THE EFFECTS OF WILLIAM GLASSER'S
SCHOOLS WITHOUT FAILURE PROGRAM
ON THE SELF CONCEPT AND ATTITUDE
TOWARD SCHOOL OF INNER-CITY SCHOOL
BLACK CHILDREN

A Thesis
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by
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CHAPTER I
NATURE OF THE PROBLEM

Introduction
Since early in the history of American psychology, psychologists have shown considerable interest in the self. Several theorists believe that one cannot understand and predict human behavior without knowledge of that person's conscious perceptions of his environment, and of his self as he sees it in relation to the environment. (Fylie, 1961) This perception of one's self is often referred to as one's self concept. (Definitions, p. 8) An individual's self concept is that which primarily guides, controls, and regulates performance. (LaBene, 1969)

Snyggs and Combs (1949) claim that how a person acts is how he perceives the situation and himself at the moment of his action. This theory lends support to the beliefs of many other theorists who believe that self concept is influenced by the environment as well as by significant others. One's self concept is not unchangeably fixed but is modified by every life experience. Fromm (1955) theorizes that man realizes his inner potentialities by the social conditions under which he lives. Personality develops in accordance with the opportunities and requirements of the
society. Self concept is a learned function and can in turn be taught or modified.

The implications of the above theories are significant in dealing with children in the schools. Children spend approximately 1,170 hours per year in school. Surely the school environment and the child's relationship with his teacher affect the development of a child's self concept. Attitudes (Definitions, p. 8) toward others, the school, his teacher and learning are also affected by a child's experiences.

Several studies support the hypothesis that self concept and school achievement are positively related. A review of the related literature indicates that self concept plays an important role in a child's failure or success. William Glasser (1969) found that children who were failures believed they had very little chance to succeed and felt they had little worth as human beings. As these same children experienced some success, they began to feel better about themselves and began to act and feel less like a failure. The school's environment and climate and teacher-pupil relationships may be the key factors in fostering positive self concepts.

Problem Statement

Since children spend so much time in school, administrators and teaching staffs should give considerable
thought to the school environment and teacher-pupil relationships. Although numerous studies have been done on the different aspects of self concept, few studies have dealt with the effect the school environment, discipline program, and teacher-pupil relationships have on developing children’s self concepts and attitudes towards school. Therefore, the purpose of this study was to determine what effect the school environment, discipline program and teacher-pupil relationships have on a child’s self concept and attitudes toward school. More specifically, what effects did a school wide Glasser’s Schools Without Failure Program (Definitions, p. 8) have on a child’s self concept and attitudes toward school.

Background and Overview of the Study

To obtain data for this study, a self concept scale and an attitude survey were administered to forty fifth grade students at two inner-city schools in the Columbus Public School System. The two schools were chosen on the basis of their differing school environments and discipline programs as well as the potential for matching on factors of socioeconomic status, race, sex, number of parents living in the home, age and number of brothers and sisters. (See p.28)

During the past four years, one of the sample schools, School A, conducted a school-wide program in Glasser’s
Schools Without Failure Program (SWFP). One aim of Glasser's program is to provide experiences for children in which they can experience some success. Glasser believes that children today are interested in finding out who they really are and establishing their identity. A successful identity is important if one is to achieve desired goals. Unless one has feelings of love and self-worth, he feels he is a failure. The only way that you can maintain a successful identity is to be accepted by others who believe you are worthwhile. (Glasser, 1969)

Personal involvement among students and teachers, other students and administrators is a second aim of Glasser's program. One way for teachers to get to know their children better and on a more personal basis is through the use of classroom meetings. Classroom meetings should be held daily. During the meetings children are given a chance to respond in a situation where there are no right or wrong answers. The types of questions asked during classroom meetings allow for a large variety of appropriate answers. (See Appendix D) The teacher remains nonjudgmental during the classroom meetings and accepts all answers. Class meetings provide children a chance for success and thus a chance to improve his feelings about himself. This is a time where each child can begin to feel success and develop a more positive self concept through personal role reinforcement.
After the personal involvement exists between teacher and child, another aspect of the program is ready for implementation. This aspect is self-discipline, the process of making the child responsible for his own behavior. No punishment (Definitions, p. 8) is to be inflicted. Rather a child needs to determine what inappropriate behavior he is displaying at the moment. He needs to make a value judgment about whether the behavior is helping him. Finally, he needs to decide what alternative plan he can make to change his behavior. Glasser has developed a ten step program (See Appendix C) that teachers can follow to aid in achieving the goal of self-discipline.

The second school chosen for the sample, School B, followed no school-wide program for discipline. Each teacher practiced the method of discipline that worked best for her. Children were not encouraged to solve problems on their own and were generally not made responsible for their own behavior. No emphasis was placed on teacher-pupil personal involvement. Punishment was at times inflicted.

Hypotheses

Based on a review of the related literature, the following hypotheses will be tested in this study:

1. Children in the School's Without Failure (SWF) will have a more positive attitude toward school than the children from the school with no formal program.
2. Children in the Schools Without Failure Program (SWFP) will feel better about themselves and their ability to succeed than do children not in the program.

3. Positive attitudes toward school will correlate highly with positive attitudes toward one's self.

**Significance of the Study**

Self concept has been viewed by several theorists to be a determinant of man's behavior. Combs (1963) states: "The self is composed of perceptions concerning the individual and this organization of perceptions in turn has vital and important affects upon the behavior of the individual."

Many factors are believed to be related to the development of one's self concept. William James (1929) was one of the first psychologists to write about one's feelings about physical self affecting self concept. One's body image and developmental growth patterns may influence how one feels about himself.

Child-rearing practices and parent-child relationships also shape a child's feelings about himself and influence his concept of self. Sears and his colleagues (1967) observed that psychological or "love-oriented" techniques as reflected in the use of praise, isolation and withdrawal of love produced relatively more children with high conscience than the use of more "thing-oriented" or physical
methods such as those reflected in tangible rewards, deprivation, and physical punishment.

Academic achievement and ability level are influencing factors of self concept. Studies have shown a positive relationship between self concept and academic achievement. Wattenberg and Clifford (1964) state that self concept stands in a causal relationship to reading ability.

The influence of significant others plays a great part in developing feelings about the self. One's self concept is often altered by how he feels others perceive him. Parents, teachers, peers, or anyone seen by the child to reward and punish him are considered significant others. (Definitions, p. 8)

Maslow (1954) considers man to have five basic needs. Two of these needs are: 1. love and belongingness and 2. esteem needs. The significant others play a great role in satisfying these needs. If the significant others provide a child with a feeling of love and belongingness and a sense of worth, most likely one will develop a positive sense of self.

The present study deals with the influence of significant others in the school and the school discipline program and how they affect the way the child feels about himself and his school.
As stated previously, studies have been done to show that self concept and academic success are positively related. Students with better self concepts usually do better in school academically and are usually better adjusted. Students with better self concepts usually have better attitudes toward school.

While numerous studies have been done to show the positive relationship between self concept, academic achievement and attitudes toward school, few studies have attempted to show the effects of the school environment, discipline program and teacher-pupil relationships have on a child's self concept. The present study is significant because it attempts to determine what effect Glasser's Schools Without Failure Program (SWFP) has on self concept and attitudes toward school. The program attempts to provide success experiences for the child and develop a personal relationship with at least one significant other in the school -- the child's teacher.

Definition of Terms

**Attitude** - Attitude as used in this study is concerned with the feelings such as like versus dislike. It is an emotional feeling or opinion by the child for or against the school.

**Classroom Meeting** - Classroom meetings are meetings in which the teacher leads a whole class in a nonjudgmental discussion about what is important and relevant to them. All
problems relative to the class as a group and to any individual in the class are eligible for discussion. (Appendix D)

**Punishment** - Punishment refers to the inflicting of any physical or emotional pain.

**Schools Without Failure Program (SWFP)** - The SWFP refers to the program developed by Dr. William Glasser and is designed to foster positive role identity and self concept as well as self discipline in children. Keys to the program are success and involvement.

**Self Concept** - Self concept is a person's total appraisal of his appearance, background and origins, abilities and resources, attitudes and feelings which culminate as a directing force in behavior. (La Benne, 1969)

**Significant Others** - Significant others refer to people who deal intimately with the child and administer rewards and punishment in the child's life. In this study teachers, principals and classmates would be considered significant others.

**Standard School Program** - Standard School Program in this study refers to the type of program where each person functions separately according to his own philosophy rather than following a special school-wide philosophy.
Variables and Control Factors

The independent variable in the present study was the type of classroom management procedure in effect at each school. At School A the level of independent variable was Glasser’s Schools Without Failure Program. The level of independent variable at School B was the lack of Glasser’s Schools Without Failure Program or any uniform program of discipline.

There were two dependent variables in this study. One dependent variable was child’s self concept with the second dependent variable being child’s attitude toward school.

Since numerous factors affect self concept development, the investigator attempted to control for as many factors as possible. The factors controlled for in this study were socioeconomic status, race, age, sex, ability level, number of siblings, and one parent living in the family. The matching process (See p. 28) was used to select the subjects for this study.

Limitations

Three important limitations of this study are described below:

1. Since the sample in this study was selected from two Columbus Public inner-city schools on the basis of school-wide program and according to potential for matching
socioeconomic status, race, one parent living in the home, age and sex, the results of the study can only be general-  
eralized to inner-city schools in the Columbus Public Schools that have similar programs and have the potential for matching on identical factors.

2. Questions had to be read to the subjects in order for all students of varying levels of ability to be able to respond accurately. Perhaps the manner in which the questions were interpreted and read by the test adminis- trator (things such as intonation, intonation patterns, facial expressions) influenced the response of some students.

3. The method of sample selection was not identical for both schools. All fifth grade students present on the day the test was administered were eligible to be selected for the sample at School A. Permission slips were required by the principal at School B and only the twenty two students returning the permission slips were allowed to be tested. Thus, students at School B constituted an available sample of volunteers. Volunteers often are not representative of the total population.

Assumptions

Three assumptions should be made in relation to this study.

1. The assumption must be made that the respondents answered the questions as truthfully as possible. Children
were assured that their answers would not be seen by their teachers and would not be held against them in any way. Questions were read to the children to avoid guessing or frustration due to the inability of the children to read certain words.

2. The content of the Self Observation Scale and the Attitude Survey were valid. The Self Observation Scale was a published instrument with a validity rating (based on factor analysis) of .88 or above on all seven dimensions of self concept excluding social confidence in black females. (Table 5, p.15) Items used on the attitude survey included information directly related to the hypotheses, as well as the type of questions included in other attitude tests. (Soares & Soares, 1970)

3. All teachers in the SWFP were actually utilizing personal involvement activities and Glasser's Ten Steps to Self-Discipline (Appendix C) in their classroom. This assumption is supported by observations in the classroom conducted by the school guidance counselor.

All teachers not in the SWFP were following their own method of classroom management. None of the classroom management procedures included an emphasis on personal involvement activities or utilized Glasser's Ten Steps to Self-Discipline. This assumption is supported by observations in the classrooms by the building principal.
Analysis Techniques

The Two Way Analysis of Variance Test (ANOVA) and the Pearson R Product Moment Correlation were the statistical techniques utilized for analyzing the data.
CHAPTER II
REVIEW OF THE LITERATURE

Few attempts have been made to directly determine the effects of different school environments and classroom management procedures on children's self concept and attitude toward school. A review of the literature does indicate, however, that many investigators have conducted related research and have obtained information from the following topics: 1. Children's attitudes toward school 2. Effects of the SWFP on self concept 3. School programs and self concept 4. Failure and self concept and 5. Academic achievement and self concept.

Children's Attitudes Toward School

Daniel C. Neale and John M. Proske (1967) conducted a study to determine school related attitudes of culturally disadvantaged fourth, fifth and sixth grade school children.

Two schools were chosen for this study—one from a low socioeconomic area and one from a middle socioeconomic area. Three hundred and fifty students from both schools responded to a sixteen point adjective scale. The results indicated that the middle socioeconomic status students had more favorable opinions toward their teacher than lower socioeconomic students. On the other hand, lower socioeconomic
students had more favorable opinions of their school building, school books, talking in front of the class and having to keep quiet.

Three conclusions followed from the results:
1. Culturally deprived children are not negative towards school. A person can like something and not do well at it.
2. There is a trend for attitudes toward school to become more negative as grade level increases. This suggests that the school is becoming lax in cultivating a positive attitude toward school.
3. Students in grade six had less positive attitudes in general than children in grade five. Children in grade five had less positive attitudes than children in grade four.

The results of Neale and Proske's study imply the need to find ways to cultivate positive attitudes toward school in children. These implications correlate with the significance of the present study. The present study attempted to determine if the use of the SWFP is indeed a way to foster positive attitudes toward school.

The purpose of the study was to see how the attitudes and behaviors of both pupils and teachers were changed after one year and two years of using the SWFP. The sample consisted of about fifteen teachers and three thousand five hundred students in grades one through six in ten New Castle Schools. Schools were paired on the basis of size, socio-economic status and achievement test scores. From each pair of schools, one was randomly assigned to the experimental group and the other to the control group.

During the first year the experimental group received training in Schools Without Failure and the control group continued to function in their traditional manner. During the second year both groups received Schools Without Failure instruction. Pupils were tested at the beginning and the end of the first year and again at the end of the second year. Students were tested in several areas. The variables pertinent to the researcher's study are self concept and attitude toward school. The Piers Harris Children's Self Concept Test was used to measure self concept in grades four through six while the Pictorial Self Concept Scale was used for grades one through three. A thirty item School Attitude Scale was designed to measure attitude toward school.

The results show that pupils in the SWFP had more positive attitudes toward school and valued school and
learning as more important than did children not in the SWFP. Results also indicated that primary children in the SWFP were more willing to try difficult tasks and work independently in school than children not in the program.

Masters, Laverty and Hayes also concluded that schools need to concentrate on fostering positive attitudes toward school.

The results of this study lend support to Hypothesis I of the present study since the children in the SWFP had more positive attitudes toward school and valued school more than children not in the SWFP.

Effects of the Schools Without Failure Program on Self Concept

Project Glasser (1977) was an inservice education program utilized by the Wayne County Intermediate School District in Detroit, Michigan. The program took place during the 1974-75, 1976-76, and 1976-77 school years.

Schools were accepted into the program on the basis of a need or desire for innovation or improved school environment, willingness of teachers to participate, and permission from building administrators.

Workshops and seminars were held to train the teachers. Training included involvement activities, classroom meetings, tapes, films, and discussions.
An objective of the program was that the students from Wayne County junior and senior high schools would improve self concept.

Pre and post tests were administered to a group of randomly selected classes. Analysis of the data found that students with three years exposure to Project Glasser had significantly increased their feelings about themselves and felt more important and influential than the students not exposed to Project Glasser.

Patricia Engle (1973) conducted a research project in two Chicago Elementary schools. The experimental school modeled the Glasser method while the control school did not. Schools were matched in terms of class size, socio-economic status, ethnic group, teacher-student ratio, services to the schools and instructional style of the teacher.

The Sears Self-Esteem Inventory was used to measure self concept. Self concept was found to be slightly higher in the experimental school than the control school in the first year, but did not differ from the control school after the second year. After the third year, children who had been in the program at least a year were compared with children new to the school. Children in the program had significantly higher scores on the Self-Esteem Inventory than students new to the school.
Both the study by the Wayne County Intermediate School District and Patricia Engle supported Hypothesis 2 (See p.44) of the present study. An increase in student self-concept resulted after attending a school that modeled Glasser's SWPP.

School Program and Self Concept

In 1973 Royal Van Horn (1976) conducted a study to see what effect different teaching models had on student academic ability, self-concept and attitude toward the teacher. The four teaching models used were: 1. behavior modification models 2. information processing models 3. social interaction models and 4. person models.

Ten male teachers and five female teachers from one secondary school system comprised the sample for this study. Random assignment was used to select one of each teacher's daily classes. Students in each class were administered the Self Concept of Academic Ability Scale and the Nebraska Student Attitude Scale.

Differences in model usage were not associated with student attitude toward the teacher. There were some differences on specific Self Concept of Academic Ability. Teachers who used positive reinforcers and or information processing models were associated with higher scores on the self-concept measure.
Schulman, Ford and Busk (1973) tested a mental health program designed to improve self concept. The program taught the students the meaning of self concept and then provided opportunities for them to investigate how peers, adults and families influenced them as well as how they felt about themselves.

Thirty-three sixth, seventh and eighth grade teachers in the Metropolitan Chicago area volunteered to teach the Self Concept Unit. Control and experimental groups were set up with the experimental group teachers receiving one session of training. Pretest and post tests were given. This is Me, designed to measure self esteem and How I See Myself were administered.

The results indicated that the teaching of the self concept unit positively effected the students self esteem and self concept of ability. Changes in pre and post test scores indicated that students could look at themselves more acceptingly and were better able to deal with interpersonal relationships after the course.

Although the studies by Royal Van Horn and Schulman, Ford and Busk do not directly related to Glasser's SWPP, the studies are significant and related to the present study because they attempted to show the effects that different classroom management procedures and school programs had on a child's self concept. Both studies found that classroom
management procedures or school programs did make a difference on self concept.

**Failure and Self Concept**

Glasser believes that in order to make children feel good about themselves, failure needs to be eliminated and replaced by success experiences. He believes that failing a child a grade in school causes the child to feel and act like a failure. The SWPP advocates that all children be promoted and that no child be allowed to fail.

A study by Kinnard White and James Lee Howard (1974) examined the effect of failure to be promoted in school on the self concept of children. Two hundred ninety-two boys and three hundred thirty-two girls in the sixth grade from North Carolina School Systems ranging from urban to rural areas were administered the Tennessee Self Concept Scale. Subjects were classified according to the number of times they had failed a grade in school.

The hypothesis tested was that failure to be promoted would be associated with negative self concept among elementary aged students. This hypothesis was supported by the data collected. The more years the student had failed, the lower the self concept.

This study supported Glasser's beliefs that failure to be promoted in school is detrimental to self concept development in children.
Academic Achievement and Self Concept

Academic achievement, although not a measured factor in the present study, has been found to relate positively to self concept. Higher achievement level correlates with higher self concept and attitude toward school. This further emphasized the need for discovering methods and classroom management procedures that enhance self concept and attitudes toward school. The studies that follow discuss the relationship of academic achievement and self concept.

In 1954 Brookover, Thomas and Peterson (1944) conducted a study with one thousand and fifty seventh grade students to determine the significance between self concept of ability in school and academic performance. One of the hypothesis tested was that self concept of ability in school is significantly and positively related to academic performance of students with the ability dimension controlled. Another was that self concept of ability is significantly and positively correlated with the evaluation that one perceives significant others hold of his ability.

The Self Concept of Ability Scales was administered. The Test of Mental Maturity provided IQ scores and grade point averages in the academic subjects were used to determine ability level.
The results of the study indicated that both of the hypotheses were supported.

Another study on academic achievement was conducted in 1967 by John Q. Jones and Laurabeth Grieneeks (1970) to determine the usefulness of self-perception measures to predict academic success. The sample consisted of eight hundred seventy-seven sophomores at the University of Texas in Austin. Scholastic Aptitude Tests as well as the following nonintellectual measures were administered—Identity Rating Scale, Self Concept of Ability and Self-Expectations were administered. Correlational procedures were used to determine the relationships between the self concept instruments and academic success. The findings of the study showed that the higher the self concept scores were, the greater the ability level seemed to be. (r=.53)

The implications of this study are that perhaps educators would do well to spend more time on the self perception of students than is presently spent.

A third study, done by Ronald Marx and Phillip Winne (1971), examined two facets of self concept—academic self concept and social self concept as being independent. The study also sought to determine the relationship between academic self concept, social self concept and academic achievement.
An experimental study was conducted using fifth and sixth grade low socioeconomic status children from a predominantly black school. All subjects were administered the Stanford Achievement Test and the Revised Sears Self Concept Inventory. The total scores were divided into social self concept subtest scores and academic self concept subscores.

The findings from this study were somewhat contradictory to the findings in Brookes and Grieneeks studies. In both fifth and sixth grades the social self concept negatively correlated with the two achievement scores. Academic self concept was not related to academic achievement in either grade.

Marx and Winne offered an interesting alternative explanation for their findings. Perhaps more socially successful students do not look to school for enhancement of self esteem where as the less socially successful students do.

Summary

This review of the literature explored the research done on various factors and their effect on self concept and attitudes toward school of children. More specifically, it dealt with the effects of failure, achievement level, various school programs and Glasser’s SWFP on children’s self concept and attitudes toward school. The type of
school program was found to have an effect on self concept
development. The SWPP was found to have positive concept
development. The SWPP was found to have positive effects on
both attitude toward school and self concept. Failure was
found to be negatively related to self concept while
academic achievement was found to be positively correlated
with self concept. It was these concepts and conclusions
that were the framework for this study.
CHAPTER III
PROCEDURES

Population

The population for this study included one hundred and five fifth grade students from two inner city schools in the Columbus Public School System during the 1978-79 school year. The matching process was used to select a sample of twenty students (ten boys and ten girls) presently attending School A, and twenty students (ten boys and ten girls) presently attending School B.

Sample Design

Two elementary schools in the Columbus Public School System were selected for the sample on the basis of their school-wide discipline program and on the premise that the children attending both schools could be matched on factors of race and socioeconomic status. Therefore, these were the two key factors in selecting the schools for the study.

School A was chosen because the school followed William Glasser's Schools Without Failure self-discipline program. The program had been in effect at School A since September 1974. At the onset of the program, teachers at School A received a three day inservice training session on the program by a member of the Glasser Institute.
The training sessions included learning the fundamentals of Glasser's program and methods of implementing these fundamentals into the school program. In addition to the training sessions, films and literature from the Glasser Institute were periodically sent to the school and distributed during several staff development meetings held in relation to the program. In the second year, a week long inservice program was held at the onset of the school year by another member of Glasser's Institute. New teachers at School A were trained and taught the fundamentals of Glasser's program by the school guidance counselor.

School B was chosen because it lacked a school-wide discipline program. Teachers at School B were not exposed to the Schools Without Failure self-discipline program. The teachers at School B applied discipline according to their own philosophies.

As mentioned previously, both schools were closely matched on the factors of race and socioeconomic status. Race and socioeconomic status were used in this study as controls for extraneous variables and not as factors influencing self concept. Students attending both schools were primarily black. School A had an enrollment of 99.1% black and School B had an enrollment of 87.6% black. Both schools were considered to be in the low socioeconomic range, with 74% of the families from School A and 82% of the
families from School B receiving aid to dependent children. Both schools were considered by the Columbus Public School System to be Priority I Schools. (See definitions, p. 8)

Fifth grade was the grade level chosen for the sample because fifth grade children had attended School A since the onset of the SWFP in 1974. All students at School B had never attended a school in which the SWFP was in effect. Although the students may not have attended School B since 1974, it was assumed that they would have attended other inner-city schools with classroom management procedures and school environments similar to School B.

The matching process was the technique utilized for sample selection in this study. The investigator attempted to select two samples that were equivalent on as many factors as possible by selecting only students who matched the following factors:

1. All students in the sample were either ten or eleven years old.
2. Boys from School A were paired with boys from School B. Girls from School A were paired with girls from School B. Equal numbers from both sexes were included because sex differences have been found to be a factor affecting self concept. (Engle, 1973)
3. All students lived in single parent homes. If both the mother and father lived in the home, the student was not
selected for the sample.

As mentioned previously, the role of significant others plays a large part in self concept development. Two significant others, both the mother and father living in the home could have differential effects on the child than one significant other would.

4. Next, students were matched on ability level. The reading book the child was assigned to at the time of the study was used as an indication of ability level. A study by Wattenberg and Clifford (1962) showed reading level to be related to self concept and thus was a necessary factor to control.

5. Finally, the students were matched according to family size since this is another factor that can influence self concept development. The categories used for matching were zero siblings, one to three siblings, four to six siblings, and seven or above siblings.

Originally, twenty two children (ten boys and twelve girls) from each of the two schools were chosen by the matching process to comprise the sample. However, for analysis purposes, it was necessary to randomly drop two pairs of girls from the sample due to insufficient data. Thus the final sample included ten boys from School A, ten boys from School B, ten girls from School A and ten girls from School B.
Instrument design

The Self Observation Scale (Stiner & Katzenmeyer, 1974) was designed to measure the way primary, intermediate and adolescent level children see themselves and their relationships with peers, teachers and school. A different scale was available for each of the three levels. The scale used in this study was the intermediate level. The design for this scale measures seven dimensions of self concept. The dimensions measured are self-acceptance, self-security, social maturity, social confidence, school affiliation, teacher affiliation, and peer affiliation. Table 1 (see p.31) includes particular questions designed to measure each dimension of self concept.

High scores for each dimension of the test are believed to characterize certain behavioral dimensions as characterized by expressions of feeling related to each of those dimensions. Table 2 (p.32) indicates what is generally interpreted by high scores for each dimension. For example, a high score for teacher affiliation characterizes a child who likes his teacher and views his teacher as being helpful, understanding and generous. Table 3 illustrates what is generally interpreted by low scores for each dimension. (p.33).
<table>
<thead>
<tr>
<th>Dimensions of Self Concept</th>
<th>Questions Measuring Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-acceptance</td>
<td>11, 15, 18, 20, 23, 26, 28, 33, 35, 39, 41, 43, 52</td>
</tr>
<tr>
<td>Self-security</td>
<td>1, 3, 5, 21, 24, 46, 48, 57</td>
</tr>
<tr>
<td>Social Maturity</td>
<td>7, 10, 45, 53</td>
</tr>
<tr>
<td>Social Confidence</td>
<td>8, 9, 11, 34, 42, 54, 55, 60</td>
</tr>
<tr>
<td>School Affiliation</td>
<td>2, 12, 16, 27, 31, 32, 38, 40, 47, 49, 56, 58</td>
</tr>
<tr>
<td>Teacher Affiliation</td>
<td>4, 6, 14, 17, 22, 25, 29, 44</td>
</tr>
<tr>
<td>Peer Affiliation</td>
<td>19, 30, 36, 37, 50, 51, 59</td>
</tr>
<tr>
<td>Behavior Dimensions</td>
<td>Characteristics of High Scores</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>1. Self-acceptance</td>
<td>views self as positive, attribute selves of happiness, importance and general competence, feel valued by peers</td>
</tr>
<tr>
<td>2. Self-security</td>
<td>high level of emotional confidence or stability, spend little time worrying</td>
</tr>
<tr>
<td>3. Social Maturity</td>
<td>know how to think and feel in a variety of situations, have learned importance of sharing, helpfulness, fair play</td>
</tr>
<tr>
<td>4. Social Confidence</td>
<td>feel confident of their ability to relate successfully in social situations--feel they can make friends easily</td>
</tr>
<tr>
<td>5. School Affiliation</td>
<td>view school as a positive influence on their lives, they get enjoyment out of school</td>
</tr>
<tr>
<td>6. Teacher Affiliation</td>
<td>they like their teachers and feel the teacher is helpful, attentive, understanding and generous</td>
</tr>
<tr>
<td>7. Peer Affiliation</td>
<td>consider their relationship with other children of high quality, important to them, see themselves as approved and valued</td>
</tr>
<tr>
<td>Behavior Dimensions</td>
<td>Characteristics of Low Scores</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>1. Self-acceptance</td>
<td>sees selves as unhappy, lack in general competence, of little importance to others</td>
</tr>
<tr>
<td>2. Self-security</td>
<td>worry a great deal, concerned something bad will happen</td>
</tr>
<tr>
<td>3. Social Maturity</td>
<td>evidence selfish, inconsiderate, immature behavior</td>
</tr>
<tr>
<td>4. Social Confidence</td>
<td>have difficulty making friends, don't feel valued by others</td>
</tr>
<tr>
<td>5. School Affiliation</td>
<td>don't enjoy most school related activities; negative about importance of school in their lives</td>
</tr>
<tr>
<td>6. Teacher Affiliation</td>
<td>see teacher as arbitrary, inconsiderate of children and source of emotional pain</td>
</tr>
<tr>
<td>7. Peer Affiliation</td>
<td>see other children as unfriendly, have few friends</td>
</tr>
</tbody>
</table>
Reliability coefficients are reported for each dimension. Table 4 indicates the reliability coefficients for black females and black males.

**TABLE 4**

**SPEARMAN BROWN**

Reliability Coefficients for the Self Observation Scale

<table>
<thead>
<tr>
<th>Behavior Dimension</th>
<th>Black Males</th>
<th>Black Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Self-acceptance</td>
<td>.81</td>
<td>.79</td>
</tr>
<tr>
<td>2. Self-security</td>
<td>.76</td>
<td>.67</td>
</tr>
<tr>
<td>3. Social Maturity</td>
<td>.83</td>
<td>.77</td>
</tr>
<tr>
<td>4. Social Confidence</td>
<td>.56</td>
<td>.66</td>
</tr>
<tr>
<td>5. School Affiliation</td>
<td>.66</td>
<td>.71</td>
</tr>
<tr>
<td>6. Teacher Affiliation</td>
<td>.82</td>
<td>.82</td>
</tr>
<tr>
<td>7. Peer Affiliation</td>
<td>.74</td>
<td>.73</td>
</tr>
</tbody>
</table>

Validity coefficients are reported for each dimension. Table 5 indicates the validity coefficients for black females and black males. (p.35)
TABLE 5
(Structural Integrity Matrix)
Validity Coefficients for the Self Observation Scale

<table>
<thead>
<tr>
<th>Behavior Dimensions</th>
<th>Black Males</th>
<th>Black Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Self-acceptance</td>
<td>.97</td>
<td>.97</td>
</tr>
<tr>
<td>2. Self-security</td>
<td>.91</td>
<td>.97</td>
</tr>
<tr>
<td>3. Social-maturity</td>
<td>.88</td>
<td>.90</td>
</tr>
<tr>
<td>4. Social Confidence</td>
<td>.94</td>
<td>.55</td>
</tr>
<tr>
<td>5. School Affiliation</td>
<td>.96</td>
<td>.93</td>
</tr>
<tr>
<td>6. Teacher Affiliation</td>
<td>.98</td>
<td>.98</td>
</tr>
<tr>
<td>7. Peer Affiliation</td>
<td>.93</td>
<td>.91</td>
</tr>
</tbody>
</table>

The attitude survey contained questions concerning how a child feels about his teacher and his school, plus how he sees the teacher as feeling about him. (See Appendix A)

Permission for the Study

After submitting preliminary plans for this study, the investigator received permission from Dr. Howard Merriman, Director of Administrative Services of the Columbus Public Schools to administer the Self Observation Scale and the attitude survey to the forty fifth grade students identified by the matching process for inclusion in this study.
A research proposal, copies of the Self Observation Scale and the Attitude Survey, and a sample parental student consent form were submitted to the Human Subject Review Committee at the Ohio State University for approval. After reviewing these items, the committee granted the investigator permission to proceed with the study. (See Appendix F)

The investigator also talked with both building principals concerning the nature of the study and the involvement of the students. Both principals consented to allow the fifth grade students at their respective schools to comprise the sample population for this study.

A consent form was sent to the parents of the subjects explaining the nature of the study and assuring confidentiality of the results. Consent forms were signed by both the parents and the child. (See Appendix F)

Administration

The Intermediate level of Self Observation Scale and the Attitude Survey were administered to the twenty fifth graders at School A and to the twenty fifth graders at School B during the autumn of the 1978-79 school year. Students were tested in the school building which they attended. The test was administered to all twenty students at the same time in a large group setting.
The test administrator attempted to maintain a relaxed, anxiety free testing environment during both testing sessions. The test administrator began by explaining that she was writing a paper concerning how boys and girls feel about themselves, and their schools and their teachers. The students were also assured that their teachers would not get to see their answers nor would anything be held against the students as a result of their answers.

All questions were read to the students on both the Self Observation Scale and the Attitude Survey.

Scoring the Responses to the Self Observation Scale

The Self Observation Scale was scored by hand by the investigator. The Scale contained sixty statements each requiring a yes or no answer. A point value was assigned each answer to each statement. One point was given for each answer that denoted a positive feeling toward the self. Zero points were given for answers that denoted a negative feeling. For example:

Sample Statement: I can't be depended on. Y____ N____

A yes response (Y) to this statement indicated a negative feeling toward the self and was assigned a value of zero. A no answer (N) to this statement denoted a positive feeling toward the self and would be assigned a value of one.

After each yes or no answer was assigned a point value, the points were then added together to arrive at a total
score. The highest possible total score that one could receive would be sixty by responding to every statement with the answer denoting a positive self concept.

Scoring the Responses to the Attitude Survey

The Attitude Survey was scored by hand by the investigator. The test consisted of twelve questions, each of which could be answered by one of the four following responses: very happy, happy, unhappy or very unhappy. A point value was assigned to the response on each of the twelve questions. Three points were assigned to the most positive response for each question, then two points for the second most positive response, then one point for the third most positive response and zero points for the least positive response. For example:

Sample Question: How did you feel about coming to school today?

An answer of very happy received three points; happy received two points; unhappy received one point; and very unhappy received zero points.

After each answer was assigned a point value, the points were added to arrive at a total score. The highest possible score on the Attitude Survey was thirty six points by responding in the most positive manner to each question.
CHAPTER IV
ANALYSIS OF THE DATA

The purpose of this study was to determine what effect a school environment, discipline program and teacher-pupil relationships have on children's self concept and attitudes toward school. More specifically, what effects does a school-wide Glasser's Schools Without Failure Program have on children's self concept and their attitudes toward school. The Schools Without Failure Program promotes success oriented experiences, provides daily opportunities for positive involvement between teacher and student, builds positive feelings toward the self and others, and strongly promotes self discipline.

Hypothesis I

Children in the SWFP will have more positive attitudes toward school than the children from the school with no formal program of classroom management.

A. The Attitude Survey was the measure that furnished data to test this hypothesis. Student scores on the Attitude Survey are listed in Table 6.
### TABLE 6

**ATTITUDE SURVEY SCORES**

<table>
<thead>
<tr>
<th>Subject #</th>
<th>School A Boys</th>
<th>School B Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>22</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>29</td>
<td>27</td>
</tr>
<tr>
<td>3</td>
<td>22</td>
<td>13</td>
</tr>
<tr>
<td>4</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>22</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>7</td>
<td>27</td>
<td>20</td>
</tr>
<tr>
<td>8</td>
<td>23</td>
<td>16</td>
</tr>
<tr>
<td>9</td>
<td>25</td>
<td>29</td>
</tr>
<tr>
<td>10</td>
<td>21</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>239</td>
<td>207</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject #</th>
<th>School A Girls</th>
<th>School B Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>21</td>
<td>32</td>
</tr>
<tr>
<td>2</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>24</td>
<td>32</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>5</td>
<td>25</td>
<td>23</td>
</tr>
<tr>
<td>6</td>
<td>27</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>35</td>
<td>32</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>31</td>
</tr>
<tr>
<td>9</td>
<td>23</td>
<td>31</td>
</tr>
<tr>
<td>10</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>207</td>
<td>266</td>
</tr>
</tbody>
</table>

**Total Boys & Girls**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Boys &amp; Girls</td>
<td>446</td>
</tr>
<tr>
<td></td>
<td>473</td>
</tr>
</tbody>
</table>
Table 7 indicates the mean scores on the Attitude Survey of the four groups included in Table 6, plus the overall means for both schools.

**TABLE 7**

<table>
<thead>
<tr>
<th></th>
<th>School A</th>
<th>School B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Means of Boys:</td>
<td>23.6</td>
<td>20.7</td>
</tr>
<tr>
<td>Means of Girls:</td>
<td>20.7</td>
<td>26.6</td>
</tr>
<tr>
<td>Overall Means:</td>
<td>22.3</td>
<td>23.6</td>
</tr>
</tbody>
</table>

Inspection of the means indicates that the difference in the overall means between the two schools appeared to be minimal (1.3). However, greater differences were found between the means of the School A boys and the School B boys (2.9), and the School B girls and the School A girls and the School B boys (5.9). These differences in the means suggested the need for Analysis of Variance application to determine the existence of significant differences.

B. The Two Way Analysis of Variance Test (ANOVA) was used to determine if there were any significant differences for main effects or interaction of sex and school. (See Table 8)
<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex of S</td>
<td>18</td>
<td>1</td>
<td>18</td>
<td>.09</td>
</tr>
<tr>
<td>School</td>
<td>18</td>
<td>1</td>
<td>18</td>
<td>.09</td>
</tr>
<tr>
<td>Interaction of Sex and School</td>
<td>207.5</td>
<td>1</td>
<td>207.5</td>
<td>6.01*</td>
</tr>
<tr>
<td>Error</td>
<td>1241.5</td>
<td></td>
<td>34.5</td>
<td></td>
</tr>
</tbody>
</table>

The F ratio showed that interaction of sex and school was significant (F=6.01, p<.025). A post hoc analysis of observed interaction effects indicated an unexpected finding. The girls at School B disclosed significantly superior attitudes in comparison with the attitudes of boys at School B and girls at School A. There was no significant difference found, however, between the girls at School B and the boys at School A. The F ratios for Sex of S (F=.09, p<.05) and for School (F=.09, p<.05) disclosed no significant differences for either sex or school.

The results indicated that Hypothesis I was not confirmed.
TABLE 9

SELF OBSERVATION SCALE SCORES

<table>
<thead>
<tr>
<th>Subject #</th>
<th>School A Boys</th>
<th>School B Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>48</td>
<td>37</td>
</tr>
<tr>
<td>2</td>
<td>47</td>
<td>52</td>
</tr>
<tr>
<td>3</td>
<td>32</td>
<td>43</td>
</tr>
<tr>
<td>4</td>
<td>44</td>
<td>43</td>
</tr>
<tr>
<td>5</td>
<td>41</td>
<td>51</td>
</tr>
<tr>
<td>6</td>
<td>44</td>
<td>36</td>
</tr>
<tr>
<td>7</td>
<td>52</td>
<td>52</td>
</tr>
<tr>
<td>8</td>
<td>50</td>
<td>39</td>
</tr>
<tr>
<td>9</td>
<td>56</td>
<td>49</td>
</tr>
<tr>
<td>10</td>
<td>55</td>
<td>39</td>
</tr>
<tr>
<td>Total Boys</td>
<td>469</td>
<td>441</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject #</th>
<th>School A Girls</th>
<th>School B Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>42</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>29</td>
<td>37</td>
</tr>
<tr>
<td>3</td>
<td>38</td>
<td>43</td>
</tr>
<tr>
<td>4</td>
<td>35</td>
<td>32</td>
</tr>
<tr>
<td>5</td>
<td>44</td>
<td>49</td>
</tr>
<tr>
<td>6</td>
<td>54</td>
<td>52</td>
</tr>
<tr>
<td>7</td>
<td>55</td>
<td>49</td>
</tr>
<tr>
<td>8</td>
<td>27</td>
<td>45</td>
</tr>
<tr>
<td>9</td>
<td>50</td>
<td>42</td>
</tr>
<tr>
<td>10</td>
<td>33</td>
<td>42</td>
</tr>
<tr>
<td>Total Girls</td>
<td>407</td>
<td>437</td>
</tr>
</tbody>
</table>
Hypothesis II

Children in the SWFP feel better about themselves and their ability to succeed than do children not in the SWFP.

A. The Self Observation Scale was the measure that furnished data to test the hypothesis. Student scores on the Self Observation Scale are listed in Table 9 on page 43. (See p. 37 for Scoring Techniques)

Table 10 indicates the mean scores on the Self Observation Scale of the four groups plus the overall means for both schools.

<table>
<thead>
<tr>
<th>TABLE 10</th>
<th>SELF OBSERVATION SCALE MEANS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School A</td>
</tr>
<tr>
<td>Means of Boys:</td>
<td>46.9</td>
</tr>
<tr>
<td>Means of Girls:</td>
<td>40.7</td>
</tr>
<tr>
<td>Overall Means:</td>
<td>43.8</td>
</tr>
</tbody>
</table>

Inspection of the means indicates that the difference in the overall means between the two schools appeared to be very minimal (.2). However, greater differences were found between the means of School A boys and School B boys (2.8), School A boys and School B girls (3.2), School B girls and School A girls (3.0), and School B boys and School A
girls (3.4). These differences in means suggested the need for Analysis of Variance application to determine existence of significant differences.

B. The Two Way Analysis of Variance Test (ANOVA) was used to determine if there were any significant differences between interaction of sex and school, between the sex of the subjects and between the two schools.

**TABLE II**

<table>
<thead>
<tr>
<th>SOURCE</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex of S</td>
<td>151.1</td>
<td>1</td>
<td>151.1</td>
<td>2.64</td>
</tr>
<tr>
<td>Schools</td>
<td>.91</td>
<td>1</td>
<td>.01</td>
<td>.0001</td>
</tr>
<tr>
<td>Interaction of Sex and School</td>
<td>42</td>
<td>1x1</td>
<td>42</td>
<td>.734</td>
</tr>
<tr>
<td>Error</td>
<td>2058</td>
<td>22(9)</td>
<td>57.2</td>
<td></td>
</tr>
</tbody>
</table>

B. An examination of Table II revealed that the results of the Two Way ANOVA for the Self Observation Scale data showed no significant difference for sex of subjects (F=1.64, p<.05). No significant difference was found between the scores by school of School A and School B (F=.0001, p<.05). Also, the F ratio showed that interaction of sex and school was not significant (F=.734, p<.05). That is, no groups of girls or boys scores were significantly different within either school or between either school.
The results provided evidence that Hypothesis II was not supported.

**Hypothesis III**

Positive attitudes toward school will highly correlate with positive attitudes toward one’s self.

A. The Pearson R Product-Moment Correlation was used to determine if there was a significant correlation between the Self Observation Test and the Attitude Survey within each school. The following formula was used to perform separate analyses of data for School A and School B, respectively.

$$r = \frac{\Sigma_XY - (\Sigma X)(\Sigma Y)}{N}$$

$$\sqrt{\left(\frac{\Sigma X^2 - (\Sigma X)^2}{N}\right) \times \left(\frac{\Sigma Y^2 - (\Sigma Y)^2}{N}\right)}$$

\[
\begin{align*}
\Sigma_XY &= 20.075 \\
\Sigma_X &= 866 \\
\Sigma_Y &= 446 \\
N &= 20 \text{ School A}
\end{align*}
\]

\[
\begin{align*}
\Sigma_XY &= 21.195 \\
\Sigma_X &= 878 \\
\Sigma_Y &= 476 \\
N &= 20 \text{ School A}
\end{align*}
\]
B. An analysis of the data from School A showed that the correlation between Self Observation Scale scores and Attitude Scale scores of twenty children disclosed strong significance. \((r=0.60, \ p<0.01)\) Squaring the correlation coefficient \((r)\) we arrive at an \(r^2\) equal to 0.36. We have 100% of variance in Attitude Survey Scores to explain. However, the performance on the Self Observation Scale accounted for or predicted 36% of the variance in scores on the Attitude Survey.

C. The analysis of data at School B showed that the correlation between the Self Observation and Attitude Survey scores of the twenty was significant. \((r=0.44, \ p<0.05)\). Squaring the correlation coefficient \((r)\), we arrive at an \(r^2\) equal to 0.19. As above, we have 100% of variance in Attitude Survey Scores to explain. However, the performance of the Self Observation Scale explains only 19% of the variance in performance on the Attitude Survey. Thus, other indeterminant factors account for the remaining 81% of the variance.

D. The results indicated that Hypothesis III was confirmed.
CHAPTER V
SUMMARY AND CONCLUSIONS

The summary, conclusions and suggestions for further study are presented in this chapter. The summary describes the overview of the study. The conclusions based on the results of the study are presented next, followed by the interpretation of the results. Finally the suggestions for further research and educational implications are presented.

Summary

This study examined the effect of Glasser’s SWFT on the self concept and attitude toward school of forty fifth grade children (20 boys and 20 girls) attending two inner-city Columbus Public Schools.

The two schools chosen for the study were selected on the basis of their contrasting school discipline programs and because these two schools offered the greatest possibility to be matched on socioeconomic status and race. The children who attended both schools were predominantly black. The schools were both considered Priority I schools and the children attending these schools were considered to be from low socioeconomic families with 74% of the families from School A and 82% of the families from School B receiving ADC.
To control for extraneous variables, children selected for the study were chosen by the matching process. Children were matched on factors of age, ability level, sex, number of siblings and one parent living in the home. (See p. 28)

The investigation was concerned with the SWFP practiced by the experimental school, School A, and not practiced by the comparison school, School B. No schoolwide formal classroom management program was in operation at School B. Each teacher adopted his own classroom management procedures.

The Self Observation Scale was administered to students at both School A and School B to measure self concept. An Attitude Survey was also administered to the students at both schools to assess attitudes toward school.

The independent variable was Classer's SWFP. The dependent variables were student self concept and student attitude toward school.

The Two Way Test of Variance Test (ANOVA) and the Pearson R Product Moment Correlation were used to analyze the data.

The results indicated no support for hypothesis one and two. There was no significant difference between the total scores of both groups on either the Self Observation Scale or the Attitude Survey. There was an unexpected significant difference disclosed however, between the girls at School B and the boys at School B and the girls at School A. The School B girls had significantly superior attitudes.
Hypothesis three was supported. A significant correlation was found between attitude and self concept at both schools.

Conclusions

On the basis of the analysis of the data, the following conclusions were drawn:

1. According to the data from this study, children in the SWPP at School A did not demonstrate more positive attitudes toward school than the children at School B. There appeared to be no real differences in the attitudes of the children at the two schools when comparing the total scores for each school. An F ratio in the Two Way ANOVA ($F = .09, p < .05$) indicated no significant school differences. (See Table 8, p. 42) One would conclude then that there appeared to be no difference in the way the two school's classroom management programs influence self concept.

2. There was no significant sex difference on the Attitude Survey as shown by an F ratio in the Two Way ANOVA ($F = .09, p < .05$). Therefore, the sex of the subjects was not an influencing factor for student attitude toward school.

3. There was a significant difference between the interaction of sex and school ($F = 6.01, p < .025$). Girls at School B disclosed significantly superior attitudes toward school than did the boys at School B and the girls at School A. Consequently, it seems that some unknown factor is operating
in favor of the girls at School B.

4. The SWFP has not appeared to achieve one of its main objectives at School A -- to foster positive attitudes toward school, as measured by the Attitude Survey.

5. According to the data from this study, children in the SWFP did not appear to feel better about themselves and their ability to succeed than the children at School B who were not in the SWFP. An F ratio on the Two Way ANOVA (F = .0001, p < .05) showed no difference between the two schools. (See Table 11, p. 45.) Therefore, the school environment and differing classroom management approaches did not appear to be a factor in influencing children's self concepts.

6. No significant differences were found on the Self Observation Scale due to the sex of the children as shown by the F ratio on the Two Way ANOVA (F = 2.64, p < .05). Therefore the sex of the subjects was not an influencing factor for student self concept.

7. No significant differences were found on the Self Observation Scale scores for interaction of sex by school as shown by the F ratio on the Two Way ANOVA (F = .732, p < .05). This would suggest that there appears to be no difference in the way two classroom management programs affected the self concept of either group.

8. The SWFP did not appear to achieve the goal at School A -- to have children feel good about themselves as measured
by the Self Observation Scale.

3. Children with positive attitudes toward school generally had positive attitudes toward themselves. Children who did not feel positively toward school generally did not feel good about themselves. Both schools showed a significant correlation between the Self Observation and Attitude Survey. (School A $r = .60, p < .01$) (School B $r = .44, p < .05$) Therefore, it seemed that the two instruments correlated with one another. Particularly in the case of School A subjects it would seem that the two instruments were measuring some of the same factors.

**Interpretations**

This study did not confirm the results of other studies relating self concept and attitudes towards school to the SWFP. Two major goals of Glasser's SWFP are improving pupil attitudes toward school and improving pupil self concept. Friendly involvement of teachers with pupil, success experiences and classroom meetings during which pupils ideas are accepted as worthwhile should tend to improve pupil attitudes toward school, others and self. The study by Neale, Broskek and Masters, Laverty and Hayes (1975) did find that pupils in the SWFP had more positive attitudes toward school and valued school and learning as more important than children not in the program.

Studies by Patricia Engle (1973) and by the Wayne County
Intermediate School District (1977) in Detroit showed that after several years of the SWFP, children's feelings about themselves increased.

The present study discovered very unexpected results that did not support hypotheses one and two or the findings in the related Glasser research. The children at School A in the SWFP did not show improved self concepts and feelings toward school when compared with children from School B. In fact, the girls from School B had significantly higher scores on the Attitude Survey than the girls at School A and the boys at School B. No significant difference was found between School B girls and School A boys, however. Following the assumption that the subjects at both schools were equivalent and subjects were matched on sex, ability level, age, number of siblings, and one parent living in the home, (to control for extraneous variables), one would expect that the School A student's scores would be significantly higher than the School B scores as based on the research and goals of the SWFP.

The assumption, however, was not supported by the analysis of the data. Several influencing factors might be responsible for the unusual results. 1. Perhaps the samples from the two schools were not equivalent to begin with as assumed. Attitudes, whether toward self or school, are difficult to measure because so many factors influence
how one feels at a given moment. Although the investigator attempted to control for the extraneous variables by matching the subjects from the two schools on a number of factors—socioeconomic status, age, sex, race, ability level, number of siblings and one parent living in the home, perhaps some important variables were not controlled.

One variable that was not controlled for was the number of significant others in a child’s life other than teachers, one parent and siblings. Significant others could include case workers, counselors, recreation center leaders, mental health workers or church workers. Brookover, Thomas and Patterson (1964) found statistically significantly positive correlations between self concept and perceived evaluation of significant others. Each significant other a child comes in contact with is somewhat responsible for developing self concept.

A second uncontrolled variable was the activities the child was involved in in school. The activities could include safety patrol, choir, lunchroom worker, office helper, cheerleading, sports teams or student council. These were not considered when pairing the children. It can be assumed that a child involved in several school activities would have a much better attitude toward school and also feel better about himself than a child who is never chosen for activities.
Actual home life experiences were difficult factors to control for but can have a significant influence on the child's feelings about himself. The type of child rearing practice being used in the home as well as the amount of time the parent actually spends with the child are two other significant factors in influencing self concept. Baumrind (1965) found that a combination of parental warmth and firm discipline is likely to produce a self-reliant self-controlled child. On the other hand Sears and others (1967) observed that when parents use physical punishment, they are providing an example of the use of aggression. This often causes children to become angry, resentful and aggressive himself.

2. Unlike the other research on SWFP, the present study was a post hoc study conducted after the SWFP had been in operation for several years. Since students had participated in the program for four years, it seems quite surprising that there were not some obvious differences. The other Glasser related research studies test change over a controlled period of time. Students were pretested before the program and post-tested after the program had been in effect. In this study, no testing was done at the onset of the SWFP in 1974. The investigator had no way of knowing whether the samples were equal from School A and School B in 1974 or all the many variables entering into developing self concepts during
the four year period. Perhaps School A students had much poorer self concepts and attitudes toward school than School B students to begin with. If that was the case, the self concepts and attitudes toward school of School A students may have increased during the SWFP since the two schools are fairly equivalent now in terms of self concept and attitudes toward school based on group data. There were no available data to test this hypothesis.

3. The sample size was extremely small. The children from School A came from two different classrooms and the sample for School B came from three different classrooms. With such a small sample, it was possible that the classroom environments, teacher-pupil relationships and management procedures used in these classrooms were not representative of the entire school.

4. The data for this study could have been distorted by selection of students. The sample was selected using different procedures at both schools. Permission slips were sent home to the School B students at the request of the principal. Twenty-two children out of the total fifth grade population of fifty-nine returned their slips and were therefore the students who comprised the sample. All children had sufficient time and reminders to return the permission slips. Most likely, the children who did return their slips were the most responsible students and cared about school
and the feelings of their teachers and maybe, the parent was very positive and supportive of the child. On the other hand, all fifth grade students present on the day the tests were administered at School A were tested. The children were then selected for the sample on their potential to match the twenty students from the School B sample. The students at School B actually volunteered for the sample and may have been the students who felt more positively toward themselves and school and may not have been representative of the total population. This factor might account for the large differences in the attitudes between the girls at School B and the girls at School A.

5. The test was administered to the two schools by two different people. Since the questions were read to children, perhaps the questions were read differently. Inflection of different words by the reader could change the importance and meaning of the questions to the students. Children often answer questions according to what they feel is expected of them. Facial expressions and tone of voice could interfere with a true response.

6. Perhaps the responses at School A were more accurate and honest since the SWFP encourages children to express their true thoughts without threat of punishment for their responses. Children participate daily in classroom meetings designed to provide an opportunity for honest and open
discussion. The children at School A were also familiar with the test administrator and felt comfortable and unthreatened responding truthfully.

On the other hand, perhaps the children at School B were not used to answering truthfully and feared punishment if the teacher did not approve of their answers. The test administrator was a stranger and although the children were assured confidentiality of their answers, possibly they could not trust the test administrator. The expected answers that would be accepted favorably by the teacher might have been given rather than truthful answers.

Also, teachers at School B were aware of the nature of the study. It is unknown what they might have told the children prior to testing and what prompting might have been given.

7. The teacher variable at School A could also be a factor contributing to the unusual results. When the SWFP was started at School A, all teachers agreed to give the program a try. Since that time new teachers have been hired and then told they are to follow the program. It was doubtful that all teachers are equally committed to using the SWFP. The program was practiced in different degrees by different teachers. Some teachers practiced all aspects of the program while some teachers only practiced a few aspects of the program. It was unknown what degree of the program was
being practiced in the classrooms that the Students from School A were in during the past four years.

The results of the present study as measured by paper and pencil tests were inconsistent with the observable results as agreed upon by the principal, counselor, nurse, teaching staff and educational aides at School A.

Since the onset of the SWFP in 1974, the following positive changes have occurred in the children at School A.

1. The nurse reported that there has been a drastic drop in the number of students coming to visit her with psychological complaints as excuses to get out of the classroom. The number of fights where children suffered bodily harm were also greatly reduced.

2. Children seemed much more friendly and more polite. Previously children would pass teachers in the hall and refuse to speak. The children began to speak to the teachers, and were very eager to help them even after school and during recess.

3. Children were much more verbal. They interacted with each other and settled matters more often by discussion than by physically fighting.

4. Children seemed to have more pride in the school. The vandalism rate decreased to almost nothing. Children expressed concern during classroom meetings for improving the school and keeping it clean.
5. The time once used for disciplining children was now able to be used for teaching. Achievement scores showed an increase as a result.

6. The principal was no longer feared by the children since he no longer spent his day paddling children. The children enjoyed visiting the principal in his office to discuss problems or share some special project they are working on.

Since the observable behavior changes and attitudes are so different than the paper and pencil results, perhaps a look needs to be taken at the instruments used. Although the Attitude Survey questions related directly to the hypotheses and the Self Observation Scale was both highly reliable and valid, perhaps these instruments lacked in sensitivity to measure these behaviors.

Proposals for Further Research

Suggestions are provided below for those interested in doing further research on the effect of Glasser’s SWFP on attitudes toward school and self-concept of elementary aged children.

1. The size of the sample for this study was fairly small and cannot be generalized beyond the school samples. In order to improve the generalizability of the study, a larger sample should be utilized. This would also help control for the teacher variable.

2. An experimental longitudinal study from the onset of a
SWFP would be beneficial in identifying changes in attitudes and self concept. This would also eliminate several of the extraneous variables. This is the type of research done in the other studies related to the SWFP.

3. The present study examined the results of the SWFP on self concept and attitudes after four years of the program. It would perhaps be beneficial to control the treatment by limiting the length of time. Children should also be pretested and post-tested to determine any changes that might have occurred.

4. The Self Observation Scale was divided into seven dimensions of behavior. The present study used the total score of all dimensions on the Self Observation Scale for means of analysis. It would perhaps be interesting to examine and compare the results for each of the individual seven dimensions measured.

5. It might also be fruitful to look at the effects of other classroom management treatments such as behavior modification to determine what effects they have on self concept.

6. Observations and interviews could be used as sources of data from both schools. Instruments such as the Self Observation Scale and the Attitude Survey may not be sensitive to subtle differences.
Educational Implications

Certain implications can be drawn in light of the conclusions of the present study and the related literature. The implications are:

1. There is contradiction among researchers whether or not disadvantaged children like the ones participating in this study generally have low self concepts or high self concepts. Soares and Soares (1970) and Trowbridge (1972) found that low socioeconomic disadvantaged black children tended to have better self concepts than children who are not disadvantaged. On the other hand, Zirkel (1972) has found that disadvantaged children have low self concepts. What both sides did agree on, however, was that programs needed to be designed that either develop or maintain positive self concepts.

The main problem today is that most schools address themselves to the cognitive domain rather than the affective development of the child, his social and emotional growth. Perhaps schools need to spend more time dealing with self concept development in children. Since academic achievement positively correlates with self concept, the reason for spending time developing positive self concepts in the schools seems obvious.

2. Perhaps a SWFP needs to be set up in a school where children seem to be having a hard time being successful.
If such a school were to be set up, the staff needs to be interviewed and only teachers fully committed to making the program work should be hired for such a school. All personnel, including administrators, janitors, aides, office clerks, nurse and teachers need to attend staff training sessions in the implementation of the SWFP. The inschool suspension needs to be staffed by a person trained in the philosophy of the SWFP. Parents too would need to be informed of the program and made aware of the program goals and how they could help at home. In order for a program such as the SWFP to truly work, it takes everyone working together committed to the same goals --creating children with good self concepts that can be responsible for their own behavior.
APPENDIX

APPENDIX A
ATTITUDE SURVEY
ATTITUDE SURVEY

1. How did you feel about coming to school this morning?
2. How do you feel about the boys and girls in your room?
3. How do the boys and girls in your room feel about you?
4. How do you feel about the things you do in school?
5. How does the teachers feel about the boys and girls in this room?
6. How do the boys and girls in this room feel about the teacher?
7. How do you feel about the teacher?
8. How do you feel when your teacher is absent?
9. How do you feel when your teacher gives you something new to do?
10. How do you feel when your teacher asks you a question?
11. How do you feel when you are in school?
12. How do you feel about your teacher and parents talking together about you?
APPENDIX B

SAMPLE QUESTIONS

SELF OBSERVATION SCALE
SAMPLE QUESTIONS FOR EACH DIMENSION OF THE SELF CONCEPT SCALE

1. **Self Acceptance**
   I can only do my work if someone helps me.

2. **Self Security**
   I am about as nervous as other people.

3. **Social Confidence**
   I am easy to like.

4. **Social Maturity**
   I always have to be boss.

5. **Peer Affiliation**
   Usually I like to be with other children.

6. **Teacher Affiliation**
   My teachers are mean.

7. **School Affiliation**
   I feel good when I'm at school.
APPENDIX C

GLASSER'S TEN-STEP APPROACH
TO SCHOOL DISCIPLINE
THE TEN-STEP APPROACH TO SCHOOL DISCIPLINE

Step 1  Select students that are on-going discipline problems. Make a list of what you currently do when the child is disruptive.

Step 2  Analyze your list carefully and ask yourself, "Are these techniques working?" Make a commitment to yourself not to use any of the responses on your list the next time a problem develops unless these things correspond to the procedures suggested in steps three through seven.

Step 3  Make a plan to become personally involved with the student. Provide some success experiences for the student.

Step 4  When a problem occurs, and you have done Steps One, Two and Three—just say to the student, "Please stop it."

Step 5  Step four isn't working. Now, ask the child "What are you doing?" and, "Is what you are doing against the rules?" If the student refuses to answer, tell him what you saw him doing and that it is against the rules.

Step 6  Repeat Step Five briefly, and then when that doesn't work tell the student, "We have to come up with a plan for you to follow our rules." Take time with the student and talk about the plan. The plan needs to be more
than "I'll stop it." The plan has to be a positive action plan that helps the student move toward responsible behavior. The plan should be short term and specific.

Step Seven  The student disrupts again. It is now time for the student to be isolated or "timed out." The "time out" should be right in the immediate classroom. It should be a comfortable place where the student can sit quietly and think. The student needs to know that he is no longer involved in active participation in the class. If the student disrupts while in this area, he then needs to be removed from the classroom.

Step Eight  In-school suspension is the next step. Simply say to the student, "Things are not working out for you here. We have tried to work out the problem but now it's time for you to spend some time out of the class and talk with some other people." The time out room should also be a fairly comfortable, non-punitive place staffed by someone who can communicate with the students. The child stays in this room until he is ready to make a plan to change his behavior and follow the rules.

Step Nine  Students who are totally out of control and cannot be contained in the in-school suspension room must be sent home.

Step Ten  Any student who is unsuccessful in Step Nine, must stay home permanently or be referred to a community agency.
APPENDIX D

EXAMPLES OF CLASSROOM MEETING TOPICS
SUGGESTED IDEAS FOR GLASS-TYPE CLASSROOM CIRCLE MEETINGS

1. Why do people lie? Do people believe you when you tell them something? When do you lie?

2. What is kindness? Do you know anyone who is kind? Why are some people mean to others? Are you a kind person?

3. Why do teachers send your report cards home? Would you know how you are doing in school without report cards?

4. Did you know that a long time ago only boys could go to school? What do you think of this?

5. Do you think there would be more or less fighting if there were only children of your age at this school?

6. What if you were asleep at home and someone woke you and said there was a fire in the kitchen? What would you do first, then second, then third? If your sister or brother became frightened and began to run, what would you do? Should you call the fire department first or get everyone out of the house first? Why?

7. If you found a five dollar bill on the street, what would you do?

8. If you had one wish, what would you wish for?

9. If you could change our room, how would you make it different? Why? What do you think other people would say about the change?

10. What is love? How can you tell when someone loves you? How can you show someone that you love them?
11. What is air? How do you know it exists? What does air do?
12. What if there were no music in the world?
13. What kind of teacher do you like better? A strict teacher or an easy one? Is a strict teacher necessarily a mean one? With which teacher do you feel you learn more? What makes a mean teacher? What makes a nice teacher?
14. What is cheating? Do you ever cheat? Why do people cheat? (school, work, games, etc.) Would you trust a person who cheats? Why or why not?
15. Why do people get married?
16. If you were locked in the school building at night by mistake, what would you do?
17. If you could turn yourself into any animal on earth, what would be your choice? Would you like to be an animal that helps man or one who hurts him? Do you think some animals remind you of certain people? (gentle, greedy, mean, pretty)
18. What would you do with a thousand dollars?
19. Do you like to be hit by someone bigger than you?
20. If you could change one thing about yourself, what would you change?
APPENDIX E

LETTER OF PERMISSION FROM THE COLUMBUS PUBLIC SCHOOLS
Mrs. Pamela Stacy
Windsor School

Dear Mrs. Stacy:

The Division of Management Services has reviewed your proposal to administer the Self Observation Scale and a short attitude test to selected fifth grade students at Windsor School and at Ohio Avenue School.

The design of your study has merit and it is hoped that the results will be reviewed by our Child Study Department for system-wide implications.

Since you have met all requirements as outlined in the Principals' Handbook, you have permission to complete your study as long as you work within any guidelines suggested by the building principals involved in your study.

Sincerely,

Howard Merriam
Assistant Superintendent,
Management Services

HM:jh

November 20, 1978
APPENDIX F

HUMAN SUBJECT REVIEW FORMS
RESEARCH INVOLVING HUMAN SUBJECTS

PROPOSED USE OF HUMAN SUBJECTS: ACTION OF THE REVIEW COMMITTEE

The Behavioral & Social Sciences Review Committee has taken the following action:

1. Approve
2. Approve with Conditions
3. Disapprove

with regard to the employment of human subjects in the proposed research entitled: The Effects of Glasser's Schools Without Failure Program on the Self Concept and Attitude Toward School of Inner City Black Children.

Roger T. Cunningham/Pamela L. Stacy is listed as the principal investigator.

The conditions, if any, are attached and are signed by the committee chairperson and by the principal investigator. If disapproved, the reasons are attached and are signed by the committee chairperson.

It is the responsibility of the principal investigator to retain a copy of each signed consent form for at least four (4) years beyond the termination of the subject's participation in the proposed activity. Should the principal investigator leave the University, signed consent forms are to be transferred to the Human Subjects Review Committee for the required retention period.

Date November 3, 1978 Signed (Chairperson)
The research protocol entitled "The Effects of Glasser's Schools Without Failure Program on the Self Concept and Attitude Toward School of Inner City Black Children" by Roger T. Cunningham (Principal Investigator) and Pamela L. Stacy (Department & College), 223 Arps, 1945 N. High, presented for review by the Human Subjects Review Committee to ensure the proper protection of the rights and welfare of the individuals involved with consideration of the methods used to obtain informed consent and the justification of risks in terms of potential benefits to be gained. The Committee action was:

☐ APPROVED
☐ APPROVED WITH CONDITIONS BELOW
☐ DEFERRED - COMMENTS BELOW
☐ DISAPPROVED
☐ NO REVIEW NECESSARY

(signature of Committee Member)

The subjects were deemed not at risk and the protocol was approved with the following restrictions:

1. Roger Cunningham should be listed on the consent form as supervising the study.
2. A statement should be included on the consent form indicating to the subjects that they need not answer any questions to which they may object.
3. The consent form should also include the telephone number of the investigator in the event parents may desire further information about the experiment.

If you agree to the above conditions, please sign this form in the space(s) provided and return it with any additional information requested to Room 205, Ohio State University Research Foundation, 1314 Kinnear Road, Campus, within one week. Upon such compliance, the approval form will be mailed to you. (In the case of a deferred protocol, please submit the requested information at your earliest convenience. The next meeting of the Committee is two weeks from last meeting date.)

Date 11/7/78 Signature

(Chairman, Behavioral and Social Sciences Human Subjects Review Committee)

Form 2-P034A
Dear Parents.

Let me begin by introducing myself. My name is Pam Stacy and I am a teacher at Windsor Elementary School. I am also a graduate student at the Ohio State University.

As part of my requirements for graduation, I must do a research study and write a thesis concerning my study. My thesis involves self-concepts of children and their attitudes toward school.

I will be giving a simple attitude survey and a self concept scale to several fifth graders in the Columbus Public Schools. I would like your permission to administer the attitude survey and self concept scale to your child. I assure you that no names will be used and your child's identity will not be revealed. Your child need not answer any questions to which he objects.

Please sign the permission slip at the bottom of this note and return it to your child's teacher. If you desire further information about the study, feel free to call me during the day at 294-3731.

Thank you for your cooperation.

Sincerely,

Pam Stacy
Teacher, Windsor Elementary

Dr. Roger Cunningham
Supervisor of Study
Ohio State University

______________________________________________
has my permission to take the attitude survey and self concept scale.

(Parent Signature)

______________________________________________
(Child's Signature)
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