problems				Inclusion of Problems			d.f.	X ²	Level of Significance
	Is of No Consequence	Causing Only Slight Difficulty	Causing Considerable Difficulty	Causing Very Serious Difficulty	Never	When the Occasion Arises	Planned in Curriculum			
Rude, impudent	17	33	9	1	16	53*	2			N.A.
Domineering, overbearing	28	22	10	2	21	45*	2	1	5.78	.02
Shy, timid, withdrawing	26	22	9	0	19	46*	3			N.A.
Oversensitive	22	30	7	0	31	47*	2	1	3.09	.05
Overcritical, faultfinding	9	35	3	1	13	53*	3			N.A.
Meddlesome	17	31	12	1	17	50*	3			N.A.
Acting smart	15	39*	11	2	7	60*	3			N.A.
Unhappy, depressed	31	29	5	0	26	42*	1	1	.95	N.S.
Day-dreaming	21	31	15	0	13	53*	3			N.A.
Nervous (muscularly)	25	25	4	1	34	35	0	1	1.69	N.S.
Carrying grudges, resentful	29	25	9	1	22	43*	5	1	7.14	.01
Fearful	33	17	3	0	33	36*	2	1	6.12	.02
Enuresis	33	7	1	1	51*	15	0			N.A.
Slovenly in appearance	31	28	2	2	26	37*	8	1	5.07	.05
Suspicious	29	21	4	0	38*	32	1	1	6.03	.02
Physical coward	36*	19	2	0	42*	26	2	1	8.09	.01

*Notes more than 50% response from teachers

(.01), sulky (.02), rages and temper tantrums (.05), domineering (.02), oversensitive (.05), carrying grudges (.01), fearfulness (.02), slovenly appearance (.05), suspicious and physical coward (.02). The foregoing were included in the curriculum by more than fifty percent of the teachers. Most teachers indicated they did not plan to discuss problems in the curriculum and only included the problems when they arose; on this basis this hypothesis is held tenable.

Hypothesis (5). There is no significant relationship between teachers' perceptions of the seriousness of classroom problems and the reason these problems are included as a subject in the human relations curriculum.

Data in Table V indicate that 29 significant relationships existed, and twenty-two of these problems were never included in the curriculum. An examination of these data further reveals that many of the problems that were causing slight difficulty were not included in the curriculum; therefore, this hypothesis is held tenable.

Hypothesis (6). There is no significant relationship between teachers' perceptions of the seriousness of classroom problems and the method utilized in including the subject in the human relations curriculum.

Table VI includes data which are related to seriousness of problems and method of inclusion in human relations curriculum. Only one behavior item, "careless and inaccurate in work," was significantly related. This behavior caused "considerable difficulty" and was included in the planned curriculum. This hypothesis is held tenable.

In summary, the data from this study indicate that the seriousness and frequency of problems in general were not significantly related to

TABLE V

SERIOUSNESS OF CLASSROOM PROBLEMS IN RELATION TO THE REASON THE
 PROBLEMS ARE INCLUDED IN THE CURRICULUM
 (N = 71)

BEHAVIOR PROBLEMS	Seriousness of Problems				Reasons for Inclusion			d.f.	X ²	Level of Sig.
	Is of No Consequence	Causing Only Slight Difficulty	Causing Considerable Difficulty	Causing Very Serious Difficulty	Is Not a Problem	Was a Classroom Problem	Planned in Curriculum			
Unnecessary tardiness	26	29	8	2	28	32	3	1	14.93	.001
Truancy	26	14	4	0	39*	13	14	1	16.24	.001
Destroying school property	17	30	5	2	28	19	17			N.A.
Untruthfulness, lying	10	44*	15	0	25	33	10	1	3.74	N.S.
Imaginative tales	39*	21	2	0	43*	14	1	1	7.09	.01
Cheating, "copying"	8	46*	11	3	16	39*	9			N.A.
Stealing money	20	25	8	2	30	26	6	1	13.80	.001
Stealing food or sweets	31	15	3	0	37*	14	3	1	11.12	.001
Stealing articles	17	31	4	2	31	25	5	1	22.29	.001
Swearing, profane language	17	33	7	3	29	29	3	1	3.26	N.S.
Smoking	31	5	0	0	34	1	16			N.A.
Obscene notes, talk	18	31	3	1	28	22	5	1	10.44	.01
Playing with genitalia	32	6	2	0	48*	4	0			N.A.
Disorderly in classroom	11	39*	17	0	18	35	14			N.A.
Whispering, writing notes	13	43*	12	0	24	34	9			N.A.
Sissy (or tomboy)	44*	9	2	0	45*	8	0			N.A.
Suggestible	28	12	2	1	38*	13	12	1	2.12	N.S.

TABLE V (Continued)

BEHAVIOR PROBLEMS	Seriousness of Problems				Reasons for Inclusion			d.f.	X ²	Level of Sig.
	Is of No Consequence	Causing Only Slight Difficulty	Causing Considerable Difficulty	Causing Very Serious Difficulty	Is Not a Problem	Was a Classroom Problem	Planned in Curriculum			
Interrupting	14	36*	17	2	17	41*	9			N.A.
Overactive, restless	10	38*	14	4	24	32	5	1	2.12	N.S.
Failure to pay attention	2	35	25	7	10	48*	11	1	.36	N.S.
Lack of interest in work	7	33	24	2	16	41*	11	1	4.33	.05
Careless, inaccurate in work	2	32	28	4	12	41*	14	1	2.00	N.S.
Failure to study	5	26	32	4	12	42*	14	1	.12	N.S.
Physically lazy	17	30	16	3	35	30	1	2	6.80	.05
Neglectful	15	31	16	3	27	33	5	2	9.87	.01
Willfully disobedient	19	30	11	3	27	30	7	1	5.96	.02
Impertinent	20	31	9	2	32	25	6	2	14.73	.001
Cruel, bullying	19	26	9	3	31	27	6	2	10.10	.01
Quarrelsome	15	36*	12	3	20	37*	8			N.A.
Tattling on others	14	40*	11	3	14	44*	7			N.A.
Stubborn, contrary	18	36*	9	3	33	29	1	2	9.35	.01
Sullen, sulky	22	31	9	1	32	28	1	1	10.35	.01
Sexual play with own sex	33	6	0	0	45*	2	1			N.A.
Sexual play with other sex	31	7	1	1	45*	3	2			N.A.
Rages, temper tantrums	24	22	9	0	36*	21	1	1	12.25	.001

TABLE V (Continued)

BEHAVIOR PROBLEMS	Seriousness of Problems				Reasons for Inclusion				X ²	Level of Sig.
	Is of No Consequence	Causing Only Slight Difficulty	Causing Considerable Difficulty	Causing Very Serious Difficulty	Is Not a Problem	Was a Classroom Problem	Planned in Curriculum	d.f.		
Rude, impudent	17	33	9	1	33	27	2	1	5.4	.05
Domineering, overbearing	28	22	10	2	28	23	2	1	8.57	.01
Shy, timid, withdrawing	26	22	9	0	34	19	2	1	4.90	.05
Oversensitive	22	30	7	0	29	25	3	1	6.61	.02
Overcritical, faultfinding	19	35	3	1	22	35	3	1	9.57	.01
Meddlesome	17	31	12	1	26	31	2	2	12.30	.01
Acting smart	15	39*	11	2	27	30	3	2	10.72	.01
Unhappy, depressed	31	29	5	0	32	21	2	1	4.57	.05
Day-dreaming	21	31	15	0	21	33	1	2	12.80	.01
Nervous (muscularly)	25	25	4	1	31	19	2	1	10.19	.01
Carrying grudges, resentful	29	25	9	1	27	25	2	2	2.27	N.S.
Fearful	33	17	3	0	41*	16	3	1	13.71	.001
Enuresis	33	7	1	1	45*	6	0			N.A.
Slovenly in appearance	31	28	2	2	32	22	5	1	2.95	N.S.
Suspicious	29	21	4	0	42*	19	0	1	7.21	.01
Physical coward	36*	19	2	0	44*	15	1	1	7.79	.01

*Notes more than 50% response from teachers

TABLE VI

SERIOUSNESS OF CLASSROOM PROBLEMS IN RELATION TO THE METHODS UTILIZED IN
PRESENTING HUMAN RELATIONS CURRICULUM
(N = 71)

BEHAVIOR PROBLEMS	Seriousness of Problems				Method of Inclusion			d.f.	X ²	Level of Sig.
	Is of No Consequence	Causing Only Slight Difficulty	Causing Considerable Difficulty	Causing Very Serious Difficulty	Would Not Teach	Spontaneous Discussion	Planned in Curriculum			
Unnecessary tardiness	26	29	8	2	4	5	6			N.A.
Truancy	26	14	4	0	10	32	7			N.A.
Destroying school property	17	30	5	2	5	37*	19			N.A.
Untruthfulness, lying	10	44*	15	0	3	53*	11			N.A.
Imaginative tales	39*	21	2	0	15	36*	2	1	1.85	N.S.
Cheating, "copying"	8	46*	11	3	1	50*	10			N.A.
Stealing money	20	25	8	2	4	44*	9			N.A.
Stealing food or sweets	31	15	3	0	10	34	3			N.A.
Stealing articles	17	31	4	2	4	40*	11			N.A.
Swearing, profane language	17	33	7	3	3	50*	5			N.A.
Smoking	31	5	0	0	11	11	23			N.A.
Obscene notes, talk	18	31	3	1	4	39*	5			N.A.
Playing with genitalia	32	6	2	0	29	31	11			N.A.
Disorderly in classroom	11	39*	17	0	2	49*	16			N.A.
Whispering, writing notes	13	43*	12	0	5	47*	10			N.A.
Sissy (or tomboy)	44*	9	2	0	18	21	2			N.A.
Suggestible	28	12	2	1	15	24	12			N.A.

TABLE VI (Continued)

BEHAVIOR PROBLEMS	Seriousness of Problems				Method of Inclusion			d.f.	X ²	Level of Sig.
	Is of No Consequence	Causing Only Slight Difficulty	Causing Considerable Difficulty	Causing Very Serious Difficulty	Would Not Teach	Spontaneous Discussion	Planned in Curriculum			
Interrupting	14	36*	17	2	2	52*	10			N.A.
Overactive, restless	10	38*	14	4	7	44*	5			N.A.
Failure to pay attention	2	35	25	7	1	55*	10			N.A.
Lack of interest in work	7	33	24	2	4	50*	11			N.A.
Careless, inaccurate in work	2	32	28	4	2	46*	17	1	4.32	.05
Failure to study	5	26	32	4	2	48*	14	1	.75	N.S.
Physically lazy	17	30	16	2	10	45*	2			N.A.
Neglectful	15	31	16	3	5	45*	10			N.A.
Willfully disobedient	19	30	11	3	5	39*	10			N.A.
Impertinent	20	31	9	2	6	41*	8			N.A.
Cruel, bullying	19	26	9	3	8	37*	7			N.A.
Quarrelsome	15	36*	12	3	4	47*	9			N.A.
Tattling on others	14	40*	11	3	1	55*	8			N.A.
Stubborn, contrary	18	36*	9	3	10	47*	2			N.A.
Sullen, sulky	22	31	9	1	10	45*	2			N.A.
Sexual play with own sex	33	6	0	0	28	11	4			N.A.
Sexual play with other sex	31	7	1	1	27	13	3			N.A.
Rages, temper tantrums	24	22	9	0	10	39*	1			N.A.

TABLE VI (Continued)

BEHAVIOR PROBLEMS	Seriousness of Problems				Method of Inclusion			d.f.	X ²	Level of Sig.
	Is of No Consequence	Causing Only Slight Difficulty	Causing Considerable Difficulty	Causing Very Serious Difficulty	Would Not Teach	Spontaneous Discussion	Planned in Curriculum			
Rude, impudent	17	33	9	1	8	48*	5			N.A.
Domineering, overbearing	28	22	10	2	9	36*	5			N.A.
Shy, timid, withdrawing	26	22	9	0	14	36*	3	1	.70	N.S.
Oversensitive	22	30	7	0	10	41*	4			N.A.
Overcritical, faultfinding	19	35	3	1	6	49*	5			N.A.
Meddlesome	17	31	12	1	7	48*	4			N.A.
Acting smart	15	39*	11	2	4	52*	4			N.A.
Unhappy, depressed	31	29	5	0	11	34	4			N.A.
Day-dreaming	21	31	15	0	5	46*	5			N.A.
Nervous (muscularly)	25	25	4	1	17	29	2	1	1.77	N.S.
Carrying grudges, resentful	29	25	9	1	8	35	8			N.A.
Fearful	33	17	3	0	11	34	4			N.A.
Enuresis	33	7	1	1	18	17	2			N.A.
Slovenly in appearance	31	28	2	2	8	33	11			N.A.
Suspicious	29	21	4	0	12	32	3			N.A.
Physical coward	36*	19	2	0	14	27	4			N.A.

* Notes more than 50% response from teachers

the methods for inclusion in the human relations curriculum. Many teachers indicated that problems were only discussed when the occasion arose.

CHAPTER V

SUMMARY, FINDINGS, DISCUSSION, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the frequency and seriousness of elementary school teachers' classroom problems and to determine if these problems were discussed in the human relations curriculum. The Wickman Behavior Rating Scale was used to determine the frequency and seriousness of teachers' problems. The investigator developed an inventory (CHRI) to ascertain the reasons and methods utilized to include the problems in the human relations curriculum. Chi square analysis was used to determine the relationships between the frequency and seriousness of the problem and the reason and method for inclusion.

Findings and Discussion

(1) Regardless of the frequency or seriousness of problems, teachers indicated they would wait until the problem was manifested before discussing it in the school curriculum.

(2) A very small number of teachers indicated that they planned human relations classes as a part of the school curriculum.

(3) Most often the frequent problems were not reported as serious problems.

(4) Most teachers indicated the problems reported as serious did not occur in their classrooms.

(5) Problems which teachers indicated they would not discuss in the classroom were related to children's feelings.

(6) No more than fifty percent of the teachers in this study did not indicate any problems as serious. This is an interesting finding since Wickman's Scale was developed on teachers' problems. This could mean that the children had no problems or it could mean that teachers did not recognize the problems.

(7) More than fifty percent of the teachers listed only five problems occurring even occasionally. These problems were (a) whispering and writing notes; (b) failure to pay attention; (c) lack of interest in work; (d) careless and inaccurate in work; and (e) failure to study. These problems seem to be related to lack of motivation which could be rooted in the teachers' planning and preparation rather than a child's problem.

Recommendations

(1) Training courses of prospective teachers might conceivably be found in the combination of child development and education with the attempt to understand the whole child. Teachers should be encouraged to understand the physical, mental, social, and emotional life of the child.

(2) The public, especially teachers, must be reoriented whenever necessary to provide information and understanding concerning the role of the school.

(3) Some teachers may need re-education in regard to the emotional

and social factors that encourage behavior problems in classrooms.

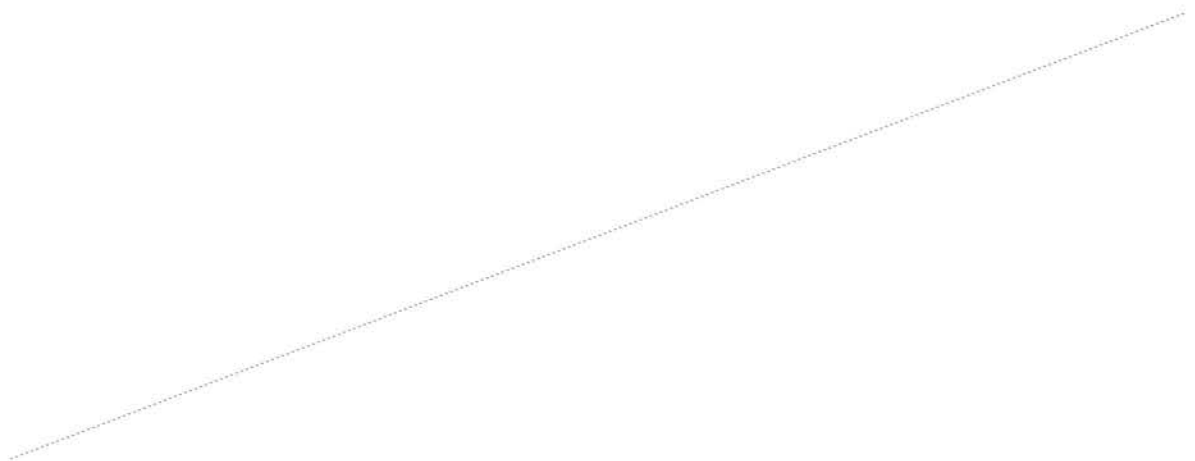
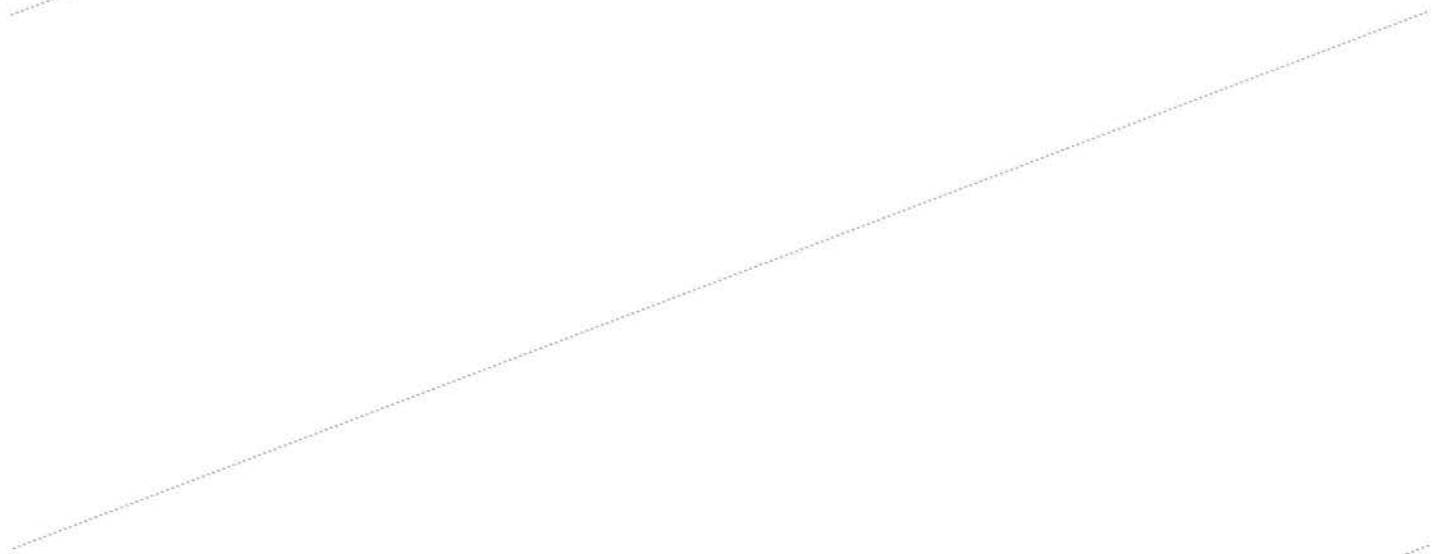
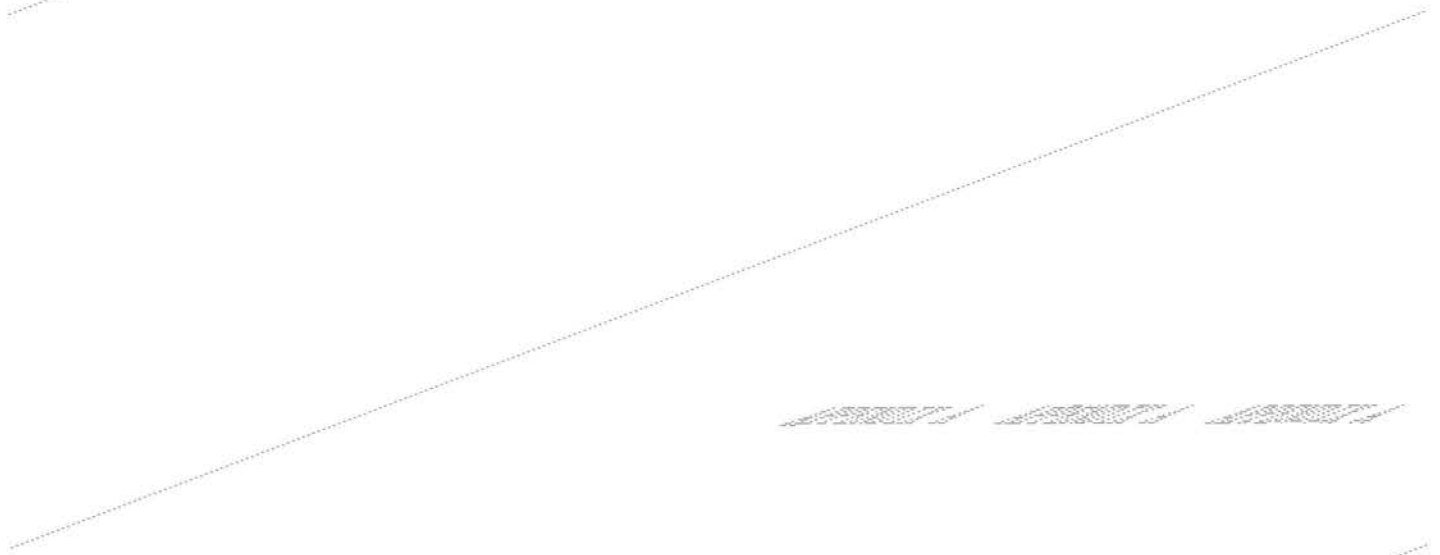
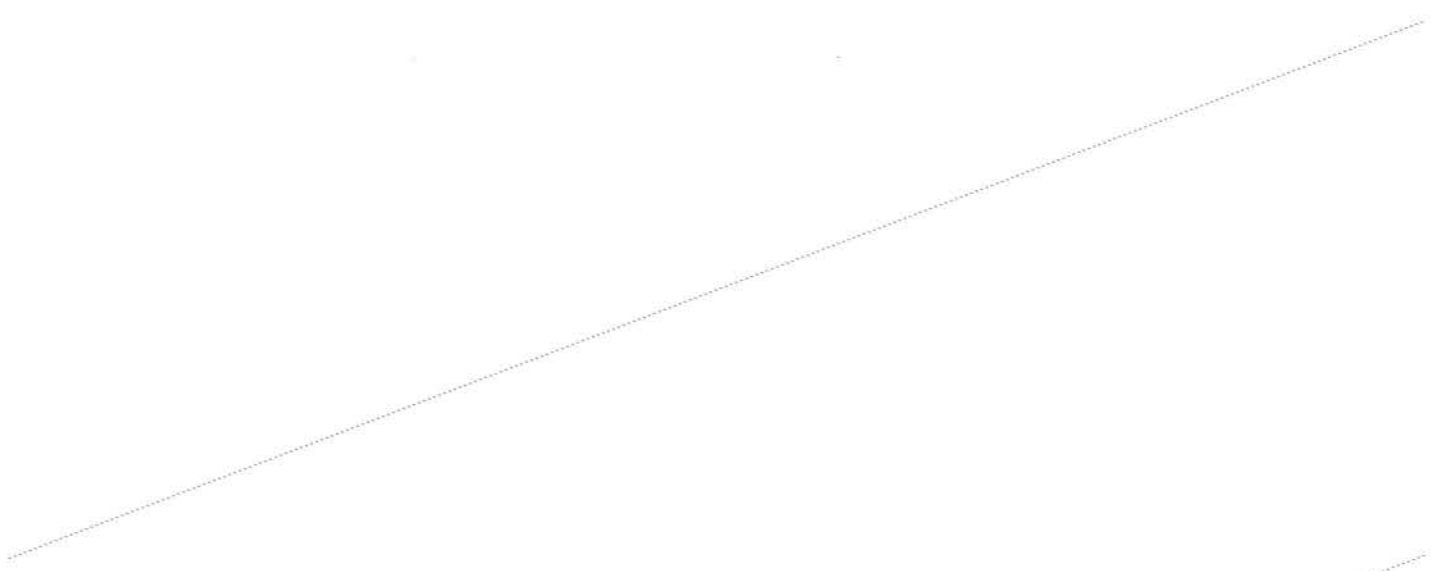
(4) Further studies of this nature may be needed to stimulate interest in research that will contribute to the development of curriculum material for use in human relations education.

(5) Teacher training institutions need to concern themselves with information of this type concerning human relations curriculum.

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CHECKLIST ABOUT HUMAN RELATIONS CURRICULUM
AND CLASSROOM PROBLEMS

This study is to determine the relationship between the behavior problems encountered in elementary schools and a human relations curriculum.

The following checklists concerning human relations curriculum and classroom problems have no "RIGHT" or "WRONG" answers. We want to know only what you feel your classroom problems are as related to:

- (1) the seriousness of problems,
- (2) the frequency of problems,
- (3) when the problem is discussed in class,
- (4) why the problem is discussed in class, and
- (5) the method or methods used in dealing with the problem.

Your responses on the general information sheet and the checklist are confidential. Begin your answers on the following page. Please answer every item.

GENERAL INFORMATION ABOUT THE RESPONDENT

1. Age. _____ 1. 20-30
 _____ 2. 30-40
 _____ 3. 40-50
 _____ 4. 50-65

2. Indicate degree(s) received and areas of specialization.
 _____ 1. Bachelors
 _____ 2. Area of specialization _____
 _____ 3. Masters
 _____ 4. Area of specialization _____

3. Sex. _____ 1. Female
 _____ 2. Male

4. Years of Teaching.
 _____ 1. 1-4 years
 _____ 2. 5-10 years
 _____ 3. 11-30 years
 _____ 4. 30-50 years

5. Indicate the year(s) you received your degree(s).
 _____ 1. Bachelors
 _____ 2. Masters

6. Indicate number of years you have taught in each primary level.
 _____ 1. K-3rd grades
 _____ 2. 4-6th grades

7. Indicate the grade you are currently teaching. _____

8. Indicate number of children in your homeroom class according to each group.
 _____ 1. Spanish-American
 _____ 2. White
 _____ 3. Black
 _____ 4. Other

INSTRUCTIONS FOR USING WICKMAN'S
BEHAVIOR RATING SCALE

1. Before rating your group of children, read the entire list of fifty-one behavior problems in order to distinguish carefully between them.
2. There are two rating scales for each behavior problem which are separated by a series of heavy lines. Each scale is composed of four columns. You are to make ratings on these two scales by making a cross (X) in one appropriate column of each scale.
3. There is not necessarily a direct relationship between the two rating scales, however, if you designate that a particular behavior problem "has occurred" on the first scale then it is always necessary to make a rating on the second scale.
4. Do not consult anyone in making your ratings. Let these ratings represent your own judgements. Rate your group of children according to your own opinion of the children gained through your own experience with them. Try to eliminate the opinions of other teachers of your group.

DEFINITIONS

The following definitions were used by the investigator:

1. Behavior Problems / Classroom Problems - conflicts between individual behavior and social requirements for behavior.
2. Human Relations Curriculum - discussions and/or activities integrated into every aspect of learning in school that affect the whole being of a child.

APPENDIX B

INSTRUCTIONS FOR USING CARRICK HUMAN

RELATIONS INVENTORY

Instructions for using the (CHRIS) are the same as the instructions for the Wickman Behavior Rating Scale with one exception.

There are three rating scales for each behavior problem. Each scale is divided into three columns. You are to make ratings on these scales by making a cross (X) in as many appropriate columns of this scale as you wish.

Guidelines for Checking

- I. "Time(s) Subject has been Discussed in Classes"
 - a. "Never" You have not talked about the subject even one time in class.
 - b. "When Occasion Arises" This subject was discussed when a problem or symptom of a behavior problem made it necessary to discuss the subject.
 - c. "Planned in Curriculum" The behavior problem was preplanned into the curriculum as a subject to be discussed in the year.

- II. "Indicate reason(s) you Covered this Subject"
 - a. "Is not a Problem" Was not necessary to deal with as a classroom problem nor was it planned in the program as a subject to cover.
 - b. "Was a Classroom Problem" This subject was discussed because it became a problem in the classroom.
 - c. "Planned in Program" This behavior problem was preplanned in the curriculum as a subject to be discussed in the year.

- III. "Indicate method(s) used in Dealing with this Subject"
 - a. "Would not teach" Would not include in my classes for any reason.
 - b. "Spontaneous Discussion" This subject was discussed because it became a needed and/or interesting subject.
 - c. "Planned in Curriculum" This subject was included in the pre-planned curriculum as a program to be presented.

VITA

Kelcie Carrick

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