

DEVELOPMENT AND EVALUATION OF A MODULE ON
POSITIVE INTERPERSONAL RELATIONSHIPS
WITHIN THE SECONDARY SCHOOL SETTING

by

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CHAPTER I
INTRODUCTION

One of the most recent developments or movements in the preparation of teachers is the approach known as competency-based teacher education. In the competency approach, the emphasis is on demonstrated output or what the future teacher can actually do. As stated by Chambers and Graham:

A teacher should be certified not on the basis of knowledge or experience but rather emphasis should be placed on a teacher's skills, behavior, and his ability to facilitate learning in children. (6:220)

One area of preservice training that has been less emphasized in the past has been the establishment of positive interpersonal relationships. Southerland said that

in an age when competency-based teacher education is emerging at a rapid pace, it would seem that one important factor involved in teacher competency is a teacher's ability to foster warm, empathic, and genuine interpersonal relationships. (30:2)

An essential element in designing a competency-based program is the identification of competency areas. Houston has stated, "a competency-based program can be no better than its competencies; they determine the context for all else." (16:202) Over the past two years, a consortium group working on a statewide project in Texas has been involved in identifying competencies that are necessary for effective teaching in secondary vocational homemaking programs. The

seven major education competency areas the consortium has delineated are assuming a professional role, establishing interpersonal relationships, planning, instructing, managing, guiding, and evaluating.

According to the report prepared by the consortium (31) competencies which pertain to establishing positive interpersonal relationships within the secondary school setting call for the new teacher to:

- 1) Determine ways to show empathy, concern, and respect for the learner
- 2) Describe ways to provide an atmosphere in which students can function with each other
- 3) Develop guidelines for working constructively with others, such as: students, co-workers, administrators, other school personnel, and parents.

According to Houston and Howsam (18) the emphasis on accountability and personalization has been a force in American society contributing to the development of competency-based teacher education. Houston and Howsam (18) have written that when the teacher-preparation curricula is based on assessing individual goals and competencies and on tailoring instruction to meet individual needs, this will have a strong affect on the kind of education that students receive. As Burke stated, "teachers will be open, productive, and compassionate only if their education experiences are

designed to promote such characteristics." (5:35) Thus, a competency-based program lends itself naturally to the teaching of positive interpersonal relationships.

Statement of the Problem

The problem of the study was twofold. The first aspect of the problem was to develop an instructional module pertaining to positive interpersonal relationships in the secondary school setting to be presented to senior home economics education students in a home economics education course taken prior to student teaching. Achievement of this first aspect of the problem involved analyzing module construction techniques, locating and evaluating sources of subject matter pertaining to interpersonal relationships, and developing visual materials to be used in the module.

The second major part of the problem was to determine the effectiveness of the module on interpersonal relationships designed to be used with prospective homemaking teachers. This necessitated the development of an objective test to aid in evaluating the usefulness of the module in the teacher education program. It also involved the development of an attitudinal scale to give the prospective teachers an opportunity to make known their feelings concerning the instructional method and the subject matter pertaining to the topic of positive interpersonal relationships within the secondary school setting.

Purpose of the Study

The study revolved around the development of materials for use in aiding prospective teachers in learning cognitive subject matter pertaining to positive interpersonal relationships within the secondary school setting. Characteristics of the instructional module system provided the framework for development of the subject matter. To this end, the study was based on the following purposes:

1. To identify the instructional module development system, methods of test construction, methods of attitudinal scale development, and sources of subject matter concerning interpersonal relationships.

2. To develop an instructional module consisting of objectives, concepts, and learning activities designed to increase the ability of prospective homemaking teachers in establishing positive interpersonal relationships within the secondary school setting.

3. To develop an instrument to be used as a cognitive pretest and posttest for the purpose of appraising student achievement of the objectives presented in the module.

4. To develop an attitudinal scale to evaluate the attitudes of prospective homemaking teachers toward the topic of positive interpersonal relationships.

5. To evaluate the effectiveness of the module for senior home economics education students.

6. To revise the instructional module based on the evaluation.

Hypotheses

The following null hypotheses were tested in the study:

1. There is no significant difference between the mean cognitive achievement pretest and posttest scores pertaining to interpersonal relationships within the secondary school setting for individuals in the student-directed group.
 2. There is no significant difference between the mean cognitive achievement pretest and posttest scores pertaining to interpersonal relationships within the secondary school setting for individuals in the teacher-directed group.
 3. There is no significant difference between the mean differential cognitive achievement test scores pertaining to interpersonal relationships within the secondary school setting for individuals involved in the student and teacher-directed groups.
 4. There is no significant difference between the mean attitude scale scores for individuals after receiving instruction on the topic of interpersonal relationships within the secondary school setting in the student and teacher-directed groups.
 5. There is no significant relationship between cognitive achievement differential test scores and grade point averages for individuals in the total sample.
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6. There is no significant relationship between attitude scale scores and grade point averages for individuals in the total sample.

Scope and Limitations of the Study

The study was limited to senior level home economics education majors at Texas Tech University enrolled in HEED 432, Methods of Teaching Home Economics, during the spring semester, 1976. The presentation of the module material was limited to one and one-half hour sessions in three different sections of HEED 432. This is the maximum length of time that could be allotted to this concept.

Definition of Terms

The following terms were defined in accordance with the purposes of the study:

1. Attitude scale scores - scores obtained from a Likert-type scale whereby students in the sample responded to statements concerning the instructional method and subject matter pertaining to the topic of interpersonal relationships.
 2. Behavioral objective - a statement which describes the expected output performance of a learner in observable and measurable terms.
 3. Competency - a specified level of achievement in knowledge, skills, attitudes, and/or sensitivities displayed by a prospective teacher that enhances the complex role of a teacher in a specified field.
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4. Competency-based teacher education (CBTE) - criterion-referenced education in which knowledge and skills that are the desired outcomes are stated as behavioral objectives which denote measurable and observable behaviors.

5. Cognitive achievement test scores - scores obtained from pretests and posttests reflecting the achievement of specific behavioral objectives at different levels of learning.

6. Differential score - the score representing the difference between an individual's pretest and posttest scores.

7. Individualized instruction - self-paced instruction which allows students to assume partial responsibility for their own learning in order to ultimately become independent learners.

8. Interpersonal relationships - the ability to relate to others positively on a personal one-to-one basis or in a group.

9. Module - a set of materials providing a flexible means of instruction which can be altered and adjusted as needed to meet the needs of students instead of the students adjusting to individual teaching styles. A module consists of a prospectus, objectives, pretest, concepts, enabling activities, and a posttest.

10. Student-directed group - the group consisting of those individuals in the study pursuing teacher

competencies independently through the use of individualized instructional modules in HEEd 432, Methods of Teaching Home Economics, at Texas Tech University.

11. Teacher-directed group - the group consisting of those individuals enrolled in HEEd 432, Methods of Teaching Home Economics, at Texas Tech University pursuing teacher competencies by way of a teacher-taught strategy.

CHAPTER II

REVIEW OF LITERATURE

The following chapter provides a review of selected literature pertaining to the study. It has been divided into four areas: (1) competency-based teacher education, (2) comparison of various teaching strategies in competency-based teacher education, (3) attitude scale development, and (4) positive interpersonal relationships within the secondary school setting.

Competency-Based Teacher Education

Cooper and Sadker (8) have emphasized that recent trends in teacher education curricula have included emphasis on field-centered instruction, clinical or practicum experiences such as micro-teaching, individualization of instruction as seen in the use of modularization or minicourses, increased use of technology in the classroom, and competency-based curricula. It has been said that "creative change, when congruent with institutional goals, can provide more effective means of preparing future teachers." (8:316)

"Current demands for accountability, relevance, and cost-effective education have given the concept of competency-based education fresh impetus." (20:19) Houston and Howsam (18) have written that a program of teacher training is effective if it produces teachers with certain desired characteristics, the most important being that teachers are able

to influence the learning of their students in significant ways. Crabtree and Hughes (9) have observed that teachers themselves have led the way in preparing a new approach to curriculum planning directed toward preparing teachers to attain specified competencies.

Competency-based teacher education may be one answer to popular criticism of the inadequacies in the goals, processes, and evaluation of traditional teacher education programs. Haberman and Stinnett (15) have identified seven weaknesses of traditional education programs, these being:

- 1) Limited conceptualization of the total program with no systemic or overarching view of the teacher's role
- 2) Vague program goals
- 3) Lack of research substantiating what is taught and advocated
- 4) Use of tradition rather than logic or research as the basis of program change
- 5) Little evaluation and follow-up of graduates
- 6) No accountability of the program to its students, their pupils, or the public, and
- 7) Inadequate faculty models in the university and in the cooperating schools.

These weaknesses have been cited at various times to emphasize the need for competency-based teacher education.

To determine the effectiveness of a competency-based teacher education program, it has to be designed and put into operation. Houston (16) has advocated the systemic approach in designing and executing a competency-based teacher education

program. The first step is to provide a sound framework for designing a program by specifying assumptions or propositions pertaining to society, education, learning, and teacher education. The next step is to identify competencies in accordance with the needs of society. Delineating objectives, the third step, involves expanding the competency by specifying behavioral objectives that contribute to the achievement of the competency. The fourth step is to indicate criteria levels and assessment modes. In this step, the degree of expertise expected of the student and the assessment procedures for measuring each competency should be stated. Clustering and ordering the objectives is the fifth step. Guidelines to utilize in ordering the objectives include progressing from simple to complex principles, considering the location and facilities required for various activities, and considering the sequencing and clustering of objectives. The sixth step is to design flexible instructional strategies or modules.

Houston (16) has advocated that organizing a management system is another vital step in the systemic approach to competency-based teacher education (CBTE). "With individualized and personalized programs, like CBTE, well-designed management systems are vital." (16:204) Implementing a trial program is the eighth step in the systems approach. This step is necessary in determining inadequate program elements and in improving the program and its delivery system. The

ninth step is to evaluate the instructional design. Assessment should include determining the validity of objectives, adequacy of criteria levels and assessment modes, appropriateness of instructional strategies, and effectiveness of organization and management practices. The last step involves refining the program based on feedback.

Edwards (12) has described a pilot project at Illinois State University which has been titled "Professional Education Sequence" (PES). The program has specified competencies derived from an explicit conception of teacher roles. Each competency has been developed into a separate learning package consisting of a rationale, behavioral objectives, a pre-assessment proficiency test, concepts, questions to be answered, required and optional learning activities, and a description of the evaluation. Each student receives a copy of the PES guide which contains all of the learning packages. "Required packages represent the minimum basic competencies, elected packages permit the student to plan for activities calculated to broaden or extend his experiences." (12:225) Students can sign up for credit hours on a semester basis but can receive credit for a competency whenever they wish. Students must identify their own time constraints and must discipline themselves to a self-imposed schedule. "A tentative conclusion of the study is that success in PES is less dependent on IQ than GPA." (12:228) It is programs such as PES that have prompted

continued interest in research and development of competency-based teacher education programs at many other teacher training institutions.

Several leading educators (9, 17, 21, 25) have found that certain conditions are associated with competency-based teacher education, and without them a program is judged as lacking. Illustrative of such are absence of time specifications, a variety of resources and materials that can be selected to obtain proficiency, and concern with program exit rather than entry requirements. According to Houston and Howsam (18), the concept of competency-based education is a simple, straightforward concept with the following central characteristics: 1) specification of learner objectives in behavioral terms; 2) specification of the means for determining whether performance meets indicated criterion levels; 3) provision for one or more modes of instruction pertinent to objectives, through which learning activities may take place; 4) public sharing of the objectives, criteria, means of assessment, and alternative activities; 5) assessment of the learning experience in terms of competency criteria; and 6) placement on the learner of the accountability for meeting the criteria.

Cooper and Sadker (8) have expressed the opinion that current trends in education such as field-centered instruction, clinical or practicum experiences, modularized instruction, systems approach, and increased use of

educational technology can all be incorporated into a competency-based program. Students who have had first-hand experience with all of these trends will be better equipped to enter a classroom and bring about creative change in their own students. "It is competence that professional educators are expected to possess and demonstrate, including performance and the knowledge, attitudes, and values relevant to performance." (21:186)

Comparison of Various Teaching Strategies in Competency-Based Teacher Education

Various educators have attempted to describe the differences between competency-based and traditional education programs. In a book edited by Houston (17) in 1974, it was said that on-campus classroom teaching is the most common approach to instruction in traditional teaching programs. Students are scheduled for instruction into fairly rigid blocks of time. In contrast, flexible scheduling is one of the characteristics of competency-based teacher education. Houston (17) also cited that competency-based teacher education differs from traditional teaching programs in that students are given more choice with respect to the amount of time spent on a goal and alternative learning activities to help them reach the goal. In competency-based teacher education, students can be evaluated when they believe they have achieved competence in that particular area. However, in traditional teaching programs, all students are

tested at the same time. The students may achieve varying levels of proficiency, but all students will move on to a new content area. In summary, Houston expressed the opinion that accountability, flexibility, and individualization have all contributed to the growth of competency-based teacher education programs.

DeVault (10) advocates that one of the essential ingredients of competency-based teacher education is individualized instruction. Individualized instruction has varying connotations to different people. A competency-based teacher education program can employ modular individualized and/or traditional individualized teaching strategies and still employ the philosophy of competency-based teacher education. According to DeVault, there are four criteria that can indicate if traditional classroom instruction is individualized. Variety is one of the criteria. If a variety of learning experiences and evaluation devices are utilized, it allows for individual differences. The second criteria involves the extent to which the learner is allowed to make decisions. Personalization is a third criteria. Personalization is the extent to which the program emphasizes learner involvement with others as opposed to an emphasis on independent study. Finally, the role management plays in the program may help to determine the extent to which the program is individualized.

A competency-based teacher education program can also

employ modular instruction. An instructional module is a "self-contained unit, designed for a specific purpose and is a part of a broader, more comprehensive instructional system." (18:10) According to leading educators (6, 8, 12) some of the advantages of modular instruction are that students are able to move at their own pace, a wide variety of materials and learning experiences can be selected to obtain proficiency, built-in feedback is provided, and students are able to opt out of areas where they can demonstrate skill, knowledge, or desired behavior.

The module format developed by Houston and Howsam (18) includes the following parts:

1. A rationale or prospectus which includes a clear statement explaining the importance and relevance of objectives to be achieved.
2. A set of objectives which should be stated in criterion-referenced terms, specifying the conditions for successful completion of the module.
3. A pre-assessment to evaluate learners' present competence in meeting the objectives of the module.
4. A series of enabling activities to aid the learners in attaining the competence specified by the module objectives.
5. A post-assessment to measure learners' competence in meeting the module objectives.

Over the past two years, faculty members and graduate students in the Department of Home Economics Education at Texas Tech University have been conducting considerable research in the area of competency-based teacher education. The studies that have been conducted have been concerned with comparing different teaching strategies. Friemel (13) conducted a study to determine the effectiveness of an instructional module pertaining to cognitive subject matter in the competency area of discipline. She involved three groups of students. Two of the groups followed an instructional module. The third group served as a control group receiving no instruction. The two groups who had instruction through the use of the module gained significantly in knowledge as compared to the group that had no instruction.

Another study at Texas Tech University concerned with competency-based teacher education was conducted by Zellner (33). Zellner's study dealt with teaching public relations techniques to prospective teachers. She compared two different teaching strategies--modular instruction and teacher-directed instruction. Zellner found that both strategies for teaching skills in public relations were equally effective. Zellner concluded that students should be allowed to choose the method of instruction that is consistent with their particular style of learning.

A third study at Texas Tech University was concerned with the assessment of instructional methods for personal and

departmental management in Vocational Home Economics. In the study, conducted by McCombs (22), two different teaching strategies--student-directed and teacher-directed were compared. The findings of the study indicated that both teaching strategies were equally effective in teaching personal and departmental management. Findings also indicated that the attitudes of students in the teacher-directed group were more positive toward the management subject matter than were the attitudes of students in the student-directed group.

Blair (2) conducted a similar study pertaining to cognitive subject matter concerning Home Economics Cooperative Education (HECE) at Texas Tech University which compared two different teaching strategies--modular and traditional classroom instruction. Blair concluded that both teaching strategies were equally effective in helping prospective teachers gain competence pertaining to the HECE program.

Robinson (27) conducted a study at Texas Tech University in 1976. Two different teaching strategies were compared to determine which strategy was more successful in helping students gain competence in the area of guidance and counseling. The findings indicated that both teaching strategies were equally successful. Robinson also found that retention of material was not related to the teaching strategy employed.

Slingerland (29) also conducted a study at Texas

Tech University in 1976 involving 34 college students. Modular and traditional classroom teaching strategies were compared to determine which strategy was more successful in teaching the cognitive subject matter on incorporating Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) into the secondary home economics curriculum. Findings indicated that both teaching strategies were equally effective in helping prospective teachers gain in knowledge pertaining to incorporating FHA/HERO into the curriculum.

It appears that there are various ways to individualize instruction. A review of several studies has indicated that teacher-directed and student-directed approaches to instruction are equally effective in helping students gain cognitive knowledge. However, the attitudes of students toward the method of instruction may also need to be considered. Because of the challenge to teacher educators to change and to increase the efficiency and effectiveness of their programs, it appears that additional research pertaining to instructional strategies is needed in teacher education.

Attitude Scale Development

Ahmann and Glock have stated that the "concept of attitude refers to the way individuals act and think toward and about people, objects, and situations they encounter,

as a result of their previous experiences." (1:336) Ahmann and Glock also emphasized that the evaluation of attitude formation and change becomes just as important as achievement in the basic skills. According to Borg (3), an attitude consists of three components: an affective component, which is the individual's feelings about the attitude object; a cognitive component, which is the individual's beliefs or knowledge about the attitude object; and a psychomotor component, which is the individual's predisposition to act toward the attitude object in a particular way.

Edwards (11) has identified three methods of determining attitude. These are answering direct questions, making direct observations, or responding to attitude statements. Leading researchers (3, 11) have found that responding to attitude statements is the quickest and most convenient way of assessing an individual's feelings towards the attitude object.

Borg (3) has described several types of attitude scales. They are the Thurstone scale, the semantic differential scale, the Guttman scale, and the Likert scale. On a Thurstone scale, individuals express whether they agree or disagree with a series of statements about the attitude object. With the semantic differential scale, individuals give a quantitative rating of an attitude object on a variety of bipolar adjectives, such as sweet-sour, good-bad, and happy-sad. The Guttman-type scale consists of ten to

twelve items with the most difficult item to agree with first and the easiest item to agree with last. The Likert scale consists of a five-point continuum on which individuals react to varying positive or negative statements by indicating degrees of agreement or disagreement. For research projects, Borg (3) has found the Likert technique is usually the easiest scale to develop.

According to Ahmann and Glock (1), the Likert method consists of an equal number of statements that are either positive or negative in varying degrees. The statements are never neutral toward the object in question. The five response categories most widely used in a Likert scale are strongly agree, agree, uncertain, disagree, and strongly disagree. The steps in constructing a Likert scale according to Ahmann and Glock are to: (1) develop a pool of statements, (2) submit the statements to a panel of judges to determine positive and negative statements, (3) omit and/or rework the statements, and (4) pretest the scale. Scores are computed by weighting the responses from one to five or zero to four with the lowest number being the most favorable response to a statement. Reverse scoring is used when the statements are negative toward the object in question.

Several studies have been conducted to determine if there is an optimal number of responses for Likert scale items. Findings from a study conducted by Matell and

Jacoby (24) indicated that the uncertain or neutral response category was used more often on a 3- or 5-point scale than on a 7-point scale. In another study, Masters (23) concluded that an agree-disagree scaling was capable of discriminating if opinion was widely divided toward the attitude object being measured. He also concluded that if opinion was not widely divided toward the attitude object being measured, a multicategory scaling should be employed to increase reliability. The decision concerning the number of response categories to include "depends primarily on the purposes of the research and proclivities of the researcher." (24:508)

Several research studies at Texas Tech University have utilized an attitude scale to determine the inter-relatedness of affective components and students' cognitive achievements in a competency-based home economics teacher education course. In a study on personal and department management in Vocational Home Economics by McCombs (22), a Likert-type attitude instrument was administered before and after instruction to determine whether a modular or traditional teaching strategy led to attainment of a more positive attitude on the part of the student toward the management subject matter. Findings indicated that the students involved in the teacher-directed strategy had a more positive attitude toward the management subject matter than the students participating in the modular teaching strategy.

Blair (2) conducted a similar study at Texas Tech University. Blair administered a preassessment and post-assessment Likert-type attitude scale to measure the attitudes of prospective teachers toward teaching in a Home Economics Cooperative Education (HECE) program. Findings from Blair's study indicated that there was no significant difference in gain scores reflecting positive attitudes toward teaching in an HECE program for students involved in either the student-directed or teacher-directed strategy.

To examine the interrelatedness of affective components and students' cognitive achievements, Botkin (3) developed a series of Likert-type preassessment and post-assessment scales in the competency areas of planning the total vocational program, classroom instruction, evaluation, unit planning, professionalism, public relations, motivation, discipline, and management that were administered to students in a competency-based home economics education course at Texas Tech University. Findings indicated that the instructional strategy for teaching the subject matter competencies did not have a significant effect on the attitude scores of the students. Botkin concluded that attitudes toward the subject matter in a senior competency-based teacher education course are positive in nature at the beginning and end of the course.

A review of the literature has led the researcher to the conclusion that if one wants to evaluate the attitude

formation and change of individuals toward a particular competency or teaching strategy some method of attitude assessment has to be employed. The literature also suggests that attitude statements in the form of a Likert scale are the quickest and most convenient way of assessing an individual's attitude towards the attitude object.

Positive Interpersonal Relationships

Teachers' pre-service experiences greatly influence their professional attitudes and approaches toward students, therefore, "education institutions must emphasize the importance of maintaining a classroom atmosphere characterized by understanding, security, warmth, and mutual respect." (26:55)

According to Houston and Howsam:

The objective of the preservice program should focus on those professional-technical skills that may be called basic tools for teaching: strategies for solving educational problems, strategies for curriculum planning, strategies for management of single individuals and of groups, evaluation skills, sensitivity to interpersonal relationships, awareness of concepts relating to cultural pluralism and an understanding of the nature of learning. (18:23)

Rothman (28) has expressed the opinion that to help students develop an adequate concept of themselves and to help them achieve meaningful interpersonal relationships, a teacher must be a specialist in human relations. To accomplish this task, a teacher must first have self-understanding. If teachers know what their beliefs and values are, they will then be more capable of understanding students.

According to Rothman (28), the teacher must understand that behavior is communication and that the teacher must accept the emotions the student expresses while being critical of the behavior which is expressive of the emotions. It is then necessary for teachers to communicate to students that they understand what the students are saying and feeling. It is through this effort to establish a meaningful dialogue that students begin to trust teachers and try to please them by behaving in socially and academically appropriate ways. "For it is the student's confidence gained by the feeling that the teacher is someone who likes him, that is the catalyst to learning in college, just as in kindergarten." (19:624)

Combs and Soper (7) conducted a study to determine if "poor" and "good" teachers differed in their conception of characteristics of an ideal helping relationship. The findings indicated that both the "poor" teachers and "good" teachers were in agreement on what constituted an ideal relationship. "To be truly successful in turning out superior teachers, it is not enough to help students see more clearly what good helping relationships are." (7:66) In summary, cognitive knowledge of what constitutes a positive teacher-student relationship does not mean that the knowledge can be applied in a real teaching situation.

Thorman (32) conducted a study to determine the effectiveness of educating prospective teachers in interpersonal

relationships. The four training methods compared in his study were: (1) academic study of interpersonal relationships with a term paper, (2) lab training with t-group trainer in group setting with no structure, (3) pre-student laboratory experiences with secondary age youth, and (4) control group with term paper on some educational topic. Findings indicated that successful education in interpersonal skills can be achieved through the use of any of the training methods with the exception of the method used with the control group. The findings of a self-report questionnaire completed by the students indicated that direct experiences such as in the t-group and pre-student laboratory experiences were more valuable than were the academic experiences. The findings of the study seem to indicate that even though a variety of teaching methods are effective, the student's attitude toward the teaching method needs to be considered.

"Teachers are seldom helped by merely being told that they will be more effective if they would only improve their relationships with the young people they teach."

(14:25) Gordon (14) has advocated that teachers who desire to improve their relationship with students need training in accepting students as they are, in active listening skills, in verbal and nonverbal communication skills, and in modifying the classroom environment to prevent problems. "When teachers can teach and students can learn, and when each can be human, the classroom experience will be a joy for both." (14:178)

Summary

The literature reviewed suggests that the competency area pertaining to the establishment of positive interpersonal relationships within the school setting needs to be included in a competency-based teacher education program. In addition, the literature suggests that there is a need for additional research comparing different teaching strategies to determine the best method for teaching positive interpersonal relationships.

Literature pertaining to competency-based teacher education was reviewed to provide a basis for constructing a module in the area of positive interpersonal relationships to be used in the study. The literature suggested that an effort should be made to assess attitudes of students toward different teaching strategies. There seems to be an indication that knowing what constitutes a good relationship does not necessarily mean that this knowledge can be applied in real life situations. Perhaps the attitude toward the teaching method may make the difference. Literature in the area of attitude scales was reviewed to provide a basis for developing the attitude scale used in the study.

CHAPTER III

METHODS AND PROCEDURES

The purposes of this chapter are to further explain the method, sequence, and format that was followed in conducting the study. The divisions of this chapter briefly describe the procedures that were followed in developing and administering the materials that were used.

Development of the Instructional Module

The format developed by Houston and Howsam (18) was adapted for the development of the instructional module pertaining to positive interpersonal relationships within the secondary school setting that was used in the study. The Houston format consists of five parts: prospectus or rationale, objectives, pretest, enabling activities, and a posttest. For the purposes of the study the module consisted of seven basic parts: prospectus, flowchart, objectives, pretest, subject matter information, enabling activities, and a posttest.

The major content areas included in the module were: empathy; questioning techniques; verbal and non-verbal reinforcement; ways to create an effective classroom environment; and guidelines for working constructively with students, co-workers, administrators, other school personnel, and parents. The content areas were divided into three major sections in the module. Behaviorally stated objectives and key ideas

were stated at the beginning of each section. These were followed by subject matter information pertaining to that section. Enabling activities were included at the end of each part to facilitate learning and the attainment of the stated objectives. Some activities could be achieved individually while others required small group involvement.

To assess the validity of the module, it was submitted to two faculty members in the Department of Home Economics Education at Texas Tech University. They were asked to determine if the behavioral objectives, subject matter, and enabling activities were interrelated. They were also asked to analyze the module for clarity of wording and directions. The researcher revised the module before implementing it with students. The module is found in Appendix A.

Development of the Teacher Lesson Plans

The researcher also developed a set of lesson plans concerning positive interpersonal relationships within the secondary school setting to be used with the group receiving traditional classroom instruction. These lesson plans were designed to parallel the module material. The behavioral objectives, subject matter information, enabling learning activities, and references were the same for the lesson plans as for the module.

A variety of visual aids were made to facilitate classroom instruction. Transparencies of the diagrams found

in the module were produced to enhance group discussion concerning seating arrangements and sociograms. A videotaped skit was produced and utilized for the traditional classroom instruction in lieu of the dialogue script found in the module. Portions of the subject matter information were modified for use as handouts with students receiving traditional classroom instruction. The material presented through both teaching strategies was identical except in method of presentation.

Development of the Cognitive Achievement Test

An objective cognitive achievement test used for both pre- and post-assessment was constructed to measure the students' understandings concerning positive interpersonal relationships within the secondary school setting and to determine the effectiveness of the two instructional strategies. A table of specifications was constructed which served as a guide in constructing multiple choice, matching, and short answer test items dealing with positive interpersonal relationships within the secondary school setting. The Table of Specifications is found in Appendix B.

Content validity was determined by comparing the test to the table of specifications for the cognitive instrument to decide if the sample of items was representative of the subject matter at appropriate levels of learning. The test, table of specifications, and module were also given to two home economics teacher educators so that they could

determine if content validity had been established.

To determine the reliability of the instrument, the test was administered during the fall semester at Texas Tech University in two sections of Home Economics Education 432. A split-half correlation between odd and even test items using the Pearson product-moment coefficient of correlation was used to determine the coefficient of reliability. The Spearman-Brown prophecy formula was used to step up the half-length correlation to expected full length value. A reliability coefficient of .85 was determined which is significant at the .01 level. This coefficient of reliability indicated that the instrument was sufficiently reliable for the purposes of the study.

Item analyses were also computed to help determine which items were too hard, too easy, or non-discriminating. This information served as a guide for discarding or revising the items. As a result of the item analysis three test questions were discarded, two test questions were reworded, and three new test questions were added.

The revised instrument consisted of three parts. The first part was made up of seven matching questions. The second part had seven multiple choice questions. The last part consisted of nine short answer questions. The cognitive achievement test is found in Appendix C.

Development of the Attitude Scale

A Likert type attitude scale was utilized in the study because of the ease of development. A number of positive statements was generated by the researcher. The statements were then submitted to a panel of judges to determine whether the statements appeared positive to these respondents. The panel of judges consisted of two home economics teacher educators and two graduate students majoring in home economics education. Upon the recommendations of the panel of judges one statement was added, two statements were reworded, and one statement was deleted.

The five response categories on the Likert scale were assigned numerical values as follows: four for strongly agree, three for agree, two for undecided, one for disagree, and zero for strongly disagree for positively worded statements. The attitude scale consisted of six positively worded statements so that the highest possible score was 24. The attitude scale can be found in Appendix D.

Selection of the Sample

The sample selected for the study was one of convenience. The sample was composed of senior home economics education majors at Texas Tech University enrolled during the spring semester of 1976 in HEED 432, Methods of Teaching Home Economics. Each section of HEED 432 was randomly divided into two groups, one group being student-directed and the other group being teacher-directed. The students in each

class section drew a number to determine which group they would be placed in for the study. The student-directed and teacher-directed groups in the three class sections were analyzed together for the purposes of the study. There was a total of sixteen students in the student-directed group and a total of eighteen students in the teacher-directed group.

Demographic data in the form of grade point averages for each individual in the sample were collected from the Office of the Dean of the College of Home Economics at Texas Tech University. These data have been compiled and summarized in Table 1.

TABLE 1
DEMOGRAPHIC DATA

Group	N	Mean Grade Point Average
Module Instruction	16	3.07
Traditional Classroom Instruction	18	3.17
Total	34	3.12

Utilization of Materials and Collection of Data

The students in the study sample were randomly divided into two experimental groups in each of the three class sections of Home Economics Education 432 at Texas Tech University.

The experimental groups were administered the pretest instrument by the instructors of these classes in an effort to determine what understanding the students had of the subject matter prior to receiving any instruction.

The student-directed group was taught through the use of modular instruction. Students were allowed to progress through the module on positive interpersonal relationships within the secondary school setting at their own pace. However, students were required to complete their work by the time the classroom instruction ended in the traditionally taught class. Some of the activities in the module could be completed individually while others required small group involvement. The instructor of the class was available during the regularly scheduled class period to answer the students' questions concerning the material or activities included in the module.

Students in the teacher-directed group received one and one-half hours of traditional classroom instruction. They participated in lecture, class discussion and individual assignments in a traditional classroom setting. Lesson plans, handout materials, and visual aids that paralleled the module were used for this portion of the study. The researcher served as the instructor for the teacher-directed group.

A posttest on the material that was studied in the two experimental situations was administered to obtain data for comparing the effectiveness of the two methods. In

addition, a Likert-type attitude scale was administered to both groups to determine if there was a difference in the attitudes of the students toward the instructional method and the subject matter of positive interpersonal relationships within the secondary school setting after studying the topic.

Treatment of the Data

The t-test was used to determine if there were significant differences in mean scores between the two experimental groups on the two cognitive achievement tests and the attitude scale. The same statistical test was used to ascertain if there were any significant differences between the pretests and posttests for each experimental group. The .05 level or beyond was considered statistically significant for the value of t.

The Pearson product-moment coefficient of correlation was used to determine if there was a significant relationship between grade point averages and cognitive test scores and also between grade point averages and attitude scale scores for students in both experimental groups. The value of *r* was considered statistically significant at the .05 level or beyond.

Reliability of the evaluation instrument was determined through the use of a split-half correlation between odd and even test items using the Pearson product-moment coefficient of correlation, after which the Spearman-Brown

prophecy formula was used to step up the half length correlation to expected full length values. The r value was considered statistically significant at the .05 level or beyond.

Data were collected from thirty-four subjects. Data were key punched on cards and processed through the IBM computer at the Texas Tech University Computer Center in Lubbock, Texas.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

The data collected for the study included cognitive achievement pretest and posttest scores, attitude scale scores, and grade point averages for students in both experimental groups. The first experimental group consisted of sixteen students receiving modular instruction. The second experimental group included eighteen students receiving traditional classroom instruction. All data collected in the study were analyzed by using either the t -test or the Pearson product-moment correlations. Data were analyzed for the two experimental groups and for the total sample based on the six null hypotheses of the study.

Hypothesis 1

The mean cognitive achievement pretest and posttest scores of the individuals in the student-directed group were analyzed through the use of the t -test in terms of the first hypothesis which stated:

Hypothesis 1: There is no significant difference between the mean cognitive achievement pretest and posttest scores pertaining to interpersonal relationships within the secondary school setting for individuals in the student-directed group.

Table 2 summarizes the statistics related to Hypothesis 1.

TABLE 2
DIFFERENCE BETWEEN MEAN COGNITIVE ACHIEVEMENT
PRETEST AND POSTTEST SCORES OF INDIVIDUALS
IN THE STUDENT-DIRECTED GROUP

Cognitive Achievement Tests	N	Mean Test Scores	t Value	Level of Sign.
Pretest	16	80.50	5.76	.001
Posttest	16	95.13		

On the basis of the data presented in Table 2, Hypothesis 1 was rejected. The value of t was significant beyond the .001 level indicating that individuals receiving student-directed instruction gained a significant amount of knowledge concerning interpersonal relationships within the secondary school setting as a result of modular instruction presented on the topic.

Hypothesis 2

The mean cognitive achievement pretest and posttest scores for individuals in the teacher-directed group were analyzed through the use of the t -test in terms of the second hypothesis which stated:

Hypothesis 2: There is no significant difference between the mean cognitive achievement pretest and posttest scores pertaining to interpersonal relationships within the secondary school setting for individuals in the teacher-directed group.

Table 3 summarizes the statistics related to Hypothesis 2.

TABLE 3

DIFFERENCE BETWEEN MEAN COGNITIVE ACHIEVEMENT
PRETEST AND POSTTEST SCORES OF INDIVIDUALS
IN THE TEACHER-DIRECTED GROUP

Cognitive Achievement Tests	N	Mean Test Scores	\bar{t} Value	Level of Sign.
Pretest	18	81.39	5.07	.001
Posttest	18	96.50		

On the basis of the data presented in Table 3, Hypothesis 2 was rejected. The value of \bar{t} was significant beyond the .001 level indicating that individuals in the teacher-directed group gained a significant amount of knowledge concerning interpersonal relationships within the secondary school setting as a result of teacher-directed instruction presented on the topic.

Hypothesis 3

The difference between the mean differential cognitive achievement pretest and posttest scores pertaining to interpersonal relationships within the secondary school setting for individuals in the student and teacher-directed groups was analyzed in terms of the third hypothesis which stated:

Hypothesis 3: There is no significant difference between the mean differential cognitive achievement test scores pertaining to interpersonal relationships within the secondary school setting

for individuals involved in the student and teacher-directed groups.

Hypothesis 3 was analyzed through the use of a t-test. Table 4 summarizes the statistics related to Hypothesis 3.

TABLE 4
DIFFERENCE BETWEEN MEAN DIFFERENTIAL COGNITIVE
ACHIEVEMENT TEST SCORES FOR INDIVIDUALS IN
THE STUDENT AND TEACHER-DIRECTED GROUPS

Experimental Groups	N	Mean Differential Scores	<u>t</u> Value	Level of Sign.
Student-directed	16	14.63	.12	NS*
Teacher-directed	18	15.11		

*Not significant at the .05 level or beyond.

Hypothesis 3 was accepted as there was no statistically significant difference in the mean differential cognitive achievement pretest and posttest scores between the two experimental groups. This indicates that there was no significant difference in the knowledge gained by individuals in the student-directed group as compared to individuals in the teacher-directed group.

Hypothesis 4

The difference between the mean attitude scale scores after instruction for individuals in the student-directed and

teacher-directed groups was analyzed in terms of the fourth hypothesis which stated:

Hypothesis 4: There is no significant difference between the mean attitude scale scores for individuals after receiving instruction on the topic of interpersonal relationships within the secondary school setting in the student and teacher-directed groups.

Hypothesis 4 was analyzed through the use of a t-test. Table 5 summarizes the statistics related to Hypothesis 4.

TABLE 5
DIFFERENCE BETWEEN MEAN ATTITUDE SCALE
SCORES OF INDIVIDUALS IN THE STUDENT
AND TEACHER-DIRECTED GROUPS

Experimental Groups	N	Mean Scores	<u>t</u> Value	Level of Sign.
Student-directed	16	17.56	3.32	.01
Teacher-directed	18	20.28		

On the basis of the data presented in Table 5, Hypothesis 4 was rejected. The value of t was significant beyond the .01 level indicating that after instruction individuals in the teacher-directed group had a more favorable attitude toward the instructional method and the subject matter pertaining to the topic of interpersonal relationships within the secondary school setting than the individuals in the student-directed group.

Hypothesis 5

The cognitive achievement differential test scores and the grade point averages for individuals in the total sample were analyzed with regard to the fifth hypothesis which stated:

Hypothesis 5: There is no significant relationship between cognitive achievement differential test scores and grade point averages for individuals in the total sample.

Hypothesis 5 was analyzed through the use of the Pearson product-moment coefficient of correlation. Table 6 summarizes the statistics related to Hypothesis 5.

TABLE 6

CORRELATION BETWEEN COGNITIVE ACHIEVEMENT
DIFFERENTIAL TEST SCORES AND GRADE POINT
AVERAGES FOR INDIVIDUALS IN THE
TOTAL SAMPLE

Variables	N	Pearson r	Level of Sign.
Grade Point Averages and Cognitive Achievement Differential Test Scores	34	-.198	NS*

*Not significant at the .05 level or beyond.

On the basis of the data presented in Table 6, Hypothesis 5 was accepted. There was no statistically significant relationship between cognitive achievement differential test scores and grade point averages for individuals

in the total sample indicating that cognitive gains were not related to grade point averages.

Hypothesis 6

The attitude scale scores obtained after instruction and the grade point averages for individuals in the total sample were analyzed with regard to the fifth hypothesis which stated:

Hypothesis 6: There is no significant relationship between attitude scale scores and grade point averages for individuals in the total sample.

Hypothesis 6 was analyzed through the use of the Pearson product-moment coefficient of correlation. Table 7 summarizes the statistics related to Hypothesis 6.

TABLE 7
CORRELATION BETWEEN ATTITUDE SCALE SCORES AND
GRADE POINT AVERAGES FOR INDIVIDUALS
IN THE TOTAL SAMPLE

Variables	N	Pearson r	Level of Sign.
Grade Point Averages and Attitude Scale Scores	34	-.002	NS*

*Not significant at the .05 level or beyond.

Hypothesis 6 was accepted. There was no statistically significant relationship between attitude scale scores

obtained after instruction and grade point averages for individuals in the total sample.

Summary

In summary, the following were the major findings as a result of the analyses of the hypotheses:

1. There were significant changes between cognitive achievement pretest and posttest scores pertaining to interpersonal relationships within the secondary school setting for individuals involved in the student and teacher-directed groups.

2. There was no significant difference between the mean differential cognitive achievement test scores pertaining to interpersonal relationships within the secondary school setting of individuals involved in the student and teacher-directed groups.

3. There was a significant difference between mean attitude scale scores for individuals in the student and teacher-directed groups. After studying the topic, individuals in the teacher-directed group had a more favorable attitude toward the instructional method and the competency area pertaining to positive interpersonal relationships within the secondary school setting than the individuals in the student-directed group.

4. There was no significant relationship between cognitive achievement differential test scores and grade

point averages for individuals in the total sample meaning that cognitive gains were not related to the student's grade point average.

5. There was no statistically significant relationship between attitude scale scores and grade point averages for individuals in the total sample indicating that the student's attitude scale scores were not related to their grade point averages.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The purposes of this chapter are to summarize the study, to identify major findings, and to draw conclusions which appear to be warranted based on the analyses and interpretation of data. Recommendations for further research pertaining to the development of instructional materials and alternative approaches for teaching the competency area of positive interpersonal relationships within the secondary school setting to prospective home economics teachers are based on the findings of the study.

Summary of the Study

The study involved the comparison of two teaching strategies used in teaching a unit on positive interpersonal relationships within the secondary school setting in a competency-based home economics teacher education course. The first aspect of the study was to review the literature in the following four topic areas: (1) competency-based teacher education, (2) comparison of various teaching strategies in competency-based teacher education, (3) attitude scale development, and (4) positive interpersonal relationships within the secondary school setting.

The second aspect of the study involved the development of an instructional module pertaining to positive

interpersonal relationships within the secondary school setting. The module consisted of seven basic parts: prospectus, flowchart, objectives, pretest, subject matter information, enabling activities, and a posttest. A lesson plan based on the module was developed along with accompanying visual aids for use with the teacher-directed group. The behavioral objectives, subject matter information, enabling activities, and references for the lesson plan paralleled those in the module.

A cognitive achievement pretest was constructed and utilized to assess the student's understanding concerning positive interpersonal relationships within the secondary school setting prior to instruction on the topic. The same test was used as a posttest to measure changes in cognitive achievement after instruction and to determine the effectiveness of the two instructional strategies.

A Likert-type attitude scale was developed to assess the attitudes of students toward the instructional method and subject matter of positive interpersonal relationships within the secondary school setting. It was administered following instruction pertaining to the topic of interpersonal relationships.

The implementation of the materials included a comparison of two teaching strategies, modular instruction and traditional classroom instruction, in teaching concepts in the area of positive interpersonal relationships within the

secondary school setting with senior level home economics education majors at Texas Tech University. A comparison was made of cognitive gains among students utilizing the two methods of instruction. In addition, an attitude scale was administered following instruction to determine if the teaching strategy seemed to be related to the students' attitudes toward the topic of positive interpersonal relationships.

The sample was limited to thirty-four students enrolled in three sections of Home Economics Education 432, Methods of Teaching Home Economics, at Texas Tech University during the spring semester of 1976. In each of the three class sections, half of the students were randomly assigned to each experimental group. The first experimental group consisted of sixteen students who received modular instruction. The second experimental group consisted of eighteen students receiving traditional classroom instruction.

Cognitive achievement pretest, posttest, and attitude scale scores and grade point averages were analyzed through the use of t-tests or Pearson product-moment coefficients of correlation. The stated null hypotheses for the study were analyzed statistically and rejected if the levels of significance were at the .05 level or beyond.

Findings of the Study

Findings of the study derived from the analyses and interpretation of data were as follow:

1. There were differences significant at the .001 level between the mean pretest and posttest cognitive achievement test scores regarding positive interpersonal relationships within the secondary school setting for individuals in both the student and teacher-directed groups.

2. There was no significant difference between the mean differential cognitive achievement pretest and post-test scores regarding positive interpersonal relationships within the secondary school setting for individuals in the student and teacher-directed groups.

3. There was a difference significant at the .01 level after instruction between the mean attitude scale scores of individuals in the student and teacher-directed groups toward the topic of positive interpersonal relationships within the secondary school setting. The individuals in the teacher-directed group had a more favorable attitude after instruction toward the instructional method and the topic of positive interpersonal relationships within the secondary school setting than individuals in the student-directed group.

4. There was no statistically significant correlation between cognitive achievement differential test scores and grade point averages for individuals in the total sample.

5. There was no statistically significant correlation between attitude scale scores after instruction and grade point averages for individuals in the total sample.

Conclusions

Due to the small sample size, the findings make only a limited contribution to the study of alternative teaching strategies in the competency area of positive interpersonal relationships within the secondary school setting. Based upon the findings, the following conclusions were drawn:

The instructional strategies utilized in the study were equally effective in teaching cognitive subject matter related to positive interpersonal relationships within the secondary school setting. It should be noted that the findings of the study support the findings of similar research done by Blair (2), McCombs (22), Robinson (27), Slingerland (29), and Zellner (32) as reported in the review of literature. Thus, it appears that as educators implement competency-based teacher education programs that either modular or traditional classroom instruction would be effective in teaching cognitive subject matter.

However, the attitude scale scores for the experimental groups indicated that individuals in the teacher-directed group had more positive attitudes after instruction toward the method of instruction and the topic of interpersonal relationships within the secondary school setting than individuals in the student-directed group. Thus, it appears that the teaching strategy employed may affect the attitude of the individual toward the instructional method and subject matter.

In correlating differential cognitive achievement test scores and attitude scale scores with grade point averages for individuals in the total sample, no significant relationships were found. Thus, for the individuals in the study, grade point average does not appear to be related to either cognitive achievement test scores or attitude scale scores.

Recommendations for Further Research

Study of the effectiveness of the two teaching strategies utilized in the competency area of positive interpersonal relationships within the secondary school setting has revealed the need for further research in some specific areas. Among the suggestions the researcher would make for future research projects would be:

1. Using the same instructional materials and teaching strategies with a larger sample to substantiate or refute the findings of the study.
2. Using the same instructional materials and teaching strategies in another home economics education course such as Home Economics Education 331, Principles of Vocational Home Economics Education, taught at the Junior level at Texas Tech University to determine if analyses of pretest scores, gain scores, and attitude scale scores substantiate or refute the findings of the study.
3. Conducting a study of similar design in which a pre- and post-attitude assessment scale is administered

to determine attitude changes pertaining to the topic of positive interpersonal relationships within the secondary school setting.

4. Conducting a study of similar design with home economics education students who have completed student teaching to determine if that field experience affects pre-test scores, gain scores, and attitude scale scores.

5. Conducting a study of similar design pertaining to other competency areas such as positive interpersonal relationships within the community setting for home economics education students in which attitudes toward both the subject matter and the teaching strategy are analyzed.

6. Conducting a study of similar design in which an observational rating scale is employed during a student teaching experience to determine if individuals are able to apply the cognitive knowledge pertaining to positive interpersonal relationships in a real teaching situation.

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APPENDIX

A. PROSPECTUS

Part I: Showing Empathy, Concern, and Respect
for the Learner

Part II: Providing an Atmosphere in Which Students
Can Function With Each Other

Part III: Guidelines for Working Constructively
With Others, Such as Students, Coworkers,
Administrators, Other School Personnel,
and Parents

List of References for Appendix A

B. TABLE OF SPECIFICATIONS

C. INTERPERSONAL RELATIONSHIPS TEST

D. ATTITUDE SCALE

APPENDIX A
INTERPERSONAL RELATIONSHIPS MODULE
PROSPECTUS

The teaching of home economics is continuously concerned with human relationships. No matter what subject area you are teaching, the focal point is the individual and the family.

The purpose of this module is to help students achieve satisfying interpersonal relationships within the secondary school setting. This module is divided into three parts. Part I deals with ways to show empathy, concern, and respect for the learner. Part II is concerned with ways of providing an atmosphere in which students can function with each other. Part III deals primarily with guidelines for working constructively with others, such as students, coworkers, administrators, other school personnel, and parents.

PART I

Showing Empathy, Concern, and Respect for the Learner

Objectives:

Upon completion of this portion of the module, the will:

--define empathy

--describe characteristics of low and high empathizing teachers.

--give examples of verbal and nonverbal reinforcement that show concern and respect for the learner.

--point out questioning techniques that would show concern and respect for the learner.

Key Ideas:

1. Empathy, concern, and respect are related to a positive relationship between teacher and learner.
2. Positive verbal and non-verbal reinforcement and effective questioning are two skills that a teacher can utilize in communicating concern and respect for learners.

Showing Empathy, Concern, and Respect for the Learner

A home economics teacher is concerned with helping students to grow and develop in the areas of family relations, home management, consumer education, food and nutrition, clothing and textiles, housing, and child development. In other words, the goal of home economics education is to improve the quality of life. To bring about desired changes in learners, it is essential for the teacher to understand the learner as an individual and to create a positive relationship with the learner characterized by trust, concern, respect, and empathy.

As a future teacher, you might begin by asking yourself this question, "Do I really understand myself?" "Self-understanding is the keystone to all relationships including that of teacher and learner. Self-understanding includes recognition of one's own strengths and weaknesses, release

of one's creativity, definition of one's values, formulation of a personal life style, identification of self-goals, and the continuous development of a philosophy of life." (6:2) It is only after you have self-understanding that you can develop a positive relationship with others characterized by empathy, concern, respect, and trust.

What is empathy? Can you recall a teacher that you have had who was warm, understanding, and approachable? This teacher was probably a high empathizing teacher. Empathy is defined by Dymond as "the imaginative transposing of oneself into the thinking, feeling and acting of another, without losing one's own separate identity or point of view." (2:343) In other words, empathy is the ability to see the world through another person's eyes and to sense how that person feels.

Some characteristics of high empathizing teachers are as follows:

1. Open to the thoughts, ideas, and beliefs of others.
2. Listen attentively to what others have to say.
3. Do not feel threatened by what others may think of them.
4. Show a sincere interest and concern for others.

Some characteristics of low empathizing teachers are as follows:

1. Create a classroom climate of fear and insecurity.
2. Seem to be critical of others.
3. Communicate a disinterest in the learners.
4. Thought to be lacking in understanding.

A positive relationship between teacher and student can only be achieved if the teacher possesses a high degree of empathy. "Empathy makes students feel capable of having an understanding, warm, and approachable relationship with teachers." (6:7)

There are certain skills that teachers can develop to help them communicate concern and respect for learners. These include positive verbal and nonverbal reinforcement and effective questioning techniques. According to Chamberlain and Kelly, anything a teacher says or does may change a student's self-concept, feelings, or attitude for better or worse.

Reinforcement

Some examples of verbal and non-verbal reinforcement that show concern and respect for the learner are:

1. Smiles
2. Nods
3. Gestures of approval
4. Writing student's answer on board
5. Comments such as good, excellent, and fine!

Written comments on students' papers have a positive effect on student achievement and self-concept. When evaluating student work, intersperse negative comments between the positive ones. Some examples of written comments are:

1. Keep up the good work.
2. Good idea.
3. Excellent job.
4. Well stated.
5. This isn't up to the standard that you usually achieve, I'm sure you'll do your usual quality on the next assignment.

Questioning

One of the fundamental skills in teaching is questioning. The purpose of questioning is to guide students into a variety of mental operations including higher levels of thinking. When students can answer questions with a feeling of confidence, security, and achievement then a more positive attitude toward learning will result. Some guidelines for effective questioning are as follows:

1. Formulate key questions before class.
2. Ask a variety of questions eliciting different levels of thinking.
3. Word questions clearly and rephrase when students are unsure of what is being asked.
4. Ask questions in a logical sequence.
5. Allow students enough time to answer the question.
6. Avoid the use of questions that have a "yes" or "no" answer or that begin with "what about" or "how about".
7. Show interest and enthusiasm when asking questions.
8. Reinforce students' answers when they are correct.

On the following pages are instruments for evaluating your questioning and reinforcement techniques. You may wish to use these for evaluating yourself in student teaching.

INSTRUMENT FOR EVALUATING QUESTIONING TECHNIQUES

	Out- standing 5	4	Aver- age 3	2	Weak 1
1. Questions are used by the teacher to:					
a. Arouse interest_____					
b. Identify_____					
c. Pinpoint important information_____					
d. Explain_____					
e. Clarify an idea_____					
f. Provoke thinking_____					
g. Analyze_____					
h. Justify response_____					
2. Questions require pupils to use higher cognitive processes by having them:					
a. Describe_____					
b. Translate_____					
c. Apply_____					
d. Analyze_____					
e. Create_____					
f. Evaluate_____					

INSTRUMENT FOR EVALUATING REINFORCEMENT TECHNIQUES

	Out- standing 5	4	Aver- age 3	2	Weak 1
1. Non-verbal rewards used by teacher:					
A. Smiles_____					
B. Nods head_____					
C. Writes answers on board_____					
D. Gestures approval_____					
E. Leans forward slightly_____					
2. Verbal rewards used:					
A. Avoids overuse of words_____					
B. Varies words used_____					
C. Uses appropriate emphasis_____					
3. Types of rewards:					
A. Intrinsic rewards (Inner sense of achievement)					
a. Accomplishes given task_____					
b. Shows interest in subject_____					
c. Encourages questions_____					
d. Explains points to others_____					
B. Extrinsic rewards (tangible achievement)					
a. Discusses grades_____					
b. Promises treats_____					
c. Compliments often_____					

Enabling Activities:

DIRECTIONS: Briefly answer the following questions on another sheet of paper. There is no need to rewrite the questions. Number and letter your responses to correspond with the items below.

1.
 - a. Think back over all your years as a student. Briefly describe the qualities of a teacher you feel could be characterized as a high empathizing teacher.
 - b. Briefly describe the qualities of a teacher you feel could be characterized as a low empathizing teacher.
 - c. Check yourself on the continuum of empathic ability below. Briefly tell why you placed yourself at this point.

High	Medium-High	Middle	Medium-Low	Low
------	-------------	--------	------------	-----

2.
 - a. Think back over your classroom experiences. Briefly describe a situation where good non-verbal communication was used to show concern and respect for the learner.
 - b. Now briefly describe a situation where good verbal communication was used to show concern and respect for the learner.
3. Read the dialogue found on the next page illustrating questioning and reinforcement techniques and briefly answer the questions at the end.

DIALOGUE CONCERNING QUESTIONING AND REINFORCEMENT
TECHNIQUES

Teacher: (smiling) Okay, students, today we are going to begin a new unit on design--importance of design, kinds of design, elements of design, and principles of design. (holds up a picture of a living room) Darla, what do you think about this?

Darla: (puzzled and unsure) I don't know.

Teacher: Is this picture a good illustration of balance?

Darla: I guess.

Teacher: (critical and hateful) What do you mean, you guess? Didn't you read your lesson for today?

Darla: (approaching the point of tears) Yes, but I didn't understand some of it.

Teacher: (pointing finger at Darla) The book isn't that hard to understand. (smiling sweetly and turning to Karen) Karen, what type of balance does this room depict, formal or informal?

Karen: (confident) Formal.

Teacher: (smiling and nodding head yes) Very good, Karen. I can tell you read your lesson.

Questions for further discussion:

1. If you were one of the students in this classroom, how would you feel about what has taken place?
2. How would you feel if you were in Darla's shoes?
3. How is the teacher showing concern and respect for her students?
4. How is the teacher showing a lack of concern and respect for her students?
5. How could this teacher improve her questioning techniques so that she could show more concern and respect for her students?
6. How could this teacher improve her reinforcement techniques so that she shows more concern and respect for her students?

PART II

PROVIDING AN ATMOSPHERE IN WHICH STUDENTS
CAN FUNCTION WITH EACH OTHERObjectives:

Upon completion of this portion of the module, the learner will:

- Cite various techniques for dividing students into groups.
- Describe seating arrangements that would promote or inhibit communication among group members.
- Show seating arrangements appropriate for various instructional methods.
- Cite different sociometric techniques that could be used to group students for effective growth in group interaction.
- Describe the difference between a classroom distance scale and a sociogram.
- Construct a sociogram.
- Analyze a sociogram to determine how to group the given students.

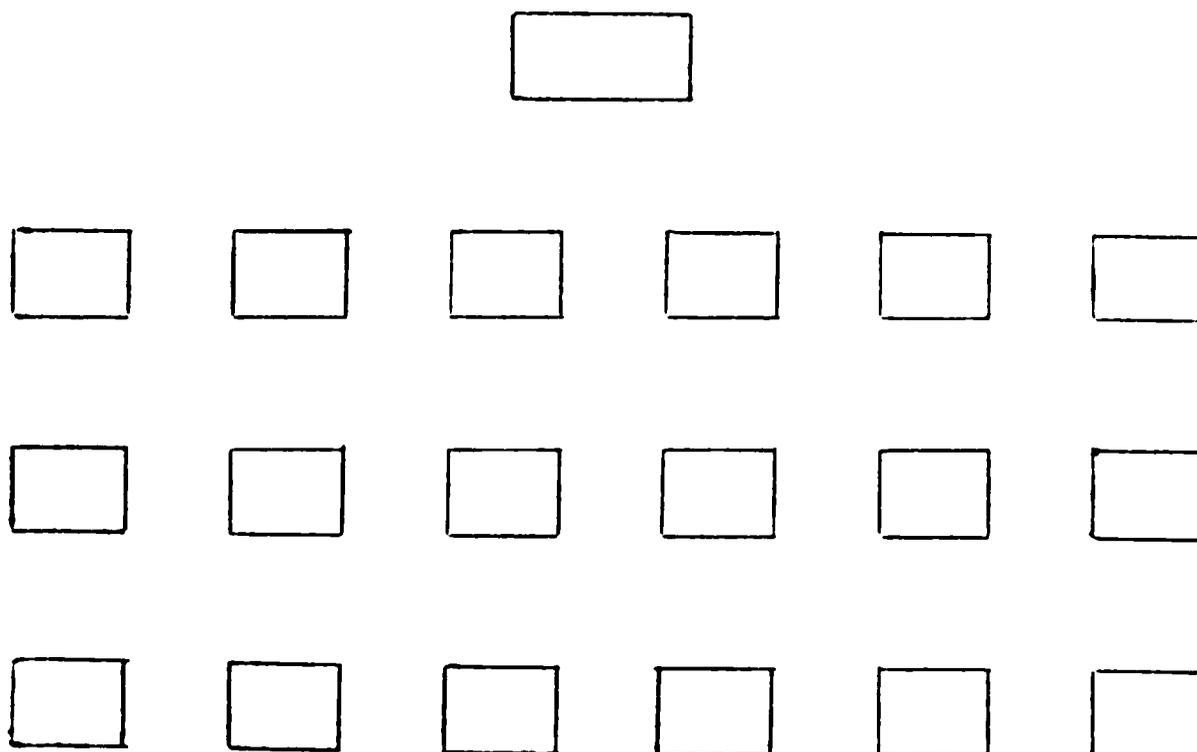
Key Ideas:

1. The seating arrangement of a classroom can either promote or inhibit communication between teachers and students and among learners.
2. The most appropriate seating arrangement is partially determined by the instructional method.
3. Classroom distance scales and sociograms can be utilized by teachers to group students for more effective growth in group interaction.

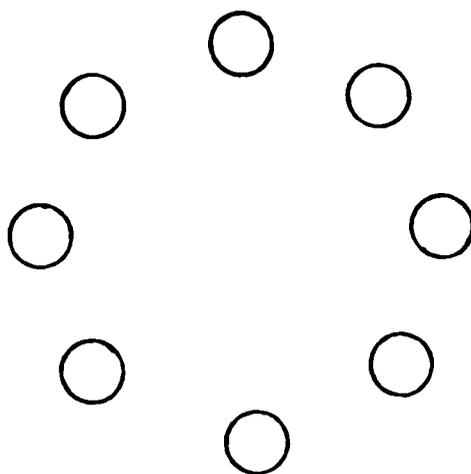
PROVIDING AN ATMOSPHERE IN WHICH STUDENTS
CAN FUNCTION WITH EACH OTHER

A relaxed, warm, accepting, and unthreatening classroom climate will foster the freedom to question, to experience, and to discover new learnings. A classroom climate such as this does not just happen, it is the result of an empathic teacher selecting and carefully implementing teaching-learning techniques for the benefit of all.

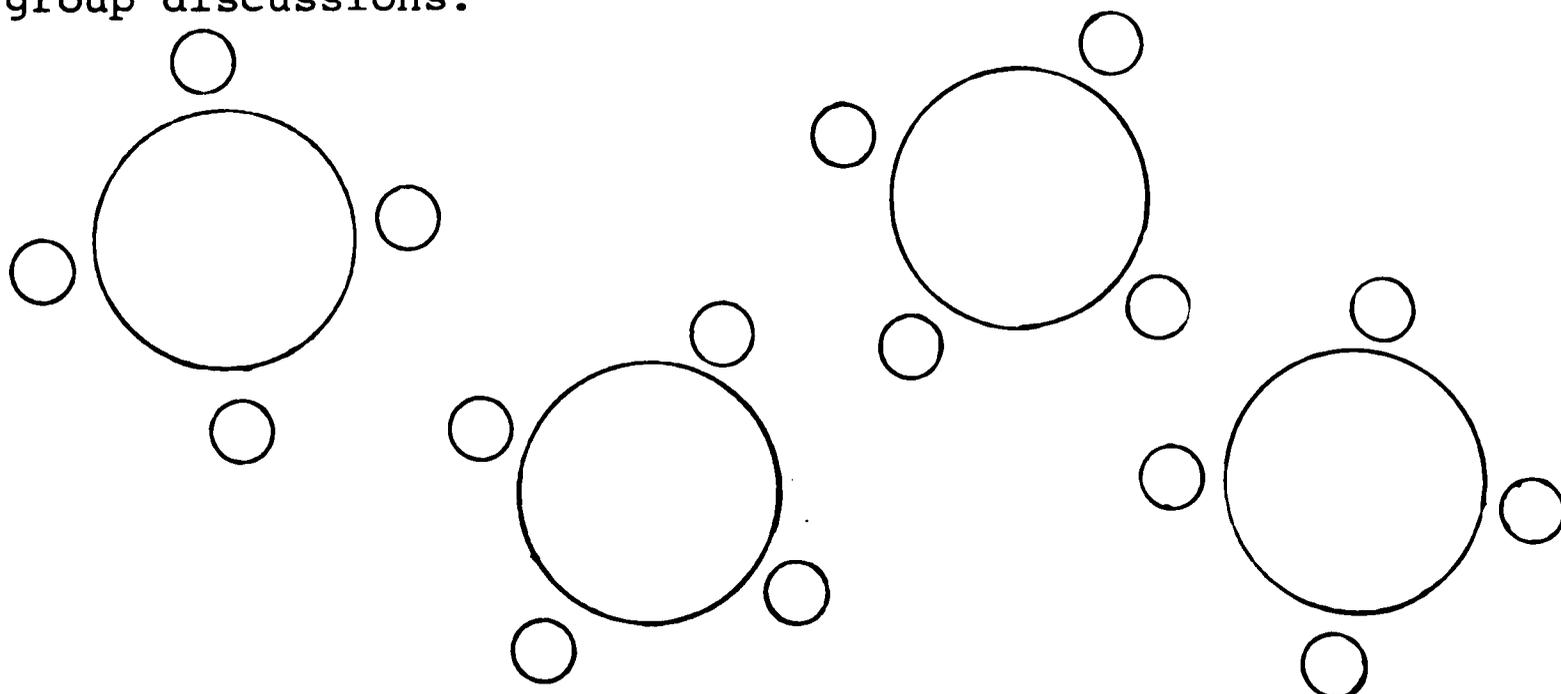
The seating arrangement can either promote or inhibit communication between teacher and students and among learners. A seating arrangement such as the following would tend to inhibit communication. The students sitting nearest the teacher would tend to be more active participants in a discussion as opposed to those sitting at the very back of the room. However, this seating arrangement would be appropriate for a teacher lecture or independent study where communication among the learners would be minimal.



The seating arrangement below would tend to promote communication among learners and teacher. This arrangement would be appropriate for class discussions or brainstorming where large group participation is desired.



The following seating arrangement would be conducive to an exchange of ideas or opinions among a small number of people. Small group discussion, committee work, and buzzing would be facilitated by an arrangement such as this. One advantage to using small groups in classroom instruction is that often individuals are reluctant to speak out in larger groups whereas they will participate in small group discussions.



There are various techniques for dividing students into groups. Some examples of ways to divide students into small groups are as follows:

1. Numbering off
2. Pairing off according to birth month or zodiac sign
3. Having students select objects such as cooking utensils and then having them divide into groups according to objects with a common purpose or function
4. Matching questions with answers
5. Allowing students to form their own groups

If a teacher wishes to control the membership of groups to accomplish a specific goal such as having a slow learner work with a patient, competent student the teacher might consider using a sociometric device. Two sociometric devices will be considered at this point, these being a classroom distance scale and a sociogram.

A classroom distance scale is a device used to determine the degree to which an individual accepts or rejects the group as well as the degree to which the group accepts or rejects the individual.

A sociogram is a graphic picture of the interrelationships among the individuals within a particular group, based upon the choices of those individuals. The information gained from a sociogram can help a teacher to group students to foster satisfying interpersonal relationships.

Steps in constructing a sociogram:

1. Teacher asks the students to name three people they would like to work with in a particular situation such as in a foods lab.

2. Students write down their 3 choices being sure to place their own name on top.
3. The teacher then makes a summary sheet of the students' first and second choices.
4. A diagram is made of first and second choices by first recognizing those persons who are chosen most frequently and those not chosen at all. Solid lines are used to denote first choices among individuals and dotted lines denote second choices.
5. The information is used to group the students.

Some suggestions for grouping the students are to:

1. Give a student who is unchosen his first choice.
2. Give each student at least one of his choices.

Examples of a classroom distance scale and a sociogram can be found on the following pages.

CLASSROOM DISTANCE SCALE*

Name _____ Date _____

School _____ Class _____

We don't like all of our friends in the same way. Some we like more than others.

The checklist that follows will give you a way of telling how close an acquaintance you would like to have with other members of your home economics class.

Copy the names from the list in alphabetical order, in the vertical spaces at the top of the scale. Then, below each name, put a check in the space opposite the statement that most nearly describes your feeling about that person.

When you come to your own name, check the statement that describes how you think most of the students feel about you.

No one in class will see your paper except your teacher.

Checklist

Fill in the names of your classmates in the squares									
Examples of possible items:									
1. Would like to have her as one of my best friends.									
2. Would like to have her in my group but not as a close friend.									
3. Would like to be with her once in a while but not often or for long at a time.									

*Note: Some teachers prefer not to use classroom distance scales because the items may be in opposition to their goal of promoting peer acceptance. A word of caution---do not use items that are too negative.

SOCIOGRAM--Continued

1. To evaluate a sociogram, the following questions need to be considered:
 - a. Who was chosen not often? In the Example given Rhonda appeared to be chosen more often than anyone else.
 - b. Who was chosen very seldom or not at all? In the example, Pam and Karl were chosen only once. Nan was not chosen at all. Nan is thus known as the isolate.
 - c. Are there any small groups who have chosen each other and seem to stand apart from the class as a whole? Ann, Linda, and Joan appear to form a group of their own.
 - d. Do the boys choose boys and the girls choose girls? The boys are not a separate group from the girls totally because Jim and Karl chose Rhonda, and Kari chose Jim.

2. The following is an example of how the students might be divided into groups of three according to the information obtained:

<p>Group I</p> <p>Sue</p> <p>Kari</p> <p>Rhonda</p>	<p>Group II</p> <p>Karl</p> <p>John</p> <p>Jim</p>
<p>Group III</p> <p>Nan</p> <p>Jean</p> <p>Pam</p>	<p>Group IV</p> <p>Linda</p> <p>Joan</p> <p>Ann</p>

NOTE: A third and even a fourth choice may be needed to enable you, the teacher, to be able to break up the clique exemplified by Group IV and still allow everyone one of their choices.

Enabling Activities:

Directions: Briefly answer the following questions on another sheet of paper. There is no need to rewrite the question.

1. Draw a diagram of how you would arrange the chairs if you were going to give a demonstration on how to measure ingredients accurately.
2. Read the sociogram problem on the following page and complete these activities:
 - a. Draw a sociogram. Begin your diagram by determining who has been chosen most often.
 - b. Divide the students into groups using the information obtained.

SOCIOGRAM PROBLEM

In general, students tend to work better with people they choose. For the next few minutes, you are the home economics teacher at Bellview High School. Your Homemaking II class is involved in a foods unit. In the near future, the students will be working in small groups in a laboratory situation. It is your desire to place the students in groups so that maximum satisfaction is achieved by each student.

You have asked your students to write down on a sheet of paper the two persons, in rank order, with whom they would like to work with in the foods lab. You have also told them that they would get to work with at least one of the people that they have selected.

The following is the information that you received from your students. You are to (1) draw a sociogram and (2) divide the students into groups of three utilizing the

information from the sociogram. Two rules to keep in mind are to (1) give every student at least one of his choices and (2) give any person who is unchosen or rejected his first choice to help fulfill his need for security.

Students	First Choice	Second Choice
Sandy	Jane	Sue
Joe	Sharyl	Sandy
Sue	Karl	Pat
Sharyl	Karl	Joe
Pat	Merle	Karl
Karl	Sharyl	Brenda
Merle	Brenda	Barbara
Barbara	Brenda	Karl
Brenda	Karl	Karen
Karen	Barbara	Beth
Beth	Mary	Patty
Mary	Patty	Beth
Patty	Holly	Mary
Holly	Patty	Mary
Pam	Holly	Patty

PART III

GUIDELINES FOR WORKING CONSTRUCTIVELY WITH OTHERS,
SUCH AS STUDENTS, COWORKERS, ADMINISTRATORS,
OTHER SCHOOL PERSONNEL, AND PARENTSObjectives:

Upon completion of this portion of the module, the learner will:

- Point out general guidelines for working with:
students
coworkers
administrators
other school personnel
parents.
- Identify good and/or poor interpersonal relationships in given situations.
- Describe how the relationship in a given situation could be improved.

Key Ideas:

1. An effective teacher strives to maintain quality relationships with students, coworkers, administrators, other school personnel, and parents.
2. Harmonious interpersonal relationships with students, coworkers, administrators, other school personnel, and parents facilitates one's effectiveness as a home economics teacher.

WORKING CONSTRUCTIVELY WITH OTHERS

To be effective, a teacher must be able to communicate with and relate to the students, the faculty, the members of the community, and professional colleagues. Some general guidelines for improving the quality of any relationship are to:

1. Accept people as they are.

2. Show a sincere interest in others.
3. Listen attentively to what others have to say.
4. Communicate to others that you understand what they are saying even though you may disagree with them.
5. Be aware of the non-verbal messages that you communicate to others.
6. Respect the confidences of others.

Some additional guidelines for working with students are to:

1. Show a personal interest in the students by making comments such as, "You have on a new shirt today, I like it."
2. Help students choose tasks and assignments from which they can gain a sense of challenge, achievement, satisfaction, and success.
3. Acknowledge that all students have the same need for recognition, attention, and achievement.

A harmonious relationship between teachers and parents can contribute greatly to the total school program. Two ways in which parents and teachers can get to know each other better are through home visits and periodic parent-teacher conferences. At all times a teacher should be warm and friendly and should act as a partner in problem solving.

Some specific guidelines for conducting home visits are to:

1. Dress appropriately.
2. Avoid giving the impression that you are making an inspection trip.
3. "Break the ice" by making favorable comments on something around the home.

4. Express appreciation for the time the parent has taken to talk with you.
5. Extend an invitation to family members to feel free to visit the school at any time.

Some guidelines for conducting parent-teacher conferences are to:

1. Hold the conference in a place free from distractions.
2. Allow enough time to cover the situation so that you aren't rushed.
3. Establish rapport at the beginning of conference by making some positive remarks.
4. Sandwich criticism between positive comments.
5. Be honest with the parents.
6. Compare the student to his past performance and not the performance of his classmates.
7. Allow an angry parent to talk out the problem and then discuss it rationally.
8. End on a positive note.

Effective interpersonal relationships with coworkers and administrative personnel is also essential if schools are to become better places for teaching and learning.

Some specific suggestions for working with coworkers and administrative personnel are to:

1. Go through appropriate channels to get something changed or accomplished.
2. Be willing to contribute to the total school program by helping to sponsor other organizations and/or activities.
3. Be willing to do your fair share, but do not allow yourself or your class to be exploited.
4. Report problems early before they get out of hand.

Working constructively with others also extends to faculty meetings, committee meetings, and meetings of task groups. Effective group membership requires learning specific functions and special skills. These functions and skills fall into three categories: (a) those required

before the meeting; (b) those required during the meeting; and (c) those required after the meeting. The following is a copy of Gordon's (4:318-9) Rules for Responsible Group Membership.

Rules for Responsible Group Membership*

Before the Meeting

1. Read the minutes of the previous meeting before going to each meeting.
2. Come to the meeting having clearly in mind what problems or items you want to put on the agenda.
3. Get to each meeting on time.
4. Bring all materials needed.
5. Set aside the time necessary for the meeting so there will be no interruptions (phone calls, messages, visitors, etc.)

During the Meeting

1. Submit your items for the agenda. State them as briefly as possible--do not elaborate.
2. When you have an opinion or feeling, state it honestly and clearly.
3. Stay on the agenda item being dealt with, and help others stay on it.
4. Ask for clarification when you do not understand what someone is saying or what an agenda item means.
5. Participate actively. When you have something to say, say it. Do not wait to be asked for your opinion.
6. Insist on following procedures that will help your group function effectively:
 - a. starting on time
 - b. getting the agenda set

- c. staying on the subject
 - d. keeping order
 - e. listening to others
 - f. keeping records
 - g. getting important issues, problems, concerns, or agenda items on the chart pad or board
 - h. arriving at decisions
 - i. quitting on time
7. Protect the rights of others to have their opinions or feelings heard. Encourage silent members to speak.
 8. Listen attentively to others. Use active listening to clarify what others are saying.
 9. Try to think creatively about solutions that might resolve conflicts. Try out these ideas on the group.
 10. Avoid communications that disrupt a group--humor, sarcasm, diversions, asides, jokes, digs, etc.
 11. Keep notes on what you agree to do after the meeting.
 12. Constantly ask yourself these questions: "What at this moment would help this group move ahead and get this problem solved?" "What contribution can I make to help this group function more effectively?" "What does the group need?" "How can I help?"

After the Meeting

1. Carry out assignments and commitments.
2. Pass on to others those decisions or solutions they should know about.
3. Keep confidential anything said or done in the meeting that might put a member in a bad light.
4. Refrain from complaining about a decision that you agreed to. If you have second thoughts, bring them up at the next group meeting.
5. Refrain from out-of-meeting appeals to your boss. Your feelings about the group's activities should be expressed in the group or not at all

*Gordon, Thomas. T.E.T. Teacher Effectiveness Training. New York: Peter H. Wyden, 1974. pp. 318-319.

Enabling Activities:

Directions: Read and analyze the following case studies. On a separate sheet of paper, indicate the solution that you would choose and briefly explain why you chose that particular solution.

Teacher-Administrator Case Study

Mrs. Jackson's Homemaking I class was busily occupied with various sewing projects when the principal marched into the room, obviously very angry. "Mrs. Jackson, do you realize that it is now 8:40? Do you know what that means?"

"No, not really," Mrs. Jackson responded blankly.

"Well then, I'll tell you what it means. It means that Mrs. Parks, the attendance secretary, has been sitting at her typewriter for the past 20 minutes waiting for your absentee list. The entire school's absentee report cannot be typed because you did not consider it important enough to send your list in on time."

"Oh, well . . ." began Mrs. Jackson.

"You'd better have a good reason. This kind of thing cannot be tolerated. I'm waiting."

Since Mrs. Jackson could sense that her entire class was also waiting, she . . .

OPTIONS

1. ---apologized and said that it wouldn't happen again.
2. ---told him that her class had become so involved that she completely forgot about the list.

3. ---became angry and told the principal never to come into her class like that again.
4. ---offered to discuss the matter during her planning period and then made out the list and gave it to the principal.
5. --- (your solution).

Parent-Teacher Case Study

Mrs. Jones, the English teacher, dreaded those parent-teacher conferences. It always took so much time and sometimes the parents made it even worse by being downright hateful and critical.

"Oh, good afternoon, Mrs. Arnold. Come in and have a seat."

"You asked me to drop by because you felt we needed to talk about my daughter's work," replied Mrs. Arnold.

"Yes, it is getting closer to the end of the quarter and Beverly has only turned in half of her work up to this point. Right now, she is failing English," replied Mrs. Jones.

"What do you want me to do about it?" retorted Mrs. Arnold. "You are the teacher. If you can't get Beverly to do the work, how do you expect me to get her to do it? I work all day; and when I come in at night, I am too tired to hassle the kids about getting their lessons. I think teachers assign too much homework to begin with."

Since the conference isn't solving any problems,
Mrs. Jones should . . .

OPTIONS

1. ---tell Mrs. Arnold that she is sorry she bothered her with this problem since she doesn't seem interested in her daughter's grade.
2. ---tell Mrs. Arnold that perhaps if they both work together they can encourage Beverly to turn in her homework.
3. ---tell Mrs. Arnold that all the other students are able to turn in all of their homework on time.
4. --- (your solution).

LIST OF REFERENCES FOR APPENDIX A

1. Chamberlain, Valerie M. and Kelly, Joan. Creative Home Economics Instruction. New York: McGraw-Hill, Inc., 1975.
2. Dymond, R. F. "Personality and Empathy." Journal of Consulting Psychology 14 (October 1950): 343.
3. Fleck, Henrietta. Toward Better Teaching of Home Economics. New York: Macmillan Publishing Co., Inc., 1974.
4. Gordon, Thomas. T.E.T. Teacher Effectiveness Training. New York: Peter H. Wyden, 1974.
5. Hall, Olive A. and Paolucci, Beatrice. Teaching Home Economics. New York: John Wiley & Sons, Inc., 1970.
6. Hatcher, Hazel M. and Halchin, Lilla C. The Teaching of Home Economics. Boston, Massachusetts: Houghton Mifflin Company, 1973.
7. Seaberg, Dorothy I. The Four Faces of Teaching: The Role of the Teacher in Humanizing Education. Pacific Palisades, California: Goodyear Publishing Company, Inc., 1974.

APPENDIX C

Possible Score 100

Name _____

Student Score _____

Date _____

Teacher or Module _____

Section _____

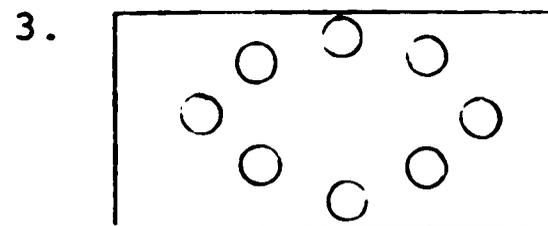
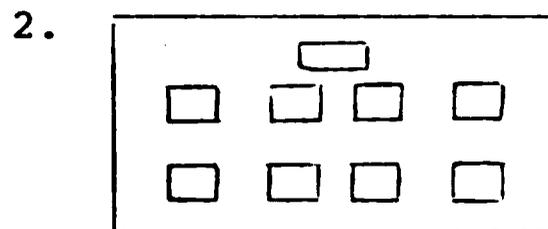
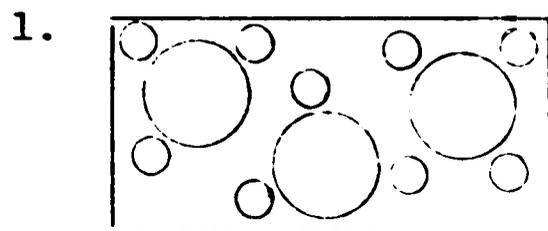
Interpersonal Relationships Test

Part I: MATCHING

Directions: For each instructional method in Column I, select the seating arrangement in Column II which would be most appropriate. Place the number corresponding to your answer in the blank provided. Answers may be used more than once. (2 points each)

Column IColumn II

- _____ a. Buzzing
- _____ b. Class discussion
- _____ c. Committee work
- _____ d. Reading assignment
- _____ e. Small group discussion
- _____ f. Teacher lecture
- _____ g. Viewing films



Part II: MULTIPLE CHOICE

Directions: For each of the following questions, select the correct answer or answers from among the four listed. Note that there may be no right answers or as many as four correct ones. Write the letter(s) of your choice(s) in the blank to the left of the question. (3 points each)

- _____8. Which of the following define empathy?
- A. the lack of feeling or emotion toward another individual or group of people.
 - B. the capacity for participating in another's feelings or ideas.
 - C. the understanding of the feelings, thoughts, and acts of another without losing one's own point of view.
 - D. the inclination of a person to be self-centered and unconcerned about the welfare of others.
- _____9. Which of the following is/are characteristic(s) of a high empathizing teacher?
- A. Appears to be critical of others.
 - B. Listens attentively to what another has to say.
 - C. Feels threatened by what one may think of him.
 - D. Shows a sincere interest and concern for others.
- _____10. What is the name used to describe a graphic picture of the interrelationships among the individuals within a particular group, based upon the choices of those individuals for a specified activity or situation.
- A. anecdotal record.
 - B. classroom distance scale.
 - C. sociogram.
 - D. projective technique.

- ____11. What is the name of a device used to determine the degree to which the individual accepts or rejects the group as well as the degree to which the group accepts or rejects that individual?
- A. autobiography.
 - B. anecdotal record.
 - C. projective technique.
 - D. classroom distance scale.
- ____12. Which of the following is/are guideline(s) to keep in mind when helping a student with a problem?
- A. Listen attentively to what the student has to say.
 - B. Try to see the problem from the student's point of view.
 - C. Tell the student how to solve the problem.
 - D. Refer the student to specialists when you do not know how to help the student with the problem.
- ____13. Which of the following is/are general consideration(s) to keep in mind with regard to home visits?
- A. Dress in accordance with what the community considers appropriate.
 - B. Ask a number of questions concerning intimate family matters.
 - C. Establish rapport by making favorable comments on something you see around the home.
 - D. Express an appreciation for the time the parent has taken to talk with you.

- ____14. Which of the following is/are guideline(s) to keep in mind when conducting a parent-teacher conference?
- A. Compare the student to others in the class.
 - B. Begin and end the conference on a positive note.
 - C. Sandwich criticism between negative comments.
 - D. Hold the conference in a place free from distractions.

Part III - SHORT ANSWER

Directions: Briefly answer the following questions.

15. Give two examples of verbal reinforcement that a teacher might use in the classroom which show concern and respect for the student. (2 points each)
- a.
 - b.
16. Give two examples of non-verbal reinforcement that a teacher could use which show concern and respect for the student. (2 points each)
- a.
 - b.
17. Write two questions which show concern and respect for the learner. (3 points each)
- a.
 - b.
18. Give two examples, other than for a foods laboratory, where a teacher could use a sociogram to group the students. (2 points each)
- a.
 - b.

19. Summarize briefly how you would use the data from a sociogram to formulate groups. (3 points)
20. Name three guidelines for being more effective in faculty or other group meetings. The guidelines can be applicable to before, during, and/or after the meeting. (3 points each)
- a.
 - b.
 - c.
21. Mr. Z, the principal, has just confronted you, the homemaking teacher, with the question, "Will you be in charge of refreshments for the faculty meeting next Tuesday?" You have done more than your share of refreshment making in the past. Give two examples showing how you could say "no" tactfully. (2 points each)
- a.
 - b.
22. Mrs. Adams, the teacher's aide, is always complaining about how the teachers are inconsiderate of her. She says that each teacher thinks that he or she is the only one in the school system who needs typing or other work done for them. Give two suggestions that the teachers could follow to help improve their relationship with Mrs. Adams. (2 points each)
- a.
 - b.
23. Briefly describe a way to divide the students into small groups for the following situations: Use a different method for each situation. (2 points each)
- a. Consumer Education class that will be working in small groups to evaluate various types of advertisements.
 - b. Child development class that will be working in small groups to prepare oral reports on given topics.
 - c. Family relations class that will be preparing skits to illustrate the characteristics of each of the typical stages in the family life cycle.

APPENDIX D
ATTITUDE SCALE

Module or Teacher Directed _____

GPA _____

Directions: Respond to each of the statements below on the basis of your feelings. There are no right or wrong answers. Circle the letters preceeding each of the statements using this key:

SA--if you strongly agree
A--if you mildly agree
U--if you are undecided
D--if you mildly disagree
SD--if you strongly disagree

- SA A U D SD 1. The topic, interpersonal relationships within the secondary school setting, should be included in the HEED 432 curriculum.
- SA A U D SD 2. The amount of time spent on the subject of interpersonal relationships was adequate.
- SA A U D SD 3. The topic was an interesting one.
- SA A U D SD 4. The information that was presented will be helpful.
- SA A U D SD 5. The learning activities were appropriate.
- SA A U D SD 6. The method of instruction for this topic was effective.

