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BURKE, Beverly A., 1943-
THE EFFECT OF TEACHING COMMUNICATION SKILLS
TO TEACHERS IN AN ELEMENTARY BUREAU OF
INDIAN AFFAIRS SCHOOL.

The University of Oklahoma, Ph.D., 1976
Education, psychology

THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

THE EFFECT OF TEACHING COMMUNICATION SKILLS

TO TEACHERS IN AN ELEMENTARY

BUREAU OF INDIAN AFFAIRS SCHOOL

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF PHILOSOPHY

BY

BEVERLY A. BURKE

Norman, Oklahoma

1976

THE EFFECT OF TEACHING COMMUNICATION SKILLS

TO TEACHERS IN AN ELEMENTARY

BUREAU OF INDIAN AFFAIRS SCHOOL

APPROVED BY

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ACKNOWLEDGEMENTS

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Beverly A. Burke

University of Oklahoma

Abstract

Seven teachers at an elementary Bureau of Indian Affairs boarding school were administered instruments to assess their knowledge of active listening and I-message skills and their level of humanitarianism. Groups of students rated these teachers on perceived degree of empathy and congruence. These teachers then completed a ten week program of Parent Effectiveness Training. The instruments which were administered initially were readministered after the training program and again one month later. This study found an increase in the teachers' knowledge of the active listening and I-message skills and found the teachers to be rated as more empathic and congruent by their students. The readministration of the instruments one month later found continuing positive results. Teachers were not found to rate higher in a humanitarianism scale on either the posttest or the test readministered after one month.

THE EFFECT OF TEACHING COMMUNICATION SKILLS

TO TEACHERS IN AN ELEMENTARY

BUREAU OF INDIAN AFFAIRS SCHOOL

Beverly A. Burke

University of Oklahoma

The United States government, in 1871, established
a school at Caddo Springs, Oklahoma for the southern
Cheyenne Indian tribe. A similar school was established
for the southern Arapahoe tribe at nearby Darlington,
Oklahoma. In 1906, the two schools were combined as
the Cheyenne-Arapahoe school at Concho, Oklahoma. This
school was used until 1968, when a new facility was
opened; however, the name, Concho, was maintained.

Recently, new programs such as the Open Classroom
Summer Institute (Hollingshead, 1971), the Concho Open
Classroom (Hollingshead, 1972), and the Concho School
Project (Southwestern State College, 1969) have been
introduced at Concho. The Superintendent of Concho, in
a letter to the National Institute on Drug Abuse,
stated that although these programs offer the children
many learning opportunities which should enable them to
learn as rapidly as they are capable, they do not make

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progress comparable to the other children of the country (Tillman, 1974).

Because the children have had educational opportunities and still do not achieve at as high a level as would be expected, there exists the possibility that a part of the problem lies in the area of effective communication between staff and students. Effective communication, according to Gordon (1970), is a process involving two elements: (1) clear sending and (2) accurate receiving of messages. Gordon stated that the most important element in clear sending is the congruence of the sender, the consistency between the inner feeling of the person and the actual message transmitted. For example, to feel angry and to be frankly angry is to be congruent; whereas, to be red-faced and verbally loud, but to say, "I'm not angry", is to be incongruent.

Rogers (1961) emphasized the importance of accurate receiving when he stated that real communication occurs when we listen with understanding. Understanding has been defined as the ability to see the idea and attitude from the other person's point of view, to sense how it causes him to feel, and to achieve his frame of reference in regard to the thing he is talking about.

Complete communication, then, involves an active and effective sending and receiving of messages. The meaning

is understood by the listener through interactive clari-
fication of his perceptions by the sender, who then knows
that he is understood.

Effective communication is facilitated in an environ-
ment of warmth and acceptance (Rogers, 1969). It is
believed that the self-accepting, other-accepting, trusting,
and understanding person can do more to foster growth in
the child than can the rejecting, distrustful, intolerant
person. According to Kagan (1963), the more competent
and loved the model, the greater the probability of
strong identification. This is comparable with Rogers'
idea that the adult who models openness and creativity will
be more apt to encourage children to show these character-
istics in their behavior.

Not only is effective communication important on a
one to one basis, but it is especially important in a
classroom in which the teacher must effectively communicate
with several students at once (Getzels, 1954; Burke and
Benner, 1973; Brown & MacDougall, 1973; Calliotte, 1971;
Flanders and Simon, 1969; Gage, 1973; Hough and Amidon,
1967; Ivey, 1973). At a Bureau of Indian Affairs boarding
school, the teacher's role becomes even more important since
the children are separated from their parents for long
periods of time.

Since teachers are responsible for the climate of
their classrooms, the problem then is to determine ways of
establishing a warm, accepting atmosphere. One such

technique is Gordon's (1970) Parent Effectiveness
Training which attempts to establish this atmosphere by
improving communication skills.

Implications of Gordon's (1970) program are that
adults need to provide a safe atmosphere in which children
can express their feelings and needs. Such a safe
atmosphere probably is a function of the adult's responses
to the child's attempts to express himself. The manner
of the adult response determines not only the future
communication with that particular child, but also communi-
cation with other children who observe the transaction.
If the adult accepts the child, he will feel safe in
future situations; but if the child is made to feel
inadequate, he will not continue honest communication.
Another implication of Gordon's program is that the adult
should be able to state his own legitimate needs and feel-
ings in such a way as to produce beneficial results. If
the needs of both child and adult are respected and met,
there will be more "no-problem" time (Gordon, 1970).

A limited amount of research has been done to study
the effects of Parent Effectiveness Training. Most
studies have shown positive results in that parents
were more honest in regard to their own feelings
(Garcia, 1971); their attitudes of acceptance and under-
standing were increased (Hanley, 1973; Haynes, 1972);

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there was a reduction in authoritarianism (Knowles, 1970); and they showed more empathic understanding of another person's problems thus creating a non-threatning environment (Piercy and Brush, 1971). Children also were reported to perceive their parents as more accepting and less rejecting (Lillibridge, 1971).

The purpose of this study was to determine whether Parent Effectiveness Training (Gordon, 1970) could significantly increase the levels of empathy and congruence as perceived by the students of teachers at Concho Indian School; thereby influencing the students' attitudes toward their teachers to be more favorable.

The theory of social psychology states that within bureaucratic organizations such as the Bureau of Indian Affairs, motivation for role behavior includes learning the expectations of others, then accepting and fulfilling them for the purpose of the extrinsic reward of membership. Each person also has a conception of his role and a set of attitudes and beliefs about his behavior in that position. It follows that a person has an occupational self-identity and is thus motivated to behave in ways that affirm and enhance those attributes which are values in that identity (Katz and Kahn, 1966). This study also tested the assumption that those teachers who have been employed by the BIA for longer periods of time would have formed a more rigid set of opinions regarding behavior

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expected of them and would be more resistant to change than would teachers who have been employed for shorter periods of time.

The following hypotheses were tested:

1. There will be a significant increase between pre- and posttest measures of knowledge of active listening skills as measured by the Teacher Response Worksheet.

2. There will be no significant decrease in performance of knowledge of active listening skills on the Teacher Response Worksheet administered one month after the posttest as compared to the posttest administration.

3. There will be a significant increase between pre- and posttest measures of knowledge of I-message skills as measured by the Teacher Response Worksheet.

4. There will be no significant decrease in performance of knowledge of I-message skills on the Teacher Response Worksheet administered one month after the posttest as compared to the posttest administration.

5. There will be a significant increase on the ratings given teachers by students between pre- and posttest measures of teacher empathy as measured by the Relationship Inventory.

6. There will be no significant decrease in the ratings of empathy given by students to teachers on the Relationship Inventory administered one month after the posttest as compared to posttest administration.

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7. There will be a significant increase on the
ratings given teachers by students between pre- and
posttest measures of teacher- congruence as measured
by the Relationship Inventory.

8. There will be no significant decrease in
the ratings of congruence given by students to teachers
in the Relationship Inventory administered one month
after the posttest as compared to posttest administra-
tion.

9. There will be a significant increase between
pre- and posttest measures of humanitarianism of
teachers as measured by the Pupil Control Ideology -
64 Item Form.

10. There will be no significant decrease in the
degree of humanitarianism of teachers as measured by
the Pupil Control Ideology - 64 Item Form administered
one month after the posttest as compared to the posttest
administration.

11. There will be a greater difference between
the pre- and posttest measures of the two variables
empathy and congruence of teachers who have been
employed by the Bureau of Indian Affairs for less than
two years than for those who have been employed for
more than ten years.

METHOD

Subjects

The population was nineteen teachers who teach in
grades one through eight at Concho Indian School. Of
those nineteen, a subgroup of the seven homeroom teachers
in grades five through eight was chosen. While only
teachers were included in the treatment phase, students
in grades five through eight were asked to complete the
Relationship Inventory in regard to their homeroom
teachers. This grade level subgroup was chosen because
children any younger would not have been able to read
the questionnaire. The existing structure for homeroom
teachers at Concho includes one from fifth grade, one from
sixth grade, three from seventh grade, and two from eighth
grade.

Measures

Three instruments were used to assess the effective-
ness of the treatment. The Teacher Response Worksheet,
which was constructed by the writer, was used to measure
the teachers' knowledge of the Parent Effectiveness
skills of active listening and I-messages. Ten state-
ments were written which gave teachers an opportunity to
respond with active listening skills in hypothetical
situations which could occur in the classroom. Ten were
written to give an opportunity to respond with I-message

skills. Five raters were asked to rate each situation
on a one to five point scale in regard to how well the
situation would give teachers the opportunity to respond
with these skills. The five statements which earned
the highest scores in each area were chosen to be
administered to the teachers. The mean score for those
ten statements chosen was 4.8.

Each teacher was presented with the ten situations
and asked to respond with either active listening skills
or with an I-message. After teachers responded to the
Worksheet, the quality of the responses was rated on a
five point scale from "poor" to "excellent" by a group
of raters who were trained to rate according to the
definitions in this study. Raters were given both pre-
and posttests at the same time so they were not influenced
by the knowledge of which was which. Forms which were
responded to by teachers were cut so that only one item
appeared on a sheet; therefore, raters were unaware of
which items were responded to by which teachers. The
total score for each teacher was the sum of the scores
(for each statement) from all five raters.

The Pupil Control Ideology - 64 Item Form (PCI) was
used to measure humanistic and custodial ideologies of
the teachers. The PCI contains twenty statements to
which the teachers responded. Responses range from one

(strongly agree) to five (strongly disagree), and yield
a score which reflects the degree of humanistic or
custodial pupil control ideology of each teacher.
The lower the score, the more humanistic the ideology
(Willower, Eidell, and Hoy, 1967).

The procedure which was used in validating the
Pupil Control Ideology was based upon school principals'
judgements concerning the pupil control ideology of
certain of their teachers. The principals were asked to
read descriptions of the custodial and humanistic view-
points and to identify teachers whose ideology was most
like that description. Items which were most consistently
chosen as descriptions of the two groups were included in
the Pupil Control Ideology. The Pupil Control Ideology
was then administered to 260 teachers. The ten who scored
the highest were selected to comprise the custodial group;
the ten who scored the lowest comprised the humanistic
group. Mean Pupil Control Ideology scores for the
humanistic and custodial group on which the norms were
developed were significantly different at the .001 level
(Willower, Eidell, and Hoy, 1967).

A further check on the validity of the Pupil Control
Ideology was made by a comparison of the mean scores of
personnel in schools which were known by their reputation
to be humanistic with the mean scores of personnel in

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other schools at the same grade level. A trend was
found to exist in the expected direction (Willower,
Eidell, and Hoy, 1967).

A cross-validation using the same technique as
described earlier (based upon principals' judgments
of teacher ideology) was carried out on a different
sample of seven schools. The mean difference in Pupil
Control Ideology scores for teachers judged to be
custodial and those judged to be humanistic was signifi-
cant at the .001 level (Willower, Eidell, and Hoy, 1967).

The Barrett-Lennard Relationship Inventory (RI)
purports to measure degree of empathy and congruence.
The RI is a multiple-choice questionnaire which was
designed to measure empathy, congruence, level of regard,
and unconditional regard (Barrett-Lennard, 1962). Only
scores on empathy and congruence were used for this
study.

Content validation was carried out by giving formal
directions and definitions to five judges who were client-
centered counselors with varying levels of experience.
The judges classified each item as a positive or negative
indicator of the variable in question and gave a neutral
(0) rating to any item which was regarded as irrelevant
or ambiguous. The judges further rated the positive items
on a +1 to +5 scale and the negative items on a -1 to -5
scale in terms of their strength as positive or negative

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indicators of the variable. The mean ratings of the items were used in selecting the two half-samples for split-half reliability assessment. The mean split-half reliability was .86.

A later study established an estimate of test-retest reliability. A sample of 45 college students taking an introductory course in psychology were asked to choose a close long-standing personal relationship that they felt was relatively stable and unchanging and to rate this relationship by using the Relationship Inventory. Four weeks later they were again asked to redescribe the same relationship. Nine pairs were eliminated because subjects felt the relationship had, in fact, changed. Test-retest correlations of the remaining 36 yielded correlations of .86 - .92 (Barrett-Lennard, 1962).

Procedure

Subjects were administered the Teacher Response Worksheet to measure their level of knowledge of the Effectiveness Training skills of active listening and I-messages, and the Pupil Control Ideology - 64 Item Form to measure humanistic control ideologies.

Five students each in grades five through eight were randomly selected and were given the Relationship

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<u>Inventory</u> in an attempt to determine the levels of empathy and congruence that they attributed to their homeroom teachers.

Seven days after administration of pretests, subjects began Parent Effectiveness Training for a period of ten weeks. Presentation of the Effectiveness Training material followed Gordon's <u>Basic Modules of the Instructor Outline,</u> which outlines each lesson. In addition to lecture, tape-recordings, role-playing, and large and small group discussions were also used.

At the end of the ten week period, subjects were readministered the <u>Teacher Response Worksheet</u>, the <u>Barrett-Lennard Relationship Inventory</u>, and the <u>Pupil Control Ideology</u> to determine if there had been an increase in their knowledge of the active listening and I-message skills, if there had been an increase in their levels of empathy and congruence, and if there had been an increase in their humanistic pupil control ideology.

The students were readministered the <u>Relationship Inventory</u> to determine if they perceived an increase in levels of empathy and congruence in their teachers.

All instruments were administered by a person

unfamiliar with the hypotheses of this study. The
training was administered by the author.

One month after administration of the posttests,
all instruments were readministered to determine if
there had been a decrease on any of the dependent
variables.

Design

A 2 (years experience -- 2 and below, 10 and above)
by 3 (pretest, posttest I, posttest II) repeated
measures analysis of variance was performed to test
hypotheses five, six, seven, and eight. A one-way
repeated measures analysis of variance was performed
to test hypotheses one, two, three, four, nine, and ten.
When a significant F value was found, the data was sub-
jected to the Scheffé method to determine between which
means significant results existed. The Scheffé was per-
formed only across the three trials as the years exper-
ience was collapsed.

Results

The hypotheses that teachers would learn the active
listening and I-message skills of Parent Effectiveness
Training were supported at the .0000 level (F = 83.21,
df = 2, p = .0000, Table 1; F = 89.73, df = 2, p = .0000,
Table 2). For the dependent variable active listening,
the pretest mean was 1.02, the posttest I mean was 3.34,

and the posttest II mean was 3.46 (Figure 1). There was a significant increase of knowledge between the pretest and posttest I with no significant loss of knowledge between posttest I and posttest II (Table 6).

The pretest mean for the dependent variable I-messages was 1.02, the posttest I mean 3.65, and the Posttest II mean 3.72 (Figure 2). Here, too, there was a significant increase between pre- and posttest I scores with no significant loss between posttests I and II.

The hypothesis that there would be a significant increase between pre- and posttest measures of perceived teacher empathy was significant at the .0001 level ($F = 34.78$, $df = 2$, $p = .0001$, Table 4). The pretest mean was 9.75, the posttest I mean 20.99, and the posttest II mean 18.29 (Figure 3). There was a significant difference between the means of the pretest and posttest I and between the means of posttests I and II.

Pre- and posttest measures of perceived teacher congruence were significant at the .0001 level ($F = 35.58$, $df = 2$, $p = .0001$) with no significant loss between posttests I and II (Table 5). The pretest mean was 8.71, the posttest I mean was 19.48, and the posttest II mean was 18.20 (Figure 4).

The S-Method indicated that significant differences existed between the means of the pretest and posttest I,

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between the pretest and posttest II, and between the pretest and both posttests. This was true for the dependent variables active listening, I-messages, empathy and congruence.

No significant difference was noted between pretest and posttest I measures of humanitarianism control ideology of teachers (F = 2.56, df = 2, P = .0890, Table 3), nor was there a significant difference between posttests I and II. The pretest mean was 53.36, the posttest I was 50.68, and the posttest II mean 47.84 (Figure 5).

No significant difference was found to exist between the pretest and posttest I or between posttests I and II for years of Bureau of Indian Affairs employment for either of the two variables empathy and congruence.

Discussion

This study offers substantial support that when teachers gain a knowledge of the Parent Effectiveness Training skills of active listening and I-messages, they appear more empathic and congruent to their students. The importance of these attributes for those in a helping relationship has been demonstrated by research (Fine, 1975; Truax & Carkhuff, 1967).

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Since students in a Bureau of Indian Affairs
boarding school are separated from their parents for
long periods of time, they do not receive the day to
day parental messages of acceptance, love, and respect.
It becomes important, therefore, for those adults
with whom the children have the most daily contact
to fill these needs. Teachers are among these signifi-
cant adults. It would appear that since the active
listening and I-message skills can be learned by teachers
within a relatively short period of time, and since
knowledge of these skills appears to increase the levels
of empathy and congruence that teachers are able to
convey to their students, then a knowledge of Gordon's
Effectiveness Training is a worthwhile skill for teachers
to acquire.

Although there appeared to have been a significant
loss between the means of posttests I and II of the
measure of empathy; when one considers the amount of
gain which was maintained, the loss appears insignificant
by comparison (Table 6). Data showed that although
there was a significant decrease one month after training,
the teachers still were functioning at a higher level
in this area than before training.

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There was no significant difference shown on measures of humanitarianism between the pretest and either the posttest or the second posttest. Hence, results of this study do not support the notion that Parent Effectiveness Training provides a method for increasing the variable of humanitarianism.

An explanation as to why no significance was found between the two groups with varying years experience might have been due to the small N. Had a larger N been used, perhaps a significant difference would have been found.

One major limitation of this study was the lack of a control group. There are, however, no other Bureau of Indian Affairs boarding schools in Oklahoma which would provide an adequate control. This shortcoming limits the generalizability of this study; therefore, other studies in this area are necessary.

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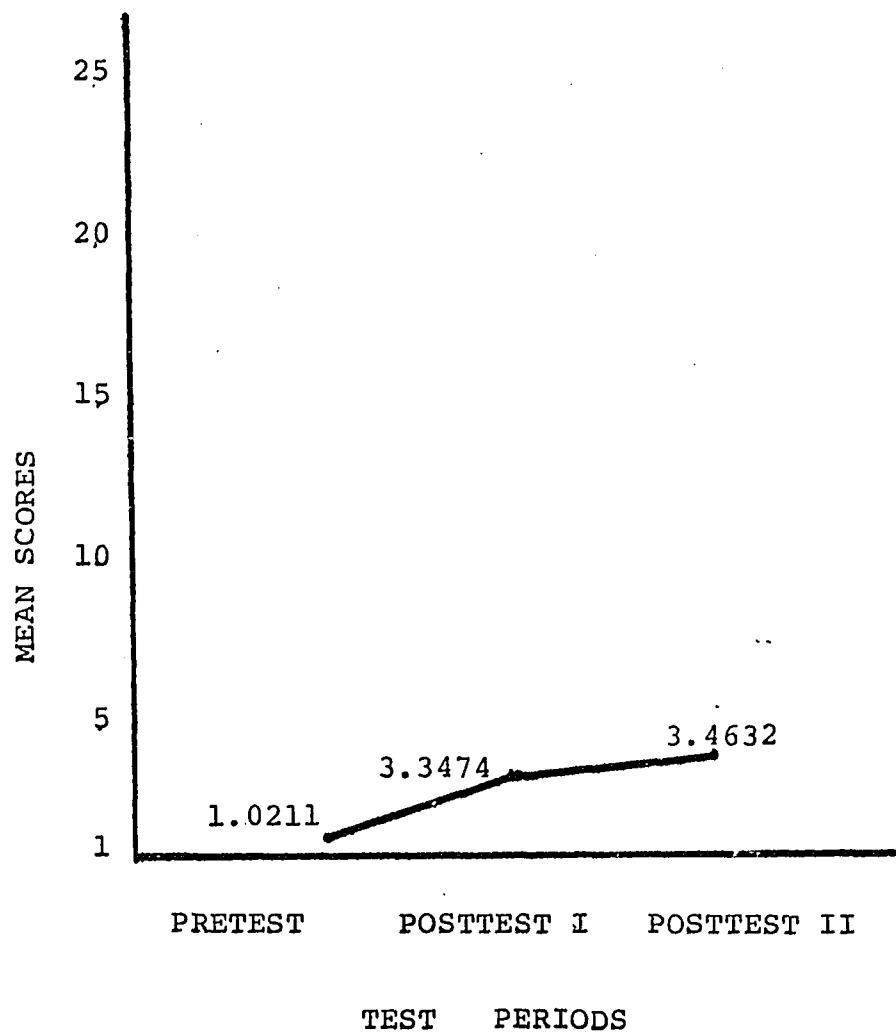
Figure 1. Mean scores for knowledge of Active Listening skills as measured by Teacher Response Worksheet.
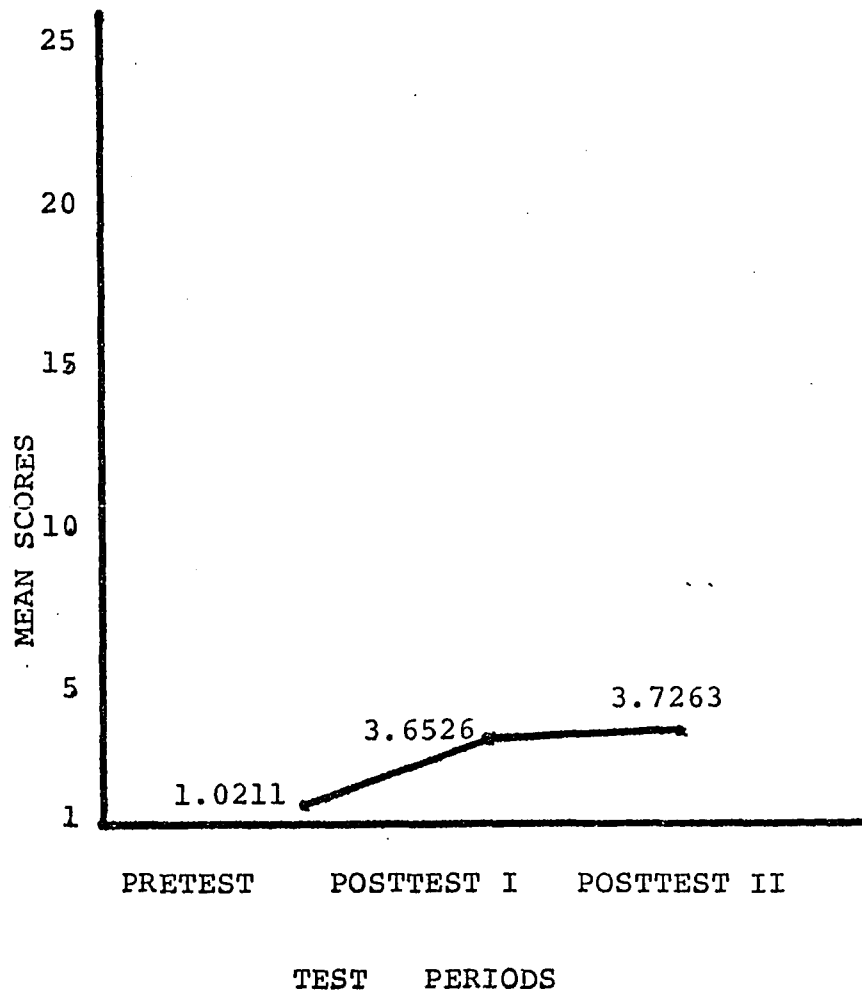
Figure 2. Mean scores for knowledge of I-message
skills as measured by Teacher Response
Worksheet.

25

20.9917

20

18.2917

15

MEAN SCORES

10   9.75

5

1

PRETEST   POSTTEST I   POSTTEST II

TEST   PERIODS
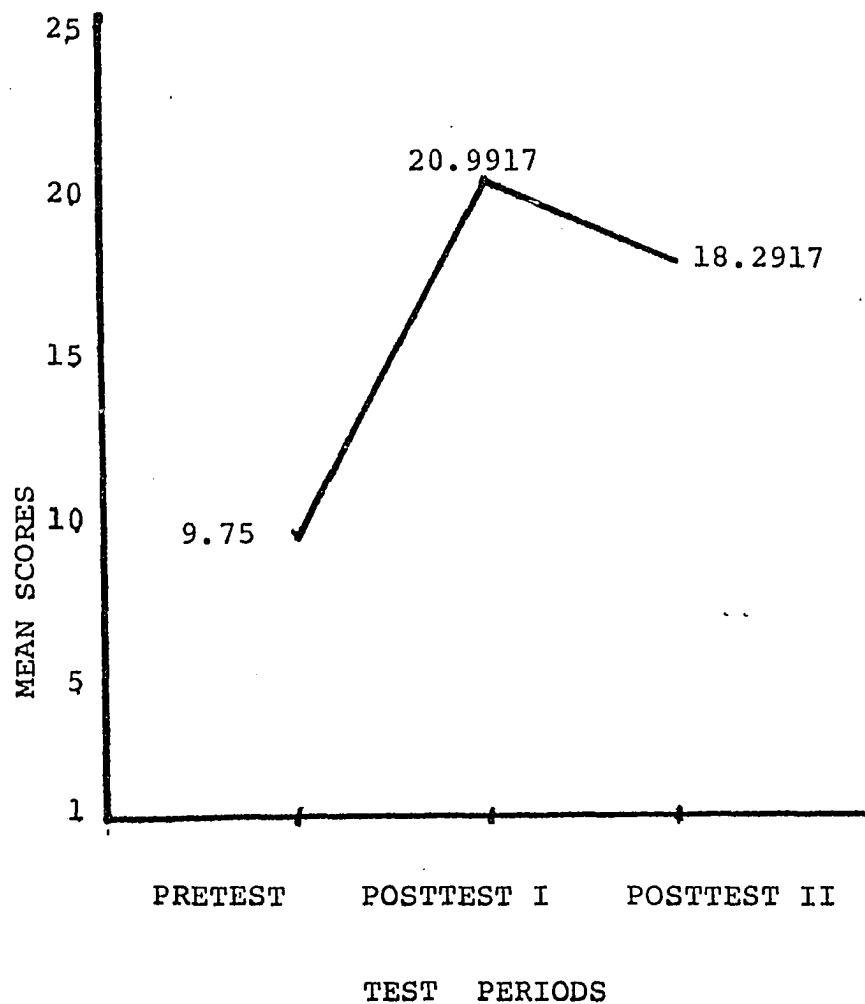
Figure 3.   Mean scores of teacher empathy as
            measured by the Barrett-Lennard
            Relationship Inventory.

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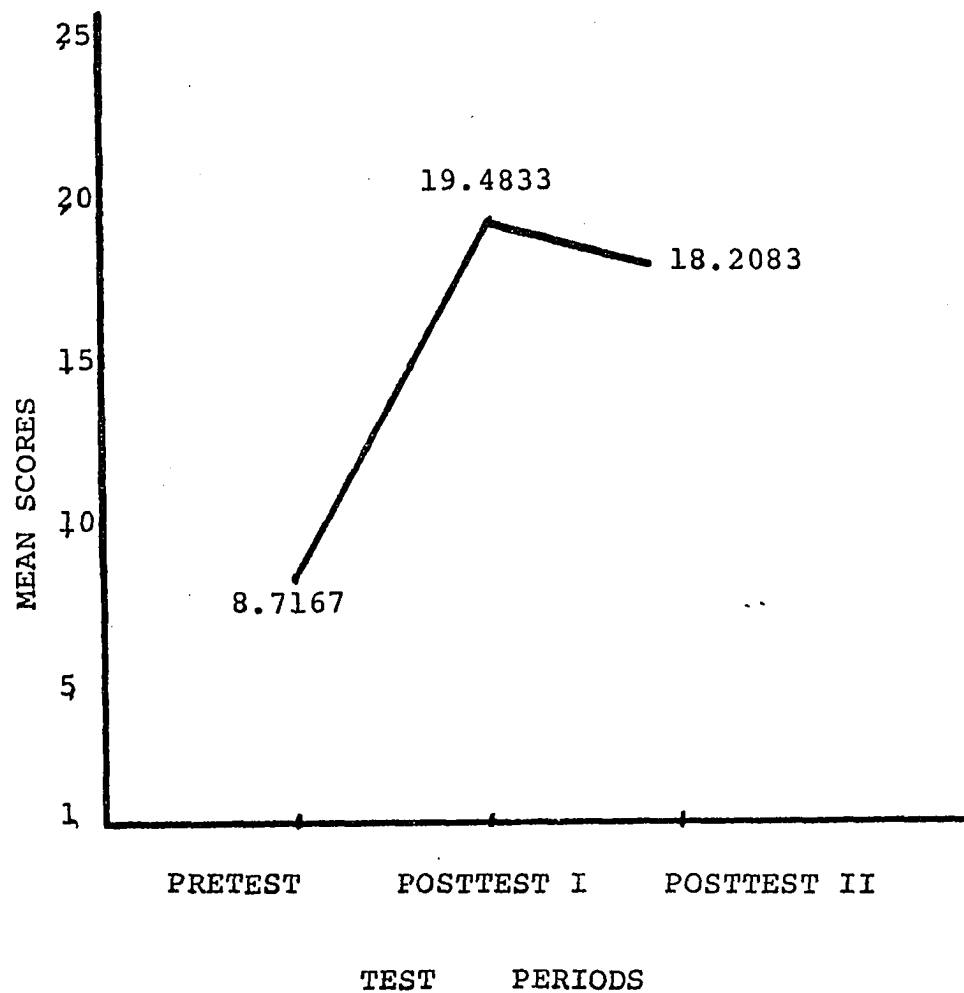
Figure 4. Mean scores of teacher congruence as
measured by the Barrett-Lennard Rela-
tionship Inventory.
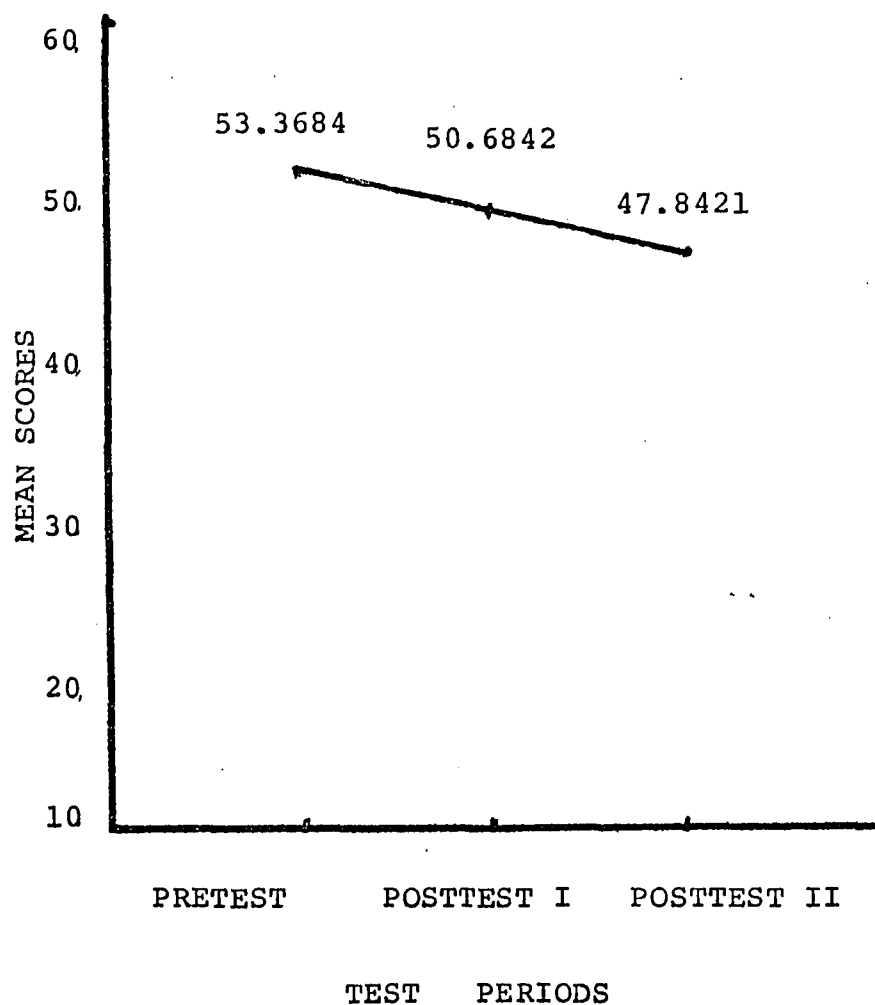
Figure 5. Mean scores of teacher humanitarianism
as measured by the Pupil Control
Ideology - 64 Item Form.

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TABLE 1

A One-Way
Groups by Trials
Analysis of Variance for
Active Listening Skills

Source	M. S.	df	F
Total	2.1106	56	83.217***
T (Trials)	36.0651	2	
E (Error)	.4334	36	

* p ≤ .01
** p ≤ .001
*** p ≤ .0001

TABLE 2

A One-Way
Groups by Trials
Analysis of Variance for
I-Message Skills

Source	M. S.	df	F
Total	2.5728	56	89.735***
T (Trials)	45.1218	2	
E (Error)	.5028	36	

* p < .01
**p < .001
***p < .0000

TABLE 3

A One-Way
Groups by Trials
Analysis of Variance for
Humanitarianism of Teachers

Source	M. S.	df	F
Total	114.4163	56	2.567
T (Trials)	145.1250	2	
E (Error)	56.5330	36	

* $p < .01$
** $p < .001$

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TABLE 4

2 (Years) by 3 (Test Periods)
Analysis of Variance
of Teacher Empathy
Between Two Groups with Varying
Years of Experience

Source	M. S.	df	F
Total	31.411	20	
Between	17.497	6	
G (Group)	.306	1	.0146
S/G (Subjects within Group)	20.935	5	
Within	37.374	14	
T (Trials)	236.142	2	34.7846***
TG (Trials by Groups)	3.496	2	.5150
TS/G (Trials by Subjects within Groups)	6.789	10	

* $p < .01$
** $p < .001$
*** $p < .0001$

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TABLE 5

2 (Years) by 3 (Test Periods)
Analysis of Variance
of Teacher Congruence
between Two Groups with Varying
Years of Experience

Source	M. S.	df	F
Total	35.306	20	
Between	28.165	6	
G (Group)	51.391	1	2.1850
S/G (Subjects within Group)	23.519	5	
Within	38.367	14	
T (Trials)	237.301	2	35.5837***
TG (Trials by Groups)	2.170	2	.3253
TS/G (Trials by Subjects within Groups)	6.669	10	

* p $<$ .01
** p $<$ .001
*** p $<$ .0001

TABLE 6

Means and Standard Deviations
for Dependent Variables

Dependent Variables	N	Pretest		Posttest I		Posttest II	
		$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
Active Listening	19	1.0211	0.0917	3.3474	1.0688	3.4632	1.1870
I-Messages	19	1.0211	0.0917	3.6526	1.1543	3.7263	1.2844
Empathy	7	9.7500	4.0161	20.9917	2.3816	18.2917	1.8547
Congruence	7	8.7167	3.2857	19.4833	2.7723	18.2083	4.4838
Humanitarianism	19	53.3684	7.0648	50.6842	10.8681	47.8421	13.1075

TABLE 7

Means and Standard Deviations
for Teacher Empathy and Congruence
for Two Groups with Varying
Years of Experience

Dependent Variables	Independent Variables	N	Pretest		Posttest I		Posttest II	
			$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
Congruence	2 Yrs or less	3	7.1333	2.8378	18.4666	1.1547	16.0666	1.2858
	10 yrs or more	4	10.2999	3.2393	20.4999	3.4813	20.3499	5.3500
Empathy	2 Yrs or less	3	10.3999	1.9078	20.7333	1.9425	17.5333	0.8326
	10 yrs or more	4	6.6499	5.9360	21.2999	2.8867	19.0499	2.5683

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TABLE 8

S-Method Values Performed on Active Listening Skills
After a Significant F-Value Was Found

PRE	POST I	POST II	S-METHOD VALUES
1	-1	0	-10.891
1	0	-1	-11.434
0	1	-1	- 0.542
1	-.5	-.5	-12.889
.5	-1	.5	- 5.975
.5	.5	-1	- 6.914

TABLE 9

S-Method Values Performed on I-Message Skills
After a Significant F-Value was Found

PRE	POST I	POST II	S-METHOD VALUES
1	-1	0	-11.434
1	0	-1	-11.759
0	1	-1	- 0.325
1	-.5	-.5	-13.390
.5	-1	.5	- 6.414
.5	.5	-1	- 6.976

TABLE 10

S-Method Values Performed on Teacher Empathy
After a Significant F-Value was Found

PRE	POST I	POST II	S-METHOD VALUES
1	-1	0	-8.072
1	0	-1	-6.133
0	1	-1	1.939
1	-.5	-.5	-8.201
.5	-1	.5	-5.779
.5	.5	-1	-2.422

TABLE 11

S-Method Values Performed on Teacher Congruence
After a Significant F-Value Was Found

PRE	POST I	POST II	S-METHOD VALUES
1	-1	0	-7.800
1	0	-1	-6.876
0	1	-1	0.924
-1	.5	.5	8.473
.5	-1	.5	-5.036
.5	.5	-1	-3.437

APPENDIX A

PROSPECTUS

PROSPECTUS

A school was established by the United States government
in 1871 at Caddo Springs, Oklahoma, for the southern Cheyenne
Indian tribe. A similar school was established for the southern
Arapahoe tribe at nearby Darlington, Oklahoma. In 1906, the
two schools were combined as the Cheyenne-Arapahoe School at
Concho, Oklahoma. This school was used until 1968, when a new
facility was opened. The name Concho was maintained.

Throughout the year, many new programs have been introduced
at Concho. In spite of these programs (Hollingshead, 1971;
Hollingshead, 1972; Maynard, 1969), the Superintendent of
Concho, in a letter to the National Institute of Drug Abuse
stated that even though the Open Classroom and an innovative
academic program offer the children many learning opportunities
which should enable them to learn as rapidly as they are able,
they do not make progress comparable with the other children
of the country (Tillman, 1974).

In a federal grant proposal to the National Institute of
Drug Abuse (1974) it was stated that the staff's "attitude toward
the children is negative, hopeless, and punitive." The report
further stated that the staff was frustrated because physical
punishment is prohibited and because no system of positive
reinforcement exists. "Hours" are given for misbehavior, but

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the staff of the school resents this because they have to
watch the children to be sure the "hours" are worked off. It
is assumed that those teachers who have been employed by the
Bureau of Indian Affairs (BIA) for longer periods of time will
be more resistant to change because they have had greater
opportunity to become accustomed to bureaucratic procedures.

There are many problems with which both students and
staff of Concho must attempt to cope. There is often inadequate
communication and lack of understanding.

Communication and understanding are often used but often
misunderstood words. Smith (1946) stratified communication
into 5 levels from shallow to "complete communication." The
latter term was defined as an attempt to achieve a common under-
standing in part by each person trying to reproduce the other
person's experience.

Rogers (1961) stated that real communication occurs when
we listen with understanding. Understanding was defined as the
ability to see the idea and attitude from the other person's
point of view, to sense how it causes him to feel, and to
achieve his frame of reference in regard to the thing he is
talking about.

Gordon (1970) defines effective communication as a process
involving two elements: (1) clear sending (effective expression)
and (2) accurate receiving (effective impression). Gordon
stated that the most important element in clear sending is the
congruence of the sender, the consistency between the inner
feeling of the person and the actual message transmitted. For

example, to feel angry and to be frankly angry is to be congruent; whereas, to be red-faced and verbally loud, but to say "I'm not angry" is to be incongruent. To be internally congruent is to allow another person the opportunity to understand and to be congruent to your feelings. To be congruent with another is to understand his feelings from his point of view.

Getzels (1954) states that not only does this apply to interactions between individuals, but that the classroom too is subject to conflict from personality differences, incongruent interpersonal perceptions, and idiosyncratic definitions of complementary expectations among individuals who make up the class.

Rogers (1961) stated that the greater the congruence of awareness and communication on the part of one individual, the more the ensuing relationship will involve a tendency toward reciprocal communication; a tendency toward mutual understanding of the communications; improved psychological adjustment and functioning in both parties; and mutual satisfaction in the relationship.

Accurate receiving is not a passive, but rather an active state of listening. The act of "active listening" is dependent upon the degree to which the listener will suspend his own ideas and judgments and attend exclusively to the thoughts of another (Gordon, 1970). It requires that the listener put his perception of the sender's message into his own words so that the sender may verify, clarify, and correct. The resulting understanding is an understanding of the meaning underlying the words, gestures,

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and expressions of the sender. It necessitates clarifying interaction. The term "understanding" can only be applied in this context when meaning is obtained from the individual himself, for only he can know for sure his meaning. This aspect tells the sender that he is, in fact, understood.

Complete communication, then, involves an active and effective sending and receiving of messages. That message is the meaning and emotion underlying the verbal and phenomenological aspects of the message. The meaning is understood by the listener through interactive clarification of his perceptions by the sender, who then knows that he is understood. The importance of this deep, emotional understanding to personality development may be understood in the context of self as conceptualized by Kelly's (1955) theory of constructs.

According to Kelly, constructs are the patterns through which man looks at the world. He states that a construct is a dichotomy whose elements lie in opposition to each other. For example, the construct of good contains the element of bad. In the absence of bad, there is nothing against which to evaluate good. One can arrive at an understanding only through contrast. Constructs provide a framework of alternative hypotheses to which man can attach his perceptions so events become predictable and controllable. Man gains identity through the validation of the construct of self. Validation is the substantiation of a predicted hypothesis. Others are important to this validation.

This concept does not imply agreement, rather congruency. To the extent that a person accurately construes the constructs

of another, he understands him. For example, the person who has identified himself at the bad end of the good-bad dichotomy is accurately construed when another understands that he feels that he is bad. Validation, however, does not occur without agreement. If the individual in the example understands that he feels himself to be bad but the listener does not agree, he has failed to identify himself as bad. Validation may occur through faulty communication if the individual misconstrues the listener as agreeing that he is bad. This demonstrates the importance of clear communication and understanding (Patterson, 1966).

Satir (1967) stated that faulty child-adult communication lies in the "double messages." Baum (1966) hypothesized and confirmed that parents of disturbed children communicate discrepant messages, i.e., the mother whose words say, "I know you didn't mean to break the vase, dear"; but whose voice says, "I'm not at all sure that you didn't break my vase intentionally, you bad child." Marcus, Offer, Blatt, and Gratch (1966) found in a study which compared families with normal and disturbed children that the mothers of the normal children understood their children's self-descriptions and the children understood their mother's expectation of them. In those families with disturbed children, there was decreased understanding by both mothers and children. From such research, one may conclude that there are indications that faulty communication may be related to childhood maladjustment. Moreover, other writers feel that a basis for neurotic behavior is a breakdown in communication (Rogers, 1961;

Ruesch, 1953).

Studies such as the two which follow indicate that emotional
perception can be increased. Davitz (1964) demonstrated that
between the ages of 5 and 12 there is a steady increase in
ability to identify the emotional meaning of vocal expressions.
Mattis (Davitz, 1964) demonstrated at the .01 level of significance
that subject's emotional sensitivity could be increased after
15 minutes of training. The procedure involved the identification
of taped verbal emotions. If emotional understanding can be
learned, and if it is an important aspect of child-adult inter-
action, the importance of discovering how to implement such
learning is apparent.

A further aspect of the adult's behavior which is implied
in emotional understanding between child and adult is the
reduction of authoritarianism. If the adult seeks true under-
standing of the child it is unlikely that he will wish to impose
his will unnecessarily on the child. A positive correlation
between parental use of power and certain maladaptive behaviors
in children was found by Hoffman (1963). He theorized that
dissatisfaction with the child is communicated to him when the
parent tries to modify the child's behavior with power methods.

Dreikurs (1964) cites 18 principles for improving child-parent
relationships where reduction of parental power is in favor of
a more democratic approach. He states that many mistakes in
child-rearing constitute either a violation of the self-respect
of the child or a violation by the parent of his own dignity and
self-respect. Baldwin, et al. at the Fels Institute demonstrated

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that of the various clusters of adult attitudes toward the
children under investigation, the "acceptant-democratic" seemed
to best facilitate growth (Rogers, 1961).

The theory of humanistic psychology indicates that a
person's growth, whether infant, child, or adult, is best
facilitated in an environment where warmth, acceptance, and
personal freedom prevail (Rogers, 1969). At school, the burden
for creating such an environment falls on the teacher. It is
believed that the self-accepting, other-accepting, trusting, and
understanding person can do most to foster growth in the child.

A. S. Neill (1960), after forty years at Summerhill, believes
that a child has the power within him to grow and develop best
in an atmosphere of acceptance and freedom. Neill feels that
the greatest danger for the child's growth is for adults to put
obstacles in his way rather than to provide "good growing ground."
Gordon (1970) uses similar words to describe the idea that adults
can provide the atmosphere for children to develop their potential.

Kagan (1963) states that the more competent and loved the
model, the greater the probability of strong identification.
This fits with Rogers' idea that the adult who models openness
and creativity will be more apt to encourage children to show
these characteristics in their behavior.

Becker (1952) found that hostile parents have hostile
children because: (1) physical punishment is frustrating, so
produces anger, (2) the adult models such behavior, and, (3) the
parent provides direct reinforcement of aggressive behavior.
It is plausible that these findings would apply to teachers

in a classroom setting.

When the classroom is seen as a social system, behavior is seen as a function of teacher and student trying to cope with an environment composed of patterns of personalities and patterns of roles to achieve both individual efficiency and institutional effectiveness. The proportion of personality factors and roles which determine behavior will vary depending on the goal, the specific personality, and the specific role (Getzels, 1954).

The fact that teachers need to establish and maintain interpersonal relationships with their students has been established. The problem then is to determine effective methods for meeting this need. Most of the research to date has been directed toward identifying and measuring variables related to either the behavior or characteristics of teachers with focus on antecedents of these variables or on their consequences. The antecedent approach has attempted to explain why teachers behave as they do in the role of teacher. Behavior in this approach is defined by role or by studying individual differences. Teacher behavior is seen as a function of the teaching situation or of teacher characteristics. The consequence approach has attempted to explain how the behavior of the teacher can influence the behavior of the student or how it can influence group functioning. This type of approach involves interpersonal influences which result in learning. Although teachers are adequately trained in their subject matter area and in the methods of presenting the subject, they are often left to infer how

to relate to the students in the classroom. Teachers should also receive adequate preparation in desirable teaching behavior (Gage, 1963).

Research indicates that effective interpersonal functioning depends on (1) being aware of the consequences of behavior and (2) behaving in ways which have the intended impact on others. An extensive review of literature by Truax and Carkhuff (1967) supplied evidence that interpersonal skills are learned either overtly or covertly in daily life and training capitalized on incidental learning by specifying which behaviors are beneficial and which are not.

Research of interpersonal relationships in psychotherapy has shown that in order to be helpful to the client, the person in the helping relationship must be sensitive to the other person's feelings and must respect him. Since a teacher is also in a helping relationship he could be more effective if he possessed these attributes. Research further shows that that which constitutes effective interpersonal skills can be learned (Fine, 1975).

In 1962, Thomas Gordon, a clinical psychologist and former student and colleague of Carl Rogers, developed a course for parents to help them meet their own and their children's emotional needs through more effective communication and problem-solving. Gordon felt that most of the children who were referred to him for treatment needed education in human relationships rather than therapy. He, therefore, developed Parent Effectiveness Training, a program designed to improve communication by

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teaching (1) listening skills and, (2) sending skills.

1. Listening Skills

The Rogerian technique of "active listening" is taught to help adults understand children's messages. Active listening involves giving feedback to the sender that the receiver has understood the feelings as well as the content of the message. It also is intended to imply that the sender is accepted. The purpose, therefore, of active listening, according to Gordon and to Rogers, is to communicate understanding and acceptance so the sender can use his own resources to meet his own needs. Adults are taught to avoid twelve nonfacilitative responses, which Gordon (1970) calls "roadblocks to communication."

2. Sending Skills

Rogers' concept of congruence has been operationalized by Gordon by specifying how to initiate messages to facilitate meeting self-needs. He specified the components of a clear, low-threat message, which he labelled an "I-message." The I-message is then followed by active listening to ensure acceptance and adequate communication.

The Parent Effectiveness Training (PET) course is conducted by a trained instructor, and consists of 24 hours of lecture, demonstrations, tape-recordings, role-playing, and group discussion. The program is a preventative approach which teaches adults to use skills to keep situations from deteriorating as well as an educational program which teaches both knowledge and skills.

Implications of Gordon's (1970) theoretical base are
that adults need to provide a safe atmosphere in which children
can express their feelings, experiences, and needs. Such a
safe atmosphere consists in part of the adult's responses to
the child's attempts to express himself. The manner of the
adult response determines not only the future communication
with that particular child, but also communication with other
children who observe the transaction. If the adult accepts
the child, he will feel safe in future situations; but if the
child is made to feel inadequate, he will not continue honest
communication. Another implication of Gordon's program is
that the adult should be able to state his own legitimate needs
and feelings in such a way as to produce beneficial results.
If the needs of both child and adult are respected and met,
there will be more "no-problem" time (Gordon, 1970).

A limited amount of research has been conducted using
Parent Effectiveness Training. Garcia (1971) found that parents
began to look closely at themselves as parents and were able
to be more honest in regard to their own feelings. The writer
concluded that Parent Effectiveness Training could be used as
a model for preventive parent education programs. Hanley (1973)
reported an increase in parent attitudes of acceptance and
understanding. Improved parental attitudes toward child rearing
were reported by Haynes (1972). Knight (1974) found no change
in family interpersonal distance and children's enuretic
behavior. Knowles (1970) reported that parents who participated
in P.E.T. had a better understanding of their children than did

those who did not participate, as measured by discrepancies between the child's answers and parental predictions of those answers. Knowles also reported a significant reduction in authoritarianism. Research by Larson (1972) showed that underachievers whose parents took P.E.T. gained a full grade point in school from the first to the third quarter. Lillibridge (1971) stated that children of P.E.T. graduates showed significant changes in perceiving their parents as more accepting and less rejecting. Lillibridge, like Garcia, suggested P.E.T. as a preventive program. Peterson (1971) found that children of parents who took P.E.T. reported that their parents saw their good points, displayed warmth and understanding, enjoyed their company, and listened to their ideas. This study reported a significant attitude change in parents in the direction of more constructive relationships with their children. Piercy and Brush (1971) reported that after taking P.E.T., subjects showed greater empathic understanding of another person's problem and created a non-threatening environment for the child. Schmitz (1975) reported that P.E.T. significantly changed the participant's attitudes; whereas Stearn (1970) found no significant difference between P.E.T. graduates and two non-training control groups in children's ratings of their parents' empathy, congruence, and acceptance.

Necessity and Significance of This Study

The literature on interpersonal skills and training programs for the development of these skills reveals: (1) interpersonal skills are important for effective teaching, (2) interpersonal

skills can be learned, and (3) training programs do exist for the development of these skills. There appears to be a consensus that teachers are more effective when they have mutual respect and understanding for their students. Both teacher and pupil needs must be met, and conflicts handled in a democratic manner. If teachers are to teach skills in democratic functioning, these skills need to be demonstrated in the classroom.

Interpersonal teaching skills affect both one-to-one relationships and group functioning and include both communication and interaction skills (Brown & MacDougall, 1973; Burke & Benner, 1973; Calliotte, 1971; Flanders & Simon, 1969; Gage, 1963; Hough & Amidon, 1967; Ivey, 1973; Truax & Carkhuff, 1967; Withall & Lewis, 1963); therefore, training is needed to teach effective communication skills. To the extent that teaching is a helping relationship, teachers need to fulfill the security and respect needs of their students and to establish and maintain rapport. They may then create a classroom atmosphere where more facilitative conditions are present.

Interpersonal skill training for teachers then should include: (1) helping students to meet their needs and to resolve problems which interfere with learning; (2) helping teachers to meet their own needs and to resolve problems which interfere with the teaching situation; and (3) helping to meet group needs and to solve group problems. Problem-solving skills are needed by the teacher for effective classroom functioning.

While effective communication implies both understanding

others and self-expressing, little has been done to train teachers in skills to meet their own needs. Gordon's program appears to offer the kind of training which would achieve the desired outcome. His objectives are compatible with those which researchers have indicated are important for facilitative teacher-student relationships. Gordon's program includes initiating skills and understanding, but in addition teaches skills in problem-solving, an area which other programs have overlooked.

Statement of the Problem

The general problem from which this study is generated may be expressed by the question, Does Parent Effectiveness Training significantly increase the level of empathy and congruence of teachers at Concho Indian School as defined by this study and as measured by the Relationships Inventory (RI) with the assumption that the students' attitudes toward their homeroom teachers will become more favorable if there is an increase; do the teachers at Concho demonstrate an increased knowledge of active listening and I-message skills as defined in this study and as measured by the Teacher Response Worksheet; and do teacher's attitudes toward students become less authoritarian and more humanistic as defined in this study and as measured by

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the Pupil Control Ideology (PCI)?

Hypotheses

1. There will be a significant increase between pre- and posttest measures of knowledge of active listening skills as measured by the Teacher Response Worksheet.

2. There will be no significant decrease in performance of knowledge of active listening skills on the Teacher Response Worksheet administered one month after the posttest as compared to the posttest administration.

3. There will be a significant increase between pre- and posttest measures of knowledge of I-message skills as measured by the Teacher Response Worksheet.

4. There will be no significant decrease in performance of knowledge of I-message skills on the Teacher Response Worksheet administered one month after the posttest as compared to the posttest administration.

5. There will be a significant increase on the ratings given teachers by students between pre- and posttest measures of teacher empathy as measured by the Relationship Inventory.

6. There will be no significant decrease in the ratings of empathy given by students to teachers on the Relationship Inventory administered one month after the posttest as compared to posttest administration.

7. There will be a significant increase on the
ratings given teachers by students between pre- and
posttests measures of teacher congruence as measured
by the <u>Relationship Inventory</u>.

8. There will be no significant decrease in the
ratings of congruence given by students to teachers in
the <u>Relationship Inventory</u> administered one month after
the posttest as compared to posttest administration.

9. There will be a significant increase between
pre- and posttest measures of humanitarianism of
teachers as measured by the <u>Pupil Control Ideology -</u>
<u>64 Item Form</u>.

10. There will be no significant decrease in the
degree of humanitarianism of teachers as measured by
the <u>Pupil Control Ideology - 64 Item Form</u> administered
one month after the posttest as compared to the post-
test administration.

11. There will be a greater difference between
the pre- and posttest measures of the two variables
(empathy and congruence) of teachers who have been
employed by the Bureau of Indian Affairs for less
than two years than for those who have been employed for
more than ten years.

Definition of terms:

Active listening: The teacher understands the message in terms of what is going on inside the child. The teacher tries to understand what it is the child is feeling or what his message means. The teacher then puts his understanding into his own words and feeds it back for the child's verification. The teacher does not send a message of his own. He feeds back only what he feels the child's message meant, nothing more, nothing less.

I-message: The teacher tells the child how some unacceptable behavior is making the teacher feel. When the child's behavior is unacceptable to the teacher in some tangible way it interfers with the teacher's enjoyment of life or his right to satisfy his own needs; the teacher owns the problem. There are three components to an I-message: (1) a nonjudgmental description of a specific behavior of the child, (2) how this specific behavior tangibly or concretely effects the teacher, and (3) the feelings generated within the teacher because he is tangibly effected.

Empathy: The teacher demonstrates an ability to identify intelligently with the problems and difficulties of the child. The teacher is sensitive to current feelings and meanings of the child and communicates this understanding in a language attuned to the child's current feelings.

Congruence: The teacher responds in a direct, spontaneous manner without defensiveness or retreating into a facadé or role; he is open and honest. The teacher is real and

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non-artificial rather than rigidly consistent.

Humanistic ideology: The teacher emphasizes an accepting, trustful view of pupils and is optimistic about their ability to be self-disciplining and responsible.

Custodial ideology: The teacher uses a punitive, moralistic approach to pupil control and the maintenance of order and has a basic distrust of students.

Method

Nineteen teachers at Concho Indian School, which includes the entire population of teachers, will be trained with Parent Effectiveness Training (PET) for a period of ten weeks. The course is designed to run for eight weeks, but because of daily time limitations at this school, it will be scheduled for ten weeks.

Classroom presentation will follow Gordon's Basic Modules of the Instructor Outline (1971) which outlines each lesson in detail. Training sessions include lecture, tape-recordings, role-playing, and large and small group discussion.

Subjects

 The subjects will be nineteen teachers who teach grades one through eight at Concho Indian School. This will include the entire population of teachers.

Procedure

Subjects will be given pretest measures to determine their level of empathy and congruence and their level of active listening and I-message skills, as defined in this study. Five

students will be randomly selected from each homeroom in grades five through eight to rate their homeroom teachers. These students will be given pretest measures to determine the levels of empathy and congruence that they perceive their homeroom teachers possess.

Subjects will be given Parent Effectiveness Training for a period of ten weeks. At the end of this period, subjects will be given posttest measures to determine if there has been an increase in their levels of empathy and congruence and if there has been an increase in their knowledge of active listening and I-message skills. Those students in grades five through eight who were given pretest measures will also be given posttest measures to determine if they perceive that there has been an increase in the levels of empathy and congruence of their home-room teachers.

Pre- and posttest measures will be administered by an examiner who is unaware of the hypotheses of this study. The Teacher Response Worksheet will be rated by raters who have been trained in the knowledge of this specialized skill to determine. if it actually measures active listening and I-message skills. Raters will be drawn from master's and doctoral level psychologists from the Oklahoma State Department of Health.

Measures

Three instruments will be used in this study. A Teacher Response Worksheet, which was constructed by the writer, will be used to measure teacher's knowledge of active listening and I-message skills; the Pupil Control Ideology (PCI) - 64 Item

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Form will be used to measure humanistic and custodial ideologies of the teachers; and the Barrett-Lennard Relationship Inventory (RI) will be given to students in grades five through eight to measure the degree of empathy and congruence that they perceive their homeroom teachers possess. All instruments will be given pre- and post.

Because they do not contribute to the problem of this study, the subtests for positive regard and unconditional regard on the RI will not be discussed. The PCI will be used because it is assumed that the more empathic and congruent teachers will be the more humanistic.

The Teacher Response Worksheet was designed to measure knowledge of active listening and I-message skills, as defined in this study, and is rated on a five-point scale from "poor" to "excellent." A Level 1 score indicates that the listener "communicates no awareness of even the most obviously expressed surface feelings"; while a Level 5 score indicates that the listener "responds with accuracy to all of the person's deeper as well as surface feelings."

Ten statements were written which would give teachers an opportunity to respond with active listening skills in hypothetical situations which could occur in the classroom; ten were written to give an opportunity to respond with I-message skills. Five raters were asked to rate each situation on a one to five point scale in regard to how well the situation would give teachers the opportunity to respond with these skills. The five statements which earned the highest scores in each area

were chosen to be administered to the teachers. The mean

scores for those ten statements chosen was 4.8.

After teachers have responded to the Teacher Response

Worksheet, the responses will be rated by a group of raters

who have been trained to rate according to the definitions in

this study. Raters will be given both pre- and posttests at the

same time so they will not be influenced by the knowledge of

which is which. Forms which were responded to by teachers will

be cut so that only one item appears on a sheet; therefore,

raters will be unaware of which are pre- and posttests and of

which items were responded to by which teachers.

The Pupil Control Ideology Form (PCI) contains twenty

statements to which the teacher responds. Responses range

from one ("strongly agree") to five ("strongly disagree").

It is a Likert-type scale and yields a score which reflects

the degree of humanistic or custodial pupil control ideology

a teacher possesses. The lower the score, the more humanistic

the ideology.

Willower (1967), who developed the original scale, stated

that custodial teachers emphasize punitive sanctions, coercion,

and ridicule, in addition to withholding rewards in order to

gain compliance to arbitrary standards set by the teachers or

by the organization; whereas, humanistic teachers may appeal

to the student's sense of right or wrong or his self-discipline

in an understanding and supportive manner.

The procedure which was used in validating the PCI was

based upon principals' judgements concerning the pupil control

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ideology of certain of their teachers. The principals were asked to read descriptions of the custodial and humanistic viewpoints and to identify teachers whose ideology was most like each description. The PCI was administered to 260 teachers. The ten who scored the highest were selected to comprise the custodial group; the ten who scored the lowest comprised the humanistic group.

Mean PCI scores for the humanistic and custodial groups on which the norms were developed were significantly different at the .001 level. The mean for the custodial group was 66.9, whereas the mean for the humanistic group was 34.3.

Although the two groups were significantly different with regard to expressed pupil control ideology, they were similar with respect to selected demographic factors. For the custodial group the mean grade level taught was 4, the mean years experience was 6, and the mean age was 33. For the humanistic group, the mean grade level taught was 3, the mean years experience was 5.5, and the mean age was 29 (Dobson, Goldenberg, & Elsom, 1972).

A t-test of the difference of the means of the two independent samples was applied to test the prediction that those teachers judged to hold a custodial pupil control ideology would differ in mean PCI scores from those teachers judged to have humanistic pupil control ideology. A one-tailed t-test yielded a calculated t-value of 2.639 which indicated a difference in the expected direction, significant at the .01 level (Willower, Eidell, & Hoy, 1967).

A further check on the validity of the PCI was made by
a comparison of the mean scores of personnel in schools which
were known by their reputation to be humanistic with the mean
scores of personnel in other schools at the same grade level.
A trend was found to exist in the expected direction
(Willower, Eidell, & Hoy, 1967).

A cross-validation using the same techniques as described
earlier (based upon principals' judgements of teacher ideology)
was carried out on a new sample of seven schools. Using a
one-tailed t-test, the mean difference in PCI scores for
teachers judged to be custodial and those judged to be humanistic
was significant at the .001 level (Willower, Eidell, & Hoy, 1967).

The authors who developed the PCI calculated a split-half
reliability coefficient by correlating even-item subscores with
odd-item subscores (N=170). The resulting Pearson product-moment
coefficient was .91. Application of the Spearman-Brown formula
yielded a corrected coefficient of .95 (Willower, Eidell, & Hoy,
1967).

Further reliability calculations were made with data collected
from a new sample (N=55). Using the same techniques, the
Pearson product-moment correlation produced a coefficient of
.83; application of the Spearman-Brown formula yielded a
corrected coefficient of .91 (Willower, Eidell, & Hoy, 1967).

Barrett-Lennard reported that a paper by Rogers concerning
conditions of therapy and an existing Relationship Sort by
Brown were helpful starting points in the development of
specific items for the Relationship Inventory (Barrett-Lennard,

1962). The multiple-choice questionnaire (+3 to +1, -3 to -1) was chosen as the form for the Relationship Inventory because of the anchored response categories, the ease and economy of administration, minimal comparison of answers to "related" items, and flexibility in eliminating or adding items.

The items which represent each variable are dispersed throughout the Inventory in order to obtain maximum independence of answers. To facilitate item identification and scoring they are arranged so that every fourth item represents the same variable. Positive and negative items were arranged randomly except with specific items where an attempt was made to avoid sequences such that a given answer to one item would seem to imply a certain answer to the next one.

Content validation was carried out by giving formal directions and definitions to five judges who were client-centered counselors of varying levels of experience. The judges classified each item as a positive or negative indicator of the variable in question and gave a neutral (0) rating to any item which was regarded as irrelevant or ambiguous. The judges further rated the positive items on a +1 to +5 scale and the negative items on a -1 to -5 scale in terms of their strength as positive or negative indicators of the variable. The mean ratings

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of the items were used in selecting the two half-samples for split-half reliability assessment. Barrett-Lennard, over a four week time period, found the following test-retest correlations of the four scales: positive regard, .84; empathy, .89; congruence, .86; unconditional regard, .90; and the total score, .95 (Barrett-Lennard, 1962).

There was perfect agreement between judges when classing items as positive or negative on all but four items. Three of these were eliminated; the one retained had the inconsistency of only one judge giving it a neutral rating. Later, an item analysis was conducted. The method used was to tabulate and compare the answers given to each item by the "upper" and "lower" half of the sample (N=40) divided in terms of scores on the variable to which the item belonged.

Barrett-Lennard stated that when theoretical variables are operationalized for the first time, validation is necessarily indirect. The obtained reliabilities and intercorrelations, he stated, give some indirect evidence concerning the validity of the scales. The mean intercorrelations of the scales is .45 as against a mean split-half reliability of .86.

A later study offered data for a test-retest comparison. A sample of 45 college students taking an introductory course in psychology were asked to choose a close long-standing personal relationship that they felt was relatively stable and unchanging and to rate this person by using the Inventory. Four weeks later they were again asked to redescribe the same relationship. Nine pairs were eliminated because subjects felt the relationship had in fact changed. Test-retest correlations of the remaining 36 yielded correlations of .86 - .92.

In a telephone conversation with Dr. Barrett-Lennard on October 31, 1975, he stated that test-retest reliability was found to be .74 to .90 by Mills and Zytowski in 1967, and .83 to .95 by Hollenback in 1961. Dr. Barrett-Lennard stated that the Relationship Inventory can be tested against the Carkhuff scales, although they are not suitable for cross-validation. He further stated that Allan Gurman at the University of Wisconsin is currently reviewing all known studies which have used the Relationship Inventory as a part of a book which is to be published. Dr. Gurman had reported to Dr. Barrett-Lennard that the Relationship Inventory appears to provide the most effective method thus far by which to measure the variables defined in the Inventory.

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Analysis

The analysis of each hypothesis is as follows:

Hypothesis 1 will be analyzed by a one-way ANOVA. The alpha level will be set at .05.

Hypothesis 2 will be analyzed by a one-way ANOVA. The alpha level will be set at .10.

Hypothesis 3 will be analyzed by a one-way ANOVA. The alpha level will be set at .05.

Hypothesis 4 will be analyzed by a one-way ANOVA. The alpha level will be set at .10.

Hypothesis 5 will be analyzed by a 2x3 repeated measure ANOVA. The alpha level will be set at .05.

Hypothesis 6 will be analyzed by a 2x3 repeated measures ANOVA. The alpha level will be set at .10.

Hypothesis 7 will be analyzed by a 2x3 repeated measures ANOVA. The alpha level will be set at .05.

Hypothesis 8 will be analyzed by a 2x3 repeated measures ANOVA. The alpha level will be set at .10.

Hypothesis 9 will be analyzed by a one-way ANOVA. The alpha level will be set at .05.

Hypothesis 10 will be analyzed by a one-way ANOVA. The alpha level will be set at .10.

Hypothesis 11 will be analyzed by a 2x3 ANOVA. The alpha level will be set at .05.

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APPENDIX B

INSTRUMENTS

Teacher Response Worksheet

Directions:

Attached are ten hypothetical situations which might occur in the classroom or in a teaching situation. Beside each statement there is a blank space in which you are to write a response to the statement. There are no right or wrong answers, and since each of you is different, your answers will vary.

For each question, please use the exact wording you would use if you were in the situation.

In the top right corner of each page, please write the last four (4) numbers of your social security number and the number of years you have been working for the BIA.

1. It's a rainy day and the children have to take recess inside. While you want them to enjoy the period, the volume keeps mounting and your headache gets worse.

2. You've tired and have a headache but are trying to pretend that the noise the 7th grade kids are making doesn't bother you. They are working on posters for a special program and have been told that they are to have fun as well as to get the posters finished.

3. The class is supposed to be working on an assignment for which you have given clear instructions. One little girl keeps coming to your desk after each item she completes to ask if it is correct. All of her responses have been correct and she appears to understand the assignment. You are trying to complete a report which is due in the office by the end of the day.

4. Most of the students in your class are well behaved. There
    are two boys, however, who fight with each other and with
    anyone else who even slightly displeases them. They seldom
    talk, just begin hitting. They always seem to be the ones
    who start all the trouble. Something needs to be done.

5. You have spent time and effort arranging for a special film
    for your class because you thought it would be an enjoyable
    way for them to learn some necessary material. As the film
    is being shown, some of the class is obviously not paying
    attention.

6. The first-grade class is drawing pictures. When it's time
    to hand in the pictures, Todd turns his face-down on his
    desk and says, "Teacher, my picture turned out real ugly,
    so I'm not handing it in. You don't want to see it."

7. When you ask a sixth-grade girl why she isn't playing with her classmates she blurts out, "Nobody likes me - I don't have any friends. Everybody else plays together but everybody leaves me out. Why doesn't anybody like me?"

8. Genaro, in your sixth-grade class, says, "Why do I have to learn this dumb ol' English anyway? I don't need it to be a mechanic."

9. As the class is leaving for the day, one girl lags behind and says to you, "You give too much homework. I can never get it all done."

10. You usually display on the bulletin board the spelling papers of those students who make 100%. Tommy, who made 100% for the first time this year, asks you for the fifth time, "Are you going to put my paper up?"

Rating Criteria: Teacher Response Worksheet

| 1.0 | 2.0 | 3.0. | 4.0 | 5.0 |

POOR   GOOD   EXCELLENT

Inadequate   Appropriate   Best Possible
Destructive   Adequate   Most Effective
Unhelpful   Somewhat helpful   Maximally help-
                                                         ful

Level 1:   The listener communicates no awareness of even the
           most obviously expressed surface feelings of the
           speaker. The listener may be bored or disinterested
           or distracted in a way that totally excludes the
           communication of the other person.

           The listener does everything but express that he is
           listening, understanding, or being sensitive to even
           the feelings of the other person in such a way as to
           detract significantly from the communications of the
           speaker.

Level 2:   The listener may communicate some awareness of obvious
           surface feelings of the speaker but his communications
           drain off a level of the affect and distort the level
           of meaning. The listener may communicate his own
           ideas of what may be going on but these are not
           congruent with the expressions of the speaker.

           The listener tends to respond to other than what the
           speaker is expressing or indicating.

Level 3:   The listener responds with accurate understanding of
           the surface feelings of the second person but may not
           respond to or may misinterpret the deeper feelings.

The listener is responding so as to neither subtract from nor add to the expressions of the speaker; but he does not respond accurately to how that person really feels beneath the surface feelings. Level 3 is the minimal level of facilitative interpersonal functioning.

Level 4: The listener communicates his understanding of the expressions of the speaker at a level deeper than they were expressed, and thus enables the speaker to experience and/or express feelings which he was unable to express previously.

The listener responses add deeper feeling and meaning to the expressions of the speaker.

Level 5: The listener responds with accuracy to all of the person's deeper as well as surface feelings. He is "together" with the speaker or "tuned in" on his wavelength. The listener and the other person might proceed together to explore previously unexplored areas of human existence.

The listener is responding with a full awareness of who the other person is and a comprehensive and accurate empathic understanding of his most deep feelings.

TEACHER-PUPIL RELATIONSHIP INVENTORY: PUPIL FORM
(Adapted from the Relationship Inventory, Form OS-M-64)

_____
(Name)

Below are listed a number of ways you might feel about your

teacher M_____

Mark each statement in the left margin, according to how

strongly you feel that it is true, or not true. Please mark

every statement.   Write in +3, +2, +1, or -1, -2, -3 to stand

for the following answers:

+3 Yes, I strongly feel that it is true.	-1 No, I feel that it is probably untrue, or more untrue than true.
+2 Yes, I feel it is true.	-2 No, I feel it is not true.
+1 Yes, I feel that it is probably true, or more true than untrue.	-3 No, I strongly feel that it is not true.

_____   1 He respects me as a person.

_____   2 He wants to understand how I see things.

_____   3 His interest in me depends on the things I say or do.

_____   4 He feels at ease with me.

_____   5 He really likes me.

_____   6 He can handle my behavior but he doesn't really understand how I feel about things.

_____ 7 Whatever mood I'm in, doesn't change the way he feels about me.

_____ 8 I feel that he puts on an act with me.

_____ 9 He gets aggravated with me.

_____ 10 He nearly always knows exactly what I mean.

_____ 11 Depending on my behavior, he has a better opinion of me sometimes than other times.

_____ 12 I feel that he's real and honest with me.

_____ 13 I feel that he really likes me for myself.

_____ 14 He looks at what I do from his own point of view.

_____ 15 His feeling toward me doesn't depend on how I feel toward him.

_____ 16 It bothers him when I ask or talk about certain things.

_____ 17 Most days he doesn't seem to care about me - one way or the other.

_____ 18 He usually senses what I'm feeling.

_____ 19 He wants me to be a particular kind of person.

_____ 20 I nearly always feel that what he says tells me exactly what he's thinking and feeling at that time.

_____ 21 He finds me rather dull and uninteresting.

_____ 22 His own attitudes towards some of the things I say and do keep him from understanding me.

_____ 23 My different feelings towards him don't affect how he feels about me.

_____ 24 Sometimes he wants me to think that he likes and understands me more than he really does.

_____ 25 He really cares for me.

_____ 26 Sometimes he thinks I feel a certain way because that's the way he feels.

_____ 27 He likes certain things about me and there are other things he doesn't like.

_____ 28 He doesn't avoid doing anything that would make
         our relationship better.

_____ 29 I feel that, deep down, he doesn't really approve
         of me.

_____ 30 He knows what I mean even when I have trouble saying it.

_____ 31 His feelings towards me stay about the same: he's
         not friendly with me one minute and angry the next.

_____ 32 Sometimes he's not at all comfortable with me but
         we just go on without mentioning it.

_____ 33 He just puts up with me.

_____ 34 He's usually able to understand what's bothering me
         without my telling him about it straight out.

_____ 35 If I show that I'm angry with him, he gets angry
         with me, too.

_____ 36 He is generally sincere and honest with me.

_____ 37 He is friendly and warm with me.

_____ 38 He just takes no notice of some of the things I
         think or feel.

_____ 39 How much he likes or dislikes me isn't changed by
         anything I tell him about myself.

_____ 40 At times I sense that he is not aware of what he is
         really feeling with me.

_____ 41 I feel that I really matter to him as a person.

_____ 42 He knows exactly how the things I feel seem to me.

_____ 43 He approves of some of the things I do but definitely
         not of others.

_____ 44 He is willing to tell me just what he's thinking
         about including any feelings about himself or
         about me.

_____ 45 He doesn't really like me for myself.

_____ 46 At times he thinks that I feel a lot more strongly
         about a particular thing than I really do.

_____ 47 Whether I'm feeling "High" or "Low" on certain days
         doesn't change how he really feels about me.

_____ 48 He doesn't pretend to be something he isn't.

_____ 49 I seem to irritate and bother him.

_____ 50 He does not realize how sensitive I am about some
              of the things we discuss.

_____ 51 Whether the ideas and feelings I express are "good"
              or "bad" seems to make no difference to his
              feeling toward me.

_____ 52 There are times when I feel that what he says out loud
              is really different from the way he's feeling inside
              himself.

_____ 53 At times he acts like he's better than I am.

_____ 54 He understands me.

_____ 55 Sometimes I seem more worthwhile to him as a person
              than at other times.

_____ 56 I have not felt that he tries to hide anything from
              himself that he feels with me.

_____ 57 He's truly interested in me.

_____ 58 His response to me is so automatic that I don't believe
              I really get through to him.

_____ 59 I don't think that anything I say or do really changes
              the way he feels about me.

_____ 60 What he says to me often gives the wrong impression of
              his whole thought or feeling at the time.

_____ 61 He feels a deep sort of affection for me.

_____ 62 When I'm hurt or upset, he can recognize my feelings
              exactly, without becoming upset himself.

_____ 63 What other people think of me does (or would, if he
              knew) affect the way he feels about me.

_____ 64 I believe that he has feelings he does not tell me
              about that keep us from getting along better
              together.

On the following pages a number of statements about teaching are presented. Our purpose is to gather information regarding the actual attitudes of educators concerning these statements.

You will recognize that the statements are of such a nature that there are no correct or incorrect answers. We are interested only in your frank opinion of them.

Your responses will remain confidential, and no individual or school will be named in the report of this study. Your cooperation is greatly appreciated.

INSTRUCTIONS: Following are twenty statements about schools, teachers, and pupils. Please indicate your personal opinion about each statement by circling the appropriate response at the right of the statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. It is desirable to require pupils to sit in assigned seats during assemblies.	SA	A	U	D	SD
2. Pupils are usually not capable of solving their problems through logical reasoning.	SA	A	U	D	SD
3. Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.	SA	A	U	D	SD
4. Beginning teachers are not likely to maintain strict enough control over their pupils.	SA	A	U	D	SD

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
5.	Teachers should consider revision of their teaching methods if these are criticized by their pupils.	SA	A	U	D	SD
6.	The best principals give unquestioning support to teachers in disciplining pupils.	SA	A	U	D	SD
7.	Pupils should not be permitted to contradict the statements of a teacher in class.	SA	A	U	D	SD
8.	It is justifiable to have pupils learn many facts about a subject even if they have no immediate application.	SA	A	U	D	SD
9.	Too much pupil time is spent on guidance and activities and too little on academic preparation.	SA	A	U	D	SD
10.	Being friendly with pupils often leads them to become too familiar.	SA	A	U	D	SD
11.	It is more important for pupils to learn to obey rules than that they make their own decisions.	SA	A	U	D	SD
12.	Student governments are a good "safety valve" but should not have much influence on school policy.	SA	A	U	D	SD
13.	Pupils can be trusted to work together without supervision.	SA	A	U	D	SD
14.	If a pupil uses obscene or profane language in school, it must be considered a moral offense.	SA	A	U	D	SD
15.	If pupils are allowed to use the lavatory without getting permission, this privilege will be abused.	SA	A	U	D	SD
16.	A few pupils are just young hoodlums and should be treated accordingly.	SA	A	U	D	SD

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
17. It is often necessary to remind pupils that their status in school differs from that of teachers.	SA	A	U	D	SD
18. A pupil who destroys school material or property should be severely punished.	SA	A	U	D	SD
19. Pupils cannot perceive the difference between democracy and anarchy in the classroom.	SA	A	U	D	SD
20. Pupils often misbehave in order to make the teacher look bad.	SA	A	U	D	SD